

INDIAN YOUTH WINS SECOND PLACE

Andrew Hornbuckle, Cherokee Indian student at Bacone Indian college at Bacone, Oklahoma, won second place in the National Oratory contest, held last week at Bristol, Virginia. First place in the contest was won by Abe Kaplan of Duluth, Minnesota.

Hornbuckle won first place in the state contest held at Norman a few weeks ago with his oration, "The Indian Yesterday, Today and Tomorrow." He is a sophomore at Bacone college.—Tushkahomman, Stroud, Oklahoma.

CROW INDIANS TRY NEW EXPERIMENT

A novel experiment is being carried out on the Crow Indian reservation near Hardin, Montana.

Robert Yellowtail, who was chosen as superintendent of the Crow reservation by vote of the tribesmen, has ordered all irrigation ditches opened to permit water to flow over the fields.

Yellowtail said that observations made recently on a trip to Denver, led him to believe that another year of drouth was impending. He believes, moisture allowed to sink into the soil now, will be conserved to aid in the growth of crops next summer.

This is the first instance in which winter irrigation has been attempted in the state of Montana.—Indians at Work.

BACCALUAREATE SPEAKER

On May 12 when Haskell Institute for Indians, Lawrence, Kansas, begins its fiftieth graduation exercises one of the speakers will be a lineal descendant of that great Indian educational advocate, David Folsom. This great Choctaw leader was commissioned a colonel in the American army; served as chief of the tribe, statesman and diplomat; was a noted orator, musician and a devout religionist. Throughout his life he advocated and developed industry, education and morals among the Indians. For more than a century Folsom blood has held an honored place in the annals of Choctaw history.

The life and achievements of the baccaluareate speaker, Rev. W. E. S. Dickerson, very closely parallels that of his illustrious ancestor of more than one hundred years ago. Rev. Dickerson is a great student and also interested in industry, education and morals. His academic training was obtained in the State teachers college at Durant, Oklahoma, and the University of Florida. He is a great public speaker, a talented musician, theologian, and educator. He has served as high school teacher, principal and superintendent. He was commissioned in the regular army during the World War and is now a licentiate of the Southern Presbyterian church. He is at present assistant pastor of the Lutch Memorial Presbyterian church and director of the Lutch Stark's Boys, Inc., a musical, athletic and moral training organization located at Orange, Texas. This organization is sponsored and financed by a young philanthropic millionaire, Mr. H. J. L. Stark, and fosters extra-school development by maintaining bands, orchestras, harmonica clubs, and athletic units such as basketball

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teams, tumbling and gymnasium clubs. Busses, playgrounds, parks and swimming pools are furnished and operated. Much emphasis is put on boy scouting, church and Sunday school work.

Haskell Institute is most fortunate to have as one of her speakers an Indian of such sterling quality and ability—a man, whose life, heredity, experience and chief interest has been so inseparably connected with the aims and problems of youth.—David Parsons.

BAND AT OSAWATOMIE

Unveiling ceremonies for the John Brown statue in John Brown Memorial state park were held at Osawatomie Thursday.

A concert by the Haskell band under the direction of Robert Evans Bruce opened the morning program and the Haskell quartet sang several selections. Dr. Henry Roe Cloud, superintendent of Haskell gave the address.

The Haskell and Osawatomie bands played also for the afternoon program and the Haskell quartet sang again.

HASKELL CALENDAR

Saturday, May 11—5:30 P. M. Sack lunches; picnics for such groups as desire; no transportation furnished.

7:30 P. M. Student dance, Tecumseh hall.

Sunday, May 12—7:00 P. M. Baccalaureate services; speaker—Rev. W. E. S. Dickerson.

8:30 P. M. Faculty reception to graduates, Pochontas hall.

Tuesday, May 14—7:30 P. M. Puppet show given by arts and crafts department, Haskell auditorium.

Wednesday, May 15—School closes.

Thursday, May 16—Regular detail in the morning.

2:00 P. M. Inter-class track meet, Haskell stadium.

7:30 P. M. Dramatic class play, Haskell auditorium.

Friday, May 17—Haskell Campus Day.

Regular detail in the morning.

1:30 P. M. Campus day parade.

2:30 P. M. Crowning of campus queen.

3:00 P. M. Girls' athletic contests in charge of Miss Anna Towser.

4:00 P. M. Band concert.

5:30 P. M. Barbecue in Walnut grove.

7:30 P. M. Awards program, Haskell auditorium.

8:30 P. M. All-school street dance, and stomp dance on tennis courts.

Saturday, May 18—Commencement Day.

Regular detail in the morning.

8:00 A. M. Alumni breakfast, Sacajawea hall.

12:00 Noon Alumni dinner, upper Curtis hall, student dining room.

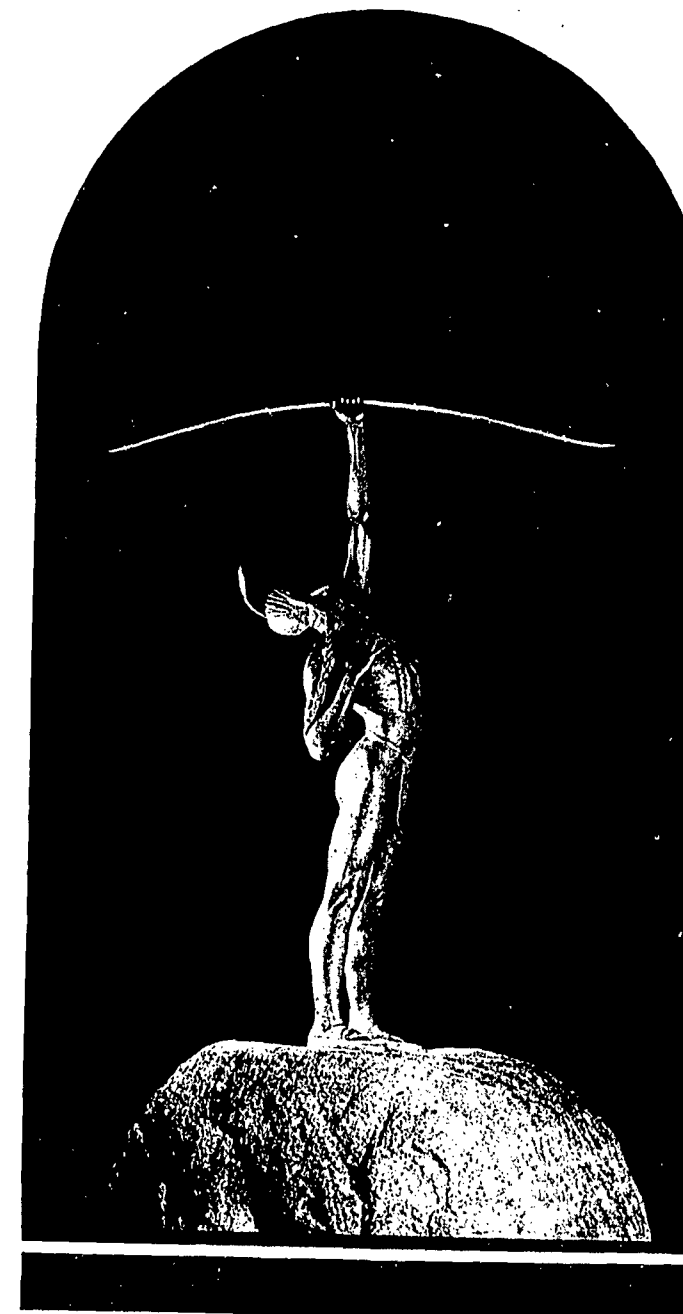
3:00 P. M. Baseball game—Haskell vs. Alumni.

7:00 P. M. Commencement exercises, Haskell auditorium. Speaker—Mr. Thomas H. Dodge, chairman of Navaho tribal council.

8:45 P. M. Alumni dance, Tecumseh hall.

Monday, May 20—7:30 P. M. Puppet show given by arts and crafts department of Haskell.

COMMENCEMENT NUMBER



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THE INDIAN LEADER--1935

Commencement
Number

...



He Who Shoots the Stars

I am Pumunangwet, He Who Shoots the Stars!
I symbolize the spirit of America;
My eyes search the heavens of our greater destiny;
My bow twangs a symphony of conquest;
Each singing arrow seeks a higher star!

I am Pumunangwet, Inspirer of Men!
I am the Challenge of the Unachieved;
I am Fear conquered and Courage crowned King;
I am the Call to High Adventure;
I am the Forward Look and the Upward Reach;
My war cry sounds from the highest cliff;
My flaming arrows point the way to goals yet
unattained!

I am Pumunangwet, Chief of the Conquerors!
I ask all daring men to join my tribe;
I ask that you fit arrows to your bows;
There are five hundred million stars to shoot:
The stars of Plenty; Happiness, and Peace;
The Upward March of Man has but begun,
So bend your bows and let the arrows fly!

—Wilferd Peterson.

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THE INDIAN LEADER

A Weekly Publication by and for Indians

DR. HENRY ROE CLOUD, Editor

ALLAN SHEPARD, Manager



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HASKELL INSTITUTE

LAWRENCE, KANSAS

MAY 24, 1935



DR. HENRY ROE CLOUD
Superintendent



RUSSELL M. KELLEY
Asst. Superintendent

MESSAGE TO THE GRADUATES

To those of you who are leaving Haskell, we wish you great success in utilizing to the best possible advantage, for yourself and for your race, what you have learned here. May you continue that fine spirit of fellowship, cooperation and community consciousness that you have practiced during your life at Haskell.

It is our sincere hope that you will offer an ever-ready helping hand to your fellow man and that you will enter the battle of life with the determination to carry on with enthusiasm those high ideals of life for which your Alma Mater so nobly stands.

RUSSELL M. KELLEY
Assistant Superintendent
In Charge

THE INDIAN LEADER

A WEEKLY PUBLICATION DEVOTED TO INDIANS AND INDIAN EDUCATION. ISSUED EVERY

FRIDAY DURING THE SCHOOL YEAR BY HASKELL INSTITUTE.

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Commencement at Haskell--1935

The Conclusion of A Half Century of Educational Achievement

By RETHA E. BREEZE

Member of the Haskell staff

DIPLOMAS were awarded to 221 graduates of Haskell Institute on Saturday evening, May 18, 1935, thus bringing to a close the fiftieth school year in the history of the institution. As the line of graduates filed across the stage in solemn procession to receive the diploma and seal of Haskell Institute from the hand of its superintendent, Dr. Henry Roe Cloud, expressions of hope, joy, anticipation, determination, satisfaction, and relief were registered on the faces of these more than two hundred recipients. These graduates alone number almost as many as the entire student body of fifty years ago, but could the two groups be brought face to face, more striking differences than those of numbers doubtless would be in evidence. These graduates of today have traveled much farther along the road of learning than did any of the members of that class beginning fifty years ago, but the Class of 1935 should pause in admiration for those struggling pioneers of fifty years ago, who led the way for future Indian youths to acquaint themselves with the ideals, customs, habits, and culture of another race.

The program of activities for the Commencement season of 1935 began with the Commercial-Vocational Prom on Saturday evening, April 27. The junior vocational students joined forces with the junior commercials in entertaining the senior classes of each of these departments at a dance and card party in Tecumseh hall. In the receiving line were the presidents of the junior classes: Woodrow Groves from the commercial department, John Villa from the boys' vocational department, Ethel McAfee and Effie Downing from the girls' vocational department. Joe Skye was the master of ceremonies for the evening. While refreshments were being served, the guests were entertained very cleverly by the "Dancing Dames", a chorus of beautiful young ladies in frilled evening frocks, led by Irene Miller. Lenwood Kenote was the tap dancer and Helen Denson the blues singer. The couples dancing gaily in a tangle of colored streamers and confetti beneath a heaven of Japanese

lanterns and a bouncing rainbow of balloons, were reluctant to see the evening end.

The following Saturday evening, May 4, the high school juniors entertained the seniors with a Dutch Feast in Tecumseh hall. Each member of the junior class acted as an escort for some senior or faculty member. Upon their arrival, the guests were received informally by the officers and committee chairmen of the junior class, and were ushered immediately into an environment of Dutch windmills, colored tulips, and wooden shoes. During the dances Dixie Dean Finley and Alice Monette appeared as soloists with the orchestra in several numbers. In a very appropriate speech during the intermission Jack Culberson, president of the senior class, presented to the junior class a large key symbolizing the key of knowledge. In return Richard Greene, junior class president, presented to the senior class a ladder of success decorated in red and white, the senior class colors. Immediately following the serving of refreshments, Lena Rose Vale and Eleanor Lucia, dressed in Dutch costume, entertained the group with a tap dance to the tune of "Little Dutch Mill."

The formal Commencement program began with the Baccalaureate service on Sunday evening, May 12. As the 221 graduates marched into the new auditorium and took their places, a calm and quietness pervaded the atmosphere suggesting that some change was about to take place—a change which marked both an ending and a beginning. A very appropriate and challenging address on "Unchanging Values" was delivered by Rev. W. E. S. Dickerson of Orange, Texas. This address appears elsewhere in this issue of *The Leader*. The complete Baccalaureate program was as follows:

Processional	Orchestra
Doxology	Assembly
Invocation	The Reverend A. A. Van Sickle
Response	Choir
Hymn, "Coronation"	(Congregation standing)
"Ave Maria"	Gounod

"Send Out Thy Light"..... Gounod
 Baccalaureate Address Rev. W. E. S. Dickerson
 "Lead On, O King Eternal"..... (Congregation standing)
 Benediction Choir
 Recessional Orchestra

A reception for the graduates and their guests was held at Pocahontas hall immediately following the Baccalaureate service. In the receiving line were Supt. and Mrs. Roe Cloud, Rev. and Mrs. W. E. S. Dickerson, Asst. Supt. and Mrs. Kelley, heads of departments, and other employees of Haskell Institute. Light refreshments were served by members of the home economics staff.

One of the most entertaining and unique features of the close of school activities was the Indian Marionette show produced by members of the arts and crafts department on Tuesday evening, May 14. The story of "Scarface" and his hardships in winning Bright Star was most realistically portrayed. This story is an adaptation from an old Blackfoot legend. As an added feature, the marionettes danced to the rhythm of the tom-tom and Indian songs to the astonishment and delight of the entire audience.

The characters were as follows:

Bright Star Daughter of the Chief
 Mother Mother of Bright Star
 Chief Father of Bright Star
 Scarface In love with Bright Star
 Young Man Of the village
 Old Woman Friend of Scarface
 Bear
 Wolf
 Morning Star Son of the Sun
 Pelican
 Sun The supreme power of the world

Puppeteers: Stannard Wiles, Kenneth Scott, Josef Monegar, Maggie Kewaskum and Bessie Matlock.

Singer and Drummer: Joe Wesley.

SUNRISE SONG

Singers: Joe Wesley, Stannard Wiles and Josef Monegar.

INDIAN DANCES

Dancer Kenneth Scott
 Drummer Josef Monegar
 Girl Bessie Matlock
 Singer and Drummer Joe Wesley

On Thursday afternoon an inter-class track meet was held. This event marked the close of the boys' athletic activities for the school year.

Thursday evening at 7:30 o'clock the dramatic classes presented their annual commencement play. This year's production was "Autograph Anne," a comedy in three acts, by Dora Mary MacDonald. Every dramatic student had some part in the production of this play and the entire performance was done in a most commendable manner. The following cast of characters and committees were responsible for various phases of the production:

Katherine, feature editor of the college annual..... Irene Daugherty
 Harriet, a real student Francis Irving

Patricia, leader in girls' athletics Lillian Saul
 Maid Gertrude DuPuis
 Bernice, president of Delta Phi Callie Mae Garrison
 Hortense, president of Pan Hellenic Verona Holmes
 Lucile, brunette Delta Phi society leader
 Josephine Cournoyer
 Peg, associate editor of the University Daily
 Elizabeth Cobb
 Anne, Autograph Anne Louise Schrimpscher
 Benton, president of the Men's Union
 Vernon Young
 Shorty, a humorist Robert Wilson
 Biff, captain of the football team
 Forrest Jones
 Donald, a student Fred Bigjoe
 Sidney, a butterfly man of Sigma Delta
 Jack Valliere
 Charlotte, blonde Kappa Pi society leader
 Helen Denson
 Walter, president of Sigma Delta James Scholder
 Bill, graduate student and assistant professor
 Joe Anderson
 Ed, editor of the University Daily Kenneth Scott
 Mac the Frosh, who wants to learn about women
 Josef Monegar
 Western Union boy and Photographer
 George Lawton Smith
 Pages Sidney Carney and Raymond Shaw

Other university students: Phyllis Lyons, Alice Monette, Ruth Chisholm, Owallah Shoemake, Helena Cooke, Iva Lou Jordan, Fay Folster, Mary French, Marie LaFrinierre, Reyes Trujillo, Henry Holleyman, Edward Martin, Ambrose Hernandez, Louis Cimino, Edwin Smith, George Nullake, Edward Peavy, George L. Smith, Herman Bear, Louis Monchamp.

Friday, May 17, was designated as Campus day. The activities began with a Campus day parade at 1:30 in the afternoon. Each department of the institution was represented in an appropriate manner.

The next event was the crowning of the Campus queen. Miss Mary Lavadure, a junior in the commercial department was chosen as Campus queen by popular vote of the student body. In a dignified and stately manner, Queen Mary and her attendants took their places around the throne, and in a brief but impressive ceremony the Queen was crowned, and the scepter of power placed in her hand by Mr. R. C. Starr, dean of men. She then reviewed from her throne the merry and gaily dressed groups of dancers as they flitted to and fro around their May pole.

The crowd then proceeded to the stadium where the girls' athletic contests were held. After the contests were over, the band furnished a delightful program of music until a message was broadcast that the barbecue supper was ready to be served under the south section of the stadium. This proved to be one of the most enjoyable features of the day.

Immediately following the barbecue supper, the student award program was held in the auditorium. The large number of students represented in this program attests the fact that it was of much interest to the entire student body. The following is the program and the names of students receiving recognition:



CAMPUS DAY SCENES

Processional—Award Students Orchestra
 Vocal solo—When Irish Eyes Are Smiling Ball
 Joe Johnson

Certificate Awards To Vocational Girls
 Certificate Awards To Vocational Boys
 Presented by Mr. R. M. Kelley

Announcement of the Names of the High school Students who have made every Honor Roll throughout the entire school year by Miss Retha E. Breeze.

Award to Student Council Officers:
 Award to Girls, Mrs. Margaret Pearson Speelman
 Award to Boys Mr. R. C. Starr

Awards for Chorus Work:
 Presented by Miss Corinne E. Bemis

Boys' Quartet Selected
 Pemberton Doxtator, Ambrose Hernandez
 Lawrence Irving, John Bosin

Awards for Band and Orchestra Work:
 Presented by Mr. Robert Evans Bruce

Saxophone Quartet Selected
 Ignacio Trujillo, Jefferson Owl
 Lawrence Hill, Jack Fyfe

Girls' Athletic Contest Awards:
 Presented by Miss Anna Towser

Certificate Awards for Athletics:
 Presented by Mr. Gus Welch
 Football, Basketball, Track, Boxing

Onward Haskell Assembly
 Girls' Vocational Certificates:
 Home Economics—Lorraine Dennis, Irene Jacobs,

Anna Belle Scuggins, Ethel Self, Cora White.
 Nursing—Charlotte Butler, Inez Cherry, Blanche Delorme, Dorothy Hogner, Maudine Kauley, Ophelia Little Thunder, Lorene Red Lightning.

Boys' Vocational Certificates:
 Orval Elliott, Reuben Chalakee, Woodrow Jimboy, George Lowry, Frank Medina, Fred Miles, Holcey M. Pence, Clarence Powless.

Honor Roll Students:
 Helen Cornelius, Martha Sternbeck.

Senior Student Council Officers:
 Irma Hicks, Irene Jacobs, Owallah Shoemake, Carl Cornelius, Jack Culberson, Lofa Hay.

Chorus:
 Ethel Bonser, Susanna Blythe, Theresa Bonser, Elizabeth Cobb, Josephine Cournoyer, Eleanora Crowe, Catherine Foster, Callie Mae Garrison, Beatrice Graham, Verona Holmes, Catherine Hull, Helen Kawegomoa, Irene McAfee, Pearl McNac, Marie LaFrinierre, Edith Miller, Lorencita Naranjo, Sarah Jane Reed, Lillian Rice, Katherine Ross, Daisy Poco, Evelyn Saunkeah, Lillian Saul, Bertha Smith, Elizabeth Washakie, Mildred Woodman, Benedict Ashes, Fred Beaver, Ambrose Hernandez, Herman Hislaw, Lawrence Irving, Edward Martin, Norman McQueen, Leonard Iron Moccasin, Jack Valliere.

Band and Orchestra:
 Fritz Box, Joe Cate, Louis Cimino, Homer Green, Lawrence Hill, Lawrence Irving, Edward Lincoln, Elmer Lincoln, Alfred Paisano, Leroy Peplon, Arthur Rowledge, Gladys Smith, Victor Perkins.

Athletics:

Football—Lewis E. Alexander, Bill Butler, Connie Mack Denver, Richard Falleaf, Lofa Hay, Forrest Jones, Archie McDonald, Fred Miles, Wilson Palmer, Holcey Pence, Donald Quaderer, George Summers, Ed Wapp, Richard West, Jack White, John Carney.

Basketball—Simon Durant, Clarence Fisher, Alex Lowry, Thomas Jessepe, Clifford Madosh, George Underwood, Jack White, John White, Connie Mack Denver.

Track—Charles Baker, Clarence Chicks, Don Cooley, Billy James, Morris James, Norman McQueen, James Neff, Joe Ortiz, William Palmer, Sylvester Petoskey, James Saul, George Summers, Robert Summers, Richard West, Howard Whitecrow.

Boxing—Herman Dick, Chester Ellis, Nelson Emerson, Henry Holleyman, Forrest Jones, Victor Martin, Kenneth Scott, Henry Smith, James Waldon, Louis Williams, Robert Wilson.

Campus day activities closed with an all-school street dance in front of Winona hall.

Commencement day, Saturday, May 18, brought with it a downpour of rain which interfered with many of the activities of the day, but in spite of the rain, much of the program was carried out as planned. An alumni breakfast and business session of that association was held in Sacajawea hall at 8:00 that morning. At noon came the annual alumni luncheon at which the graduating class, their parents, and relatives were the guests of honor. Mr. George Shawnee, secretary-treasurer of the alumni association, acted as toastmaster.

On account of the rain, the baseball game between Haskell and the alumni, which had been scheduled for the afternoon, had to be cancelled.

At 7:00 o'clock, Saturday evening in the auditorium, the graduates of the Class of 1935 assembled as a

group for the last time. The front center section of the auditorium was occupied by the 134 high school graduates each wearing a red carnation, the class flower. The section to their right was occupied by the thirty-eight vocational graduates, and that to the left, by the forty-nine commercial graduates.

The Commencement speaker was Mr. Thomas H. Dodge, chairman of the Navaho tribal council. In his final charge to the graduates, he admonished them to remember the immortal words of the bishop in Les Miserables: "Life is to give; not to take."

The graduates from each of the three departments were presented to Supt. Henry Roe Cloud by Asst. Supt. R. M. Kelley. Just preceding the awarding of the diplomas to the commercial class, Dr. Cloud requested that the members of the faculty of the commercial department stand with the graduates in a few moments of silent tribute to the memory of Leland Skenandore, a member of the senior commercial class, who passed away on the morning of April 5, 1935.

The finale of the Commencement season which marked the close of the fiftieth year of Haskell's existence was the alumni ball held at Tecumseh hall after the graduation program Saturday night, May 18. The hall was tastefully decorated in purple and gold with oriental suggestions. Jack Fyffe's and Lawrence Hill's orchestras furnished music for the occasion. An interesting floor show was staged during the intermission. The numbers were as follows:

Vocal solo Dixie Dean Finley
Dance Fanchon Barrett, Thamar White, Victor Perkins, Jeff Lantz
Tap dance and song: "Annabelle" Maxine Barrett, Dorothy Bruce, Delores Yazza
Vocal solo Clarence Sawhill, director of music in Lawrence public school
Trilo Lawrence Hill, Melvin McLaughlin, Ernest Smith



CAMPUS DAY SCENES

Chorus—Girls' dance Ruth Ojibway, Helen Denson, Juanita Leeper, Irene Miller, Delores Gravelle, Mary Lavadure

Waltz Edna Mae Masquat, Jeff Lantz
"About A Quarter To Nine" Grand Finale

As the hour approached midnight, the last dance came to an end, the final strains of the music faded away, and all went forth from Tecumseh hall—many

with heavy hearts, realizing that on the morrow and the days following, classmates and friends must separate and go their various ways.

Throughout their days at Haskell Institute, these graduates have sung repeatedly "Onward Haskell", and now Haskell's farewell to them may be expressed very fittingly in the words: "Onward Haskell, Graduates!"



CAMPUS QUEEN



MARY OLIVINE LAVADURE
Haskell Campus Queen

McLaughlin, Bernice Nichols and Norma Faye Orr—had been nominated by the various lodges as candidates for the office, and the beauty, poise, charm and dignity of the candidates had been extolled by loyal supporters for several days.

Each faithful adherent of a minority candidate probably cast his or her vote with high hopes but when the smoke of battle had cleared away and long before the last ballot had been counted it was evident that Mary Lavadure would win by a large margin from the field and a long way ahead of her nearest competitor.

Queen Mary took office on Friday, May 17, and ruled over the Campus Day activities with regal dignity and charm.

A brief history is hereby submitted by the royal historian: Mary Olivine Lavadure is a junior commercial (will be a candidate for graduation next year) from Devils Lake, North Dakota, is twenty years old and is a member of the Chippewa tribe. She enrolled at Haskell in 1930 but lived in Kansas City, Missouri, during the school year 1931-32 where she attended the Southwest high school. She returned to Haskell in the fall of 1932 and completed the high school course in 1934. She enrolled in the commercial department in September, 1934.

Her records show that she rates above the average in personal qualities and she has been outstanding as an officer in her building. Her records also reveal the fact (demonstrated by her brief reign) that she possesses charm, poise and dignity.

HASKELL GRADUATE HEADS CHIPPEWA TRIBE

Last week, upon the death of his great uncle, Chief Go-Gon-Gauch, George B. Selkirk stepped forward to assume the chieftainship of the 13,000 Chippewa Indians in Minnesota. Selkirk, also known as Little White Cloud, is the modern type of Indian, having graduated from Haskell Institute at Lawrence, Kansas.

Though the Chippewa Chieftainship is not officially recognized by the United States Indian Bureau, it is an office much sought after by members of the tribe because of the honor attendant thereto by virtue of the tribal traditions. Little White Cloud, 49 years of age, claims to be the oldest male descendant of the ruling line of Chippewa chiefs.—Tuskahoman, Stroud, Oklahoma.

When you are looking for a helping hand just glance at the end of your arm.—Selected.

ON MAY 3 an election was held to choose a Haskell young lady to occupy the office filled last year by Queen Genevieve I (Genevieve Sanders, commercial '35) and rule over her Haskell domain on Campus Day. Thirteen Haskell coeds—Vera Alexander, Ruth Chisholm, Elizabeth Cobb, Helen Denson, Theda Douglas, Sue Downing, Naomi Greeley, Erma Hicks, Irene Jacobs, Mary Lavadure, Arlene

Unchanging Values

Baccalaureate Address

By W. E. S. DICKERSON

Choctaw

MR. SUPERINTENDENT, Graduates, Ladies and Gentlemen: I wish first to express my deep appreciation of the honor conferred upon me tonight by you whom I am happy to call "my own people." Although this is my first visit to Haskell, we are not strangers. We are united by blood, the blood of a race whose lineage is ancient and proud, whose traditions are high and noble, and in whose achievements we may exult with glory.

Upon the shores of the Mediterranean sea there converged in ancient times the Egyptian dreaming of his pyramids, the Babylonian of his gardens, the Hebrew of his religion, the Grecian of his art, and the Roman of his law, all stirred by that same breath of Divinity which rouses within man the first awakenings of his intellect—and we say that upon those shores civilization was born. Yet we perhaps forget that we as Indians had just such a meeting ground of races, of dreamers, and of doers; we, too, had our Mediterranean—it was the Gulf of Mexico, and upon its shores for as many countless centuries there arose and flourished a civilization contemporaneous with that of Europe; we, too, had our builders of temples and our priests to tend them, our craftsmen—refiners of gold and workers in precious metals, our mathematicians and astronomers, our engineers, our poets and singers, our orators and philosophers, and our inventors of written languages. And not only there, but over all the two Americas, we had our confederacies and our leagues, our kingdoms and our empires, and we had here what no European nation could ever boast: absolute equality before the law, with never a sign of serfdom or slavery.

So tonight, Indians all, I greet you in the memory of this priceless heritage. I bid you awake to the glorious history that is ours, I challenge you to face with me the future, difficult and uncertain to be sure, but as inviting as the past, and realizing how ancient our race and how enduring our record, to think with me tonight upon certain unchanging values which are ours, and upon which we, united thus by blood, tradition, and a common purpose, may build acceptably for the future.

May I direct your attention to the one statement in all the world's literature which best conveys the idea of an everlasting, unchanging value? It is found in Matthew 24:35 and reads: "Heaven and earth shall pass away, but My words shall not pass away." The calm assurance of this eternal stability provokes the centering of my thought upon these certain unchanging values I would have you consider tonight.

Graduates, permit me to speak directly to you. As the world is changing, has changed, so you have changed, are changing. Yesterday you were Insti-

tute students, held down by wise and necessary restrictions, forbidden to talk unduly, to shout, to dash about the halls of your school. Now you are graduates, boys and girls no longer, but young men and young women. You may even become, if you so desire, and are willing to accept the added responsibility, ladies and gentlemen of the first rank. Yesterday you were quiet because a teacher frowned upon your noise; tonight you are quiet because these exercises have changed you and you know what order is and when necessary. Yesterday you went to school because parent or guardian or law said you must; tomorrow you go only if you choose, for tonight has changed you and you are now being set free to run yourselves. Yesterday you studied because courses of study required so many hours, so many credits; tomorrow you study only if here you have somehow caught the vision of a cultured mind and are willing to begin a life of patient, diligent search for knowledge. For tonight has changed you; when you moved in silent procession down these aisles, you moved out of your childhood and into your freedom. And when you pass in dignity from this place within the hour, with the proud eyes of relatives, teachers and friends upon you, you pass forever from that old life of close supervision—you pass into a new life—you pass out of these old narrow Institute halls into the wider, nobler halls of life, less restricted, more free.

I do not mean that you pass away from father's care, from mother's love, from home's blessing, for wherever you go, whether high, whether low, that care, that love, that blessing, will be like strong chains to bind you, to hold you, to draw you back to father, to mother, to home.

The world has changed, is changing. When I was a member of the United States army during the closing days of the World War, we were constantly being told by preachers, lecturers, and superior officers that we as young citizens should prepare ourselves for the reconstruction era that should surely follow the war, when nations would be rebuilt, when governments would be re-formed, and when all forms of business, social, and educational life would be re-cast.

How little those advisers of ours realized the truth of their predictions! How complete has been that change!

The geographical world has changed. The map of the world which I drew and colored as a grade student would never fit the school books of today. Even the colors I used would be unsuitable today. Ireland, which I always colored green, has been stained crimson by the blood of her civil strife. Russia, once brown because the great brown bear was its emblem, has become a deep communistic red. Italy, which I colored tan because I owned a pair of

tan boots, would have to be black, because the black-shirted Fascisti have overrun and conquered it. Similarly, Germany, once imperial gray now is brown as Hitler rules supreme with his brown-shirts. America, perhaps because of the buffetings of the past years, would best be colored black and blue.

The financial world has changed. Once we based all our values on gold. The dollar, with no gold in it at all, had no value save in terms of gold. Today, if you had a thousand dollars in gold, you couldn't spend it, and if you had a million dollars in gold you would perhaps be subject to arrest as a criminal.

When I was a boy the stories of financial romance I read always had in them the poor but honest hero who worked hard and saved his money, but was constantly being swindled by a rich villain who strained his coffee through a black mustache and breathed hard through his teeth. The story ended with the hero coming into sudden fortune through the death of a distant uncle who left him a strong-box full of stocks and bonds which the far-seeing uncle had bought long years before and which were now selling at many times above par.

Well, times have changed, indeed. Who wants a box full of stocks and bonds now? Today we say to the cold-eyed countrel, "Here's the old homestead. You're welcome to it." And instead of the poor hero begging for mercy, it's the villain who asks for kindness. He pleads, "Just give me five dollars on the interest and you keep your property. I'm paying taxes on three counties now!"

The political world has changed. Once the whole world seemed to believe that in America we had at last the solution to the problems of all government, having perfected the ultimate in political development. There rose up in America then a man who was so convinced of the truth of this supposition that he (William Jennings Bryan) spoke of it thus:

"Behold a republic, resting securely upon the mountain of eternal truth—a republic applying in practice and proclaiming to the world the self-evident propositions that all men are created equal; that they are endowed with certain inalienable rights; that governments are instituted among men to secure these rights; and that governments derive their powers from the consent of the governed."

"Behold a republic, in which civil and religious liberty stimulate all to earnest endeavor, and in which the law restrains every hand uplifted for a neighbor's injury—a republic in which every citizen is a sovereign, but in which no one cares to wear a crown."

"Behold a republic, increasing in population, in wealth, in strength, and in influence; solving the problems of civilization, and hastening the coming of a universal brotherhood—a republic which shakes thrones and dissolves aristocracies by its silent example and gives light and inspiration to those who sit in darkness."

"Behold a republic, gradually but surely becoming the supreme moral factor in the world's progress and the accepted arbiter of the world's disputes—a republic whose history, like the path of the just—is a shining light that shineth more and more unto the perfect day."

And while we believe as firmly now in that high conception as did this patriot, we have witnessed the forsaking of this form by some of the great nations of the earth, and we have come to see that while we live upon this mortal earth, the most revered of our institutions must be subject to constant scrutiny, and to inevitable constant change.

Our industrial world has changed. Once wages are high. Then they are low. Then they swing upward again. At one time we say the machine age will bless the world, and man makes more and more machines. Then we decry the machine, charging it as an enemy. When we developed a machine which one man could operate and which would do the work of ten men, we thought we were a great people. But now we want a machine that will require a hundred men to operate, but which will do the work of only one man!

Our domestic world has changed. We realize with despair that tobacco is no longer the sign of manliness, and women are even taking from man his right alone to wear his kind of clothes.

Our educational world has changed. Once we urged upon all people the necessity of a higher education. Now certain educators are hinting that not everyone needs nor should be permitted to have a college degree. They point to the time when our universities will be graduate schools only, with only a select few from the great mass of citizens to be permitted to enroll and study there.

We have reached the point in every phase of our life where we are certain of only one thing and that one thing is: "Nothing is certain!"

But wait, graduates! In our changing world today, there are certain things whose values are unchanged. Though Heaven and Earth should pass way, these certainties shall remain, firm, secure, unchangeable! What are they? They are three.

THE POWER OF AN IDEA is an unchanged value. Out of the welter and confusion of our recent times, out of that queerly paradoxical period through which we have passed when we view a great over-production apparently irreconcilable with a still greater under-consumption, with grain rotting in the fields while hundreds starved for bread, with banks closing while bank balances were higher than ever before, with railroads bankrupt, with profits a fairy tale, with all known values changing, with panic in the air and pandemonium over all the land, we came only to despair and desperation. We threw up our hands and cried, "What shall we do? Where shall we go? What's the answer? Where's the solution? Oh, for a plan! Who, for God's sake, who has an idea?"

It was then that we made way, and at all such times we shall make way for the man with an idea! Give him room! Give him power! Give him command! Once a man shouted, "My kingdom for a horse!" Now we cry, "The Governorship for an idea! The presidency for an idea! An empire for an idea!"

Ah, here he comes, the man with the idea! We flock to him! We turn our backs on the old leader! For here's a man with an idea, a new one! We give him our votes! We give him our hearts! We give him anything, our rights, our freedom, blood-bought and blood-kept, everything, for his idea.

Graduates, why are you here today? Why are these exercises? Why is this school? Why are these teachers, these shops, these courses? Why have there been these long hours of study, of effort, of hard labor? Why have there been history, and civics, and government propounded before you? Why? I believe I can perceive a reason. It is that we, your parents, your friends, your government, your Department of

the Interior, your Indian commissioner, your superintendent here, have joined in giving you this school, this opportunity for study, for training, for brilliant development and achievement, for scholarship, in the wild hope that some one of you, at some future time, when the wolf is at the door, when disaster stares us in the face, you, you, may be the man, the woman, who will step out, and up!!! with the idea we need to save us!

In every crisis, great or small, since man first began to ensnare himself in his own wretchedness, the power of an idea has been unchanged. The world has always gone along slowly until some one with an idea has appeared. For long centuries monks in monasteries wrote laboriously as they copied ancient manuscripts by hand, and men's minds moved no faster than the slowly-moving fingers of their copyists. The Dark Ages settled like a fog over the then known world, until a man with an idea appeared. Then the printing press was born, bringing light and advancement to a world which knew nothing but the night of ignorance and despair. The seven league boots which have carried the world forward since that time have been the bright, fresh new ideas which have sprung from the brains of the thinkers of the world!

Indians, graduates, today this changing world has brought to us a new idea, a powerful idea, an idea old here in America, but sad to admit, a new one for many of you—it is the idea of FREEDOM! Strange that an idea and an ideal already becoming somewhat worn and shattered to many Americans should just now be blooming for the Red Man with a bright new beauty and brilliance. The year 1492 marked the beginning of the westward expansion of the white race; it also marked the beginning of the end of the age-old freedom of the red. But through the slow but sure grinding of the mills of the gods, today the red man stands marvelously where he stood in 1492, free again! Free to live as once he lived, if he should so choose. Free to live as separate nations, autonomous, Sioux or Winnebago, Choctaw or Seminole, with his destiny in his own control.

Ah! What a word, Destiny! The design of life! The pattern of eternity! What shall we do, Indian friends, with this destiny, this freedom? Can we endure this destiny? Have we the strength of mind, of heart, of will, to attain this freedom? Or have the sorrows of our former life weakened our moral fiber, sapped our traditional strength and endurance, made us unable to help ourselves? For as James Oppenheim says,

"They set the slave free, striking off his chains. . .
Then he was as much of a slave as ever.
He was still chained to servility,
He was still manacled to indolence and sloth,
He was still bound by fear and superstition,
By ignorance, suspicion, and savagery. . .
His slavery was not in his chains,
But in himself. . .
They can only set free men free. . .
But there is no need of that;
Free men set themselves free."

And, indeed, I say tonight, we alone can set ourselves free, but there is power here, if, within, the heart of every Indian, there shall lodge and grow this idea of a new, glorious freedom, and a firm deter-

mination to apply its power in shaping the mass destiny of the race.

Graduates, it is trite and commonplace to speak of visions and of ideals. The theme has been exhausted by tongues far more more gifted than mine. But I am reluctant to leave this point until I have recited the words of the master-dreamer of our age, Woodrow Wilson, who, in addressing a group of newly naturalized citizens, spoke these beautiful words:

"You were drawn across the ocean by some beckoning finger of hope, by some belief, by some vision of a new kind of justice, by some expectation of a better kind of life. You dreamed dreams of this country, and I hope you brought those dreams with you. A man enriches the country to which he brings dreams, and you who have brought them have enriched America.

"No doubt you have been disappointed in some of us, but remember this: If we have grown at all poor in the ideal, you brought some of it with you. A man does go out to seek the thing that is not in him. A man does not hope for the thing that he does not believe in, and if some of you have forgotten what America believed in, you at any rate imported in your hearts a renewal of that belief. Each of you, I am sure, brought a dream, a glorious, shining dream, a dream worth more than gold or silver, and that is the reason that I, for one, make you welcome.

"We grow great by dreams. All big men are dreamers. They see things in the soft haze of a spring day or in the bright red fire of a long winter's evening. Some of us let those great dreams die, but others nourish and protect them, nurse them through bad days until they bring them to the sunshine and light which come always to those who sincerely hope that their dreams will come true."

There is another unchanged and unchanging value in this changing world today; it is the POWER OF A LIFE.

Any frail tree can stand when the sky is clear and only a gentle breeze is blowing. But only the giant oak, whose roots pierce deep into a strong foundation, can stand upright when the sky is black, when the heavens totter, when the storm breaks in all its fury. These are the days when men, public men, men in high places, are being tested. As charges fly, as testimony is presented, as secrets are brought to light, stronger and stronger, clearer and clearer is revealed that great unchanged value, the power of a life.

And it all comes the more clearly because of its scarcity. We have become suspicious of the mighty. We distrust the great. Never before have we begun to demand such carefulness in the private and public lives of those who lead and govern. We aren't going to trust men as we did before. From now it is the person with the upright life, with the clean life, who is to be the man of power, who is to reveal to us that still unchanged value, the power of a life.

Graduates, I want you to look with me at a new figure among the races of men. May I make so bold as to say that the red man of old, first the savage, then the broken creature thrust about by a conquering race, will soon be no more? Certainly he had his weaknesses, some of them glaring ones. "Lo! the poor Indian" has merited much of the ridicule heaped upon him, for he has been the victim of the outstanding inferiority complex of the age. But he is passing, must pass, if the race is to endure with credit to itself and its native land. And in his place I see the new Indian, consciously striving to master his faults, determined upon the building of a life that, under

God and among men, shall, be a power in this land.

I point tonight to the New Indian, standing for the first time with head erect and courage high. Until of late, such a one had not been developed. Time had not produced him. True, it was forming him. The forces of social evolution were shaping him. The cross currents of racial and educational influences were bringing him to the surface of this cosmopolitan life. But today he emerges, a perfected product of a curiously complex social order, the unique result of a marvelous combination of racial strains, social growth, and cultural influences.

America, complex and perturbed, nurtured him!

America, melting pot of men and nations, wrought him!

America, diverse and polyglot, alone could have perfected such a combination!

America, masterful and ambitious, alone could have given him form and strength!

And only America, free yet in spite of much freedom lost, actually achieving man's equality in spite of universal tradition of universal inequality—only America could have owned him, claimed him, loved him, made him!

The new Indian is, must be, shall be a new man, as distinct a product as a man from Mars. He can only be described as x plus y equals z , x representing the old Indian, y the thousand influences which have worked upon him since the coming of his white brother, and z the new Indian, wise, courageous, and ambitious. And his new life must be, shall be, a powerful life, because it must be as his native hills and plains were: Clean, and pure, and true!

There is a final unchanged value in this changing world today: It is the POWER OF A FAITH.

Though governments may outlaw religious groups and ceremonies, though enemies may persecute those who hold to their faith, though scoffers may jeer those who believe, the power of a faith has always been, is now, and shall ever be of an unchanged value.

The Jew goes to his synagog, the Mohammedan to his mosque, the devout Catholic kneels before his shrine, and the simple Protestant talks directly to his God, but they all move in answer to that call of the Divine which stirs strong within them.

The delicate question of what religious faiths the many differing Indian tribes shall in the future profess to believe can be solved only by infinite patience and devotion. As for myself and my people, the Choctaw, we have said in the language of that good man of old, "As for me and my house, we will serve the Lord." The strong, virile tenets of Christianity, as interpreted with great dignity and sincerity by the early Presbyterian missionaries, of whom, in the early days of the Indian Territory, my own father was one, appealed strongly to the conservative, reasonable mind of the native Choctaw.

But we have come to see that any religious faith, Christianity included, must stand upon its own merits, it must demonstrate to its own adherents and to the world its innate worth and power, and if it lives and flourishes, it must do so only because of the exalted nobility of its tenets, and the devotion and self-sacrifice of its devotees.

It is becoming just a little old-fashioned to profess a strong religious faith today, but the world owes an untold debt to the faith of its leaders. My Bible tells me of a man who suffered much for his faith. He (Paul) tells us in his own words what he endured. And as I think back over the innumerable trails of tears which the American Indian has traversed, I am struck with the similarity of their sufferings and the extreme agonies of this early martyr of God, whose life was powerful because of his mighty faith. Of his own work and woe he writes:

"I have received stripes above measure. I have been in prisons more frequent. I have often been in living deaths. Of my enemies, five times I received forty stripes save one. Thrice was I beaten with rods, once was I stoned, thrice I suffered shipwreck, a night and a day I have been in the deep.

"I have been in journeyings often, in perils of waters, in perils of robbers, in perils by mine own countrymen, in perils by the heathen, in perils in the city, in perils in the wilderness, in perils in the sea, in perils among false brethren.

"I have been in weariness and painfulness, in watchings often, in hunger and thirst, in fastings often, in cold and nakedness."

But the power of that man's faith is an unchanged value to us today, so that since his time, countless thousands have heard and read his words and have been caught up on the wing of that sure, unchanging, powerful faith.

Just as the memory of his sufferings gave Paul the Apostle a great new courage and faith, so should the recollection of our own sufferings as a race inspire us with a fresh devotion in our newer life. This memory of infinite wrongs should give us infinite strength. The tears of our own women and children for five centuries back must surely wash our spirits clean of dross, purify our souls as a summer rain purifies the dust-laden atmosphere, and thus refreshed and ennobled, we may march on to a new mastery over self and a more lofty position among men.

And upon the ruins of our prehistoric greatness, may we not build the more enduring structure of our modern Indian life? Let that structure be unified through the common efforts of every Indian. Let it be reared as was once another very real yet invisible structure; an English bishop asked another bishop who had been at work in India this question: Tell me about your church." And the bishop from India replied:

"I am afraid you may not consider it an altogether substantial concern. It has to be seen in a certain way. Some people never see it at all. You must understand that it is no dead pile of stone and unmeaning timber. It is a living thing.

"When you enter it you hear a sound, a sound as of some mighty poem recited. Listen long enough and you will learn that it is made up of the beating of human hearts, the nameless music of human souls—that is, if you have ears. If you have eyes you will presently see the church itself—a looming mystery of many shapes and shadows, leaping sheer from floor to dome.

"The work is of no ordinary builder. The pillars of it go up like brawny trunks of trees—the sweet human flesh of men and women is moulded into its bulwarks. The sweet faces of little children laugh out of every cornerstone. The terrible spans and arches of it are the joined hands of comrades. And up in the heights and spaces are inscribed the numberless musings of the Dreamers of the World.

"It is yet building, building, and being built upon. Sometimes the work goes forward in deep darkness and sometimes in blinding light, now under the burden of anguish, and now to the tune of a great laughter and heroic struggle like the voice of thunder. Sometimes in the silence of the night time one may hear the tiny ham-

mering of the comrades who are working up in the dome—the comrades who have climbed ahead."

Graduates, these are unchanging values: The power of an idea, the power of a life, and the power of a faith, I recommend them for your deep thought, and for your sincere pursuit through life.



CHOCTAW MISS WINNER FOR THIRD YEAR

CARRYING on the tradition of physical fitness and stately bearing for which her ancestors were noted, Miss Lillian Saul, a high school girl of Haskell Institute, has for the third consecutive year walked off with the prize of "Posture Queen" at the health contest held each year at Kansas university under the direction of the womens' physical education department. In winning the prize this year, Lillian had to prove and demonstrate her superiority over one hundred other Kansas high school girls.

This will be her last year as a candidate for this title for she graduated from the high school department at Haskell in May, thus terminating five years as a student in this institution. She has applied for a student loan to attend some college during the coming year.

She was elected by the members of her class to serve as secretary during the past year, and at Commencement time when the dramatic class presented the comedy "Autograph Anne," she was a prominent member of the well chosen cast which presented the play.

She is a member of the Choctaw tribe, and her home is at Tuskahoma, Oklahoma.



Lillian Saul

THE MOSQUITO GIANT

By DOMITILLA

A huge, filmy creature of strange proportions and fierce air appeared suddenly before the fort of the Onondaga. It had a small head with large popping eyes in each side, a long thin nose that touched the ground when it bent ever so lightly and served as a

stinger, long thread-like legs and enormous wings. With the stinger it sucked the blood of all whom it touched and killed them; with its wings it made continuous murmuring sounds.

It floated over the fort like a great white cloud by day and night or lay like a slender, greyish stick of great length outside it, apparently dead; then when the warriors rushed out to dispatch it the creature arose like a flash and slew them all with its murderous stinger.

The fort, strong and well defended, had thus far resisted the assaults of its most desperate enemies, the Onondaga's poisoned arrows putting to death all who approached. This ghostly invader, however, soared far above them and lightly descended again and again to pierce the helpless Onondaga while they attempted to protect themselves from it.

So many were killed in this way and by starvation, for all provisions had been eaten, that few were left in the fort, and these few lived in fear of being momentarily wiped out of existence by this horror that continued to hover about humming its song of victory.

Rarenawagen, the Great Spirit, listened to the prayers for relief from the persecuted people and went to visit the Onondaga chief who related to him their story of suffering.

Ge-ne-dah-salo-kee, the Mosquito Giant, unaware of the arrival of the Great Spirit, descended upon the fort in its usual overpowering manner. Great Spirit grappled with the airy Mosquito Giant, which slipped from his hold and flew far beyond reach of club or arrow with such rapidity that the Great Spirit did not even touch it. But it flew away from the fort.

Tarenawagen started in pursuit, chasing it days and months; still with all his powers he could hardly keep it in sight.

Around the great lakes they went, through ponds, rivers, trackless forests and dark valleys, over deep snows and ice of highest mountains toward the setting sun, east, west, north, south, without stopping in the mad race. Ge-ne-dah-salo-kee always in advance.

At length they circled back to the Onondaga fort, and there near it, close beside the Ge-ne-doo, or Salt lake of Onondaga, the Mosquito Giant was captured and crushed for its many sins and its body dissolved into a pond of blood.

The pool of blood dried, and from it arose swarms of little creatures in a cloud that filled the air of the world and torment men to this day, in the form of gnats and mosquitos.

"Life is to Give--Not to Take"

Commencement Address

By THOMAS H. DODGE

Chairman, Navaho Tribal Council

MEMBERS of the faculty, members of the graduating class and friends of Haskell, what a tragedy to spoil such a lovely evening. I feel that I am spoiling your evening, the last evening for some of you here at this institution. However, I assure you that I will not detain you very long. I know from experience that Commencement addresses are usually long drawn out and in the end members of the graduating class get very little from them. However, as I said before, my words will be very short and very likely beside the point.

Members of the graduating class, I congratulate you upon your success here at this institution. I salute you for your courage and determination. It takes courage and determination to pursue something that is hard to get even under ordinary circumstances, and in your case the circumstances are unusual because of your background. You have come here years ago to get something that is foreign to your people, education. For that reason I say that I salute you for your courage and determination.

You are going out into the world at a time when the whole world seems to be in a topsy-turvy condition. Peoples of the world are in a state of confusion and unrest. It is now six years since the world-wide depression appeared upon the scene and smashed the economic structure that had been building up for years and years and years, and with that destruction went tumbling down to the bottom of chaos, our established social and economic values. As the result, peoples of the world have suffered and are still suffering from cold and hunger, from lack of something to do to gain a livelihood, to gain even a small pittance of bread. When we stop to think of this whole spectacle, we become awe-stricken. We feel that the whole world is resting upon a very delicate balance, not knowing which way it is going to turn from day to day.

It is into such a world that you are now stepping out. It is well that you have been here all these years preparing yourself for life. Perhaps at that time, when you first came to this institution, you did not realize, you did not foresee the conditions that now exist. We are all living in very interesting and exciting times and soon you will be participating in these exciting and interesting times. With the collapse, as I said, of the world economic structure, the old established values went tumbling down; these values—human values, social values, economic values—were established through years and years of hard work, experience, study, research by all the peoples of the world, and yet, within a twinkling of the eye, you might say those values have practically vanished. The result is that the people in every country are clamouring for new values, a new order of things. The times demand that in place of what we have lost, we begin

right now to establish new values that will meet the needs of other times.

Your privilege of participating in the setting up of a new order of things is wonderful. In such a task we need to be guided by ideals that each one of us have been forming all of these years since we were able to think for ourselves. I know that each one of you have come to regard certain ideals as your own because you have formed them yourself. They are the things that are leading us onward beyond the changing frontiers of the world today. They are the evening star that will lead us through the present darkness, this world of turmoil. You as members of the graduating class have this wonderful privilege as I have said of participating in the establishment of new values for the future—for the future life of mankind. In the words of the late Justice Holmes, "No man has earned an intellectual ambition unless he has learned to lay his course by the star that he has never known, today by the diving rod for springs that he may never reach." In these few words is expressed the ideal that should be ours to guide us. In other words, your aim in the life that you are about to undertake, should be so high that it will seem at times impossible to realize.

Your education begins when what is called your education ends. That sounds rather absurd, yet it is true. So far you have been living in a world of your own, in a world of formal education, laying the foundation for a further education that begins for you tonight—education by experience. In the process of that further education you will suffer. You will be bruised; you will be knocked about; you will be disillusioned, and it is only natural. It is the road of almost every human being. Today we sail on high—tomorrow we very likely will be in the depths of despair because of the hard knocks of actual life, and yet in the years to come your life will be enriched because you have suffered, because you have been bruised, because you have been knocked about, and because you have been disillusioned. The richness of life consists in hard and harsh experience, and yet with your high ideals, you cannot fail, despite your sufferings, to enjoy this real life.

I believe that the best and foremost service that you can perform in life is expressed in the words of the Bishop in Les Miserables, "Life is to give, not to take." In your case, with your education you can give so much of your life to your people back home. Most of you after tonight will be returning to your people, and what a wonderful opportunity you have to give life and not to take among your own people.

Once more I salute you for your courage and determination, and now I wish you every success and happiness for tomorrow and the day after and through all the days that will be yours, and remember "life is to give and not to take."



COMMERCIAL GRADUATES

The Graduates

COMMERCIAL

Vera Alexander, *Creek*,
Bixby, Oklahoma.
Vincent Battese, *Potawatomi*,
Mayetta, Kansas.
Fred Beaver, *Creek*,
Eufaula, Oklahoma.
Mary Blakeslee, *Winnebago*,
Thurston, Nebraska.
Sarah Blandin, *Potawatomi*,
Mayetta, Kansas.
Marion Blythe, *Cherokee*,
Cherokee, North Carolina.
Mary Lou Bruce, *Chickasaw*,
Mead, Oklahoma.
Mary Cate, *Seminole*,
Hitchita, Oklahoma.
Carl Cornelius, *Oneida*,
Oneida, Wisconsin.
LaZona Cochnauer, *Choctaw*,
Bokchito, Oklahoma.
Sue Downing, *Cherokee*,
Locust Grove, Oklahoma.
Ethel Fairbanks, *Chippewa*,
Mahnomen, Minnesota.
Charles Flander, *Yakima*,
White Swan, Washington.
George Fields, *Cherokee*,
Claremore, Oklahoma.

Thomas Gilmore, *Quapaw*,
Baxter Springs, Kansas.
Beatrice Graham, *Sioux-Oneida*,
Pipestone, Minnesota.
Naomi Greeley, *Sioux*,
Glacier Park, Montana.
Elizabeth Gruette, *Chippewa*,
Mount Pleasant, Michigan.
Irma Harris, *Ute*,
Roosevelt, Utah.
Erma Hicks, *Cherokee*,
Muskogee, Oklahoma.
Edna Hogner, *Cherokee*,
Stilwell, Oklahoma.
Minerva Holmes, *Santee Sioux*,
Santee, Nebraska.
Winifred Isaac, *Ottawa*,
Harbor Springs, Michigan.
Thomas Jessepe, *Potawatomi*,
Della, Kansas.
Frances Jones, *Shoshoni*,
Fort Washakie, Wyoming.
John E. Jones, *Sac and Fox*,
Prague, Oklahoma.
Joseph G. Johnson, *Menominee*,
Powell, Wisconsin.
Edna Mae Masquat, *Kickapoo*,
Ottawa, Kansas.
Charles Mitchell, *Assiniboin*,
Wolf Point, Montana.

Rosella O'Bryan, *Gros Ventre*,
Coburg, Montana.
Ulysses Paisano, *Laguna*,
Casa Blanca, New Mexico.
Victor Perkins, *Colville*,
Omak, Washington.
Adella Poncho, *Hopi-Laguna*,
Polacca, Arizona.
Rose Powless, *Oneida*,
West DePere, Wisconsin.
Paul Ray, *Chickasaw*,
Clarita, Oklahoma.
Frances Rice, *Potawatomi*,
Della, Kansas.
Florence Scholder, *Mission*,
San Diego, California.
Henry Sicade, *Puyallup*,
Tacoma, Washington.
Clifford Smith, *Cherokee*,
Cherokee, North Carolina.
Gladys Smith, *Oneida*,
West DePere, Wisconsin.
Robbie Smith, *Choctaw*,
Wapanucka, Oklahoma.
Rosalle Smith, *Oneida*,
West DePere, Wisconsin.
Isabelle St. Arnold, *Chippewa*,
Baraga, Michigan.
Ernest Stewart, *Skokomish*,
Oakville, Washington.

George Underwood, *Cherokee*,
Jay, Oklahoma.
John White, *Arapaho and Cheyenne*,
Lawrence, Kansas.
Christine Wilson, *Nez Perce*,
Kamiah, Idaho.
John Williams, *Creek*,
Broken Arrow, Oklahoma.
Marie Wisel, *Arapaho*,
Lawton, Oklahoma.
IN MEMORIAM
Leland Skenandore, *Oneida*,

VOCATIONAL

AUTO MECHANICS

Henry Archambault, *Sioux*,
Fort Yates, North Dakota.
Simon Durant, *Choctaw*,
McCurtain, Oklahoma.
Carl Fred, *Pomo*,
Ukiah, California.
Joe Ortiz, *Pueblo*,
Chamita, New Mexico.
James Saul, *Choctaw*,
Tuskahoma, Oklahoma.
Artist Thomas, *Choctaw*,
Stilwell, Oklahoma.

BAKERY

James Whitecloud, *Iowa*,
Rulo, Nebraska.

BLACKSMITH AND WELDING
William Butler, *Cherokee*,
Forum, Oklahoma.
Peter Cimino, *Chippewa*,
Lapwai, Idaho.
Richard Falleaf, *Delaware*,
Copan, Oklahoma.
Lawrence Irving, *S'oux*,
Fort Thompson, South Dakota.
Stephen McLemore, *Cherokee*,
Tahlequah, Oklahoma.
Jack White, *Arapaho-Cheyenne*,
Lawrence, Kansas.

CARPENTRY

Estevan Archuleta, *Pueblo*,
Chamita, New Mexico.
Raymond Bradley, *Cherokee*,
Nicut, Oklahoma.
Ignacio Trujillo, *Pueblo*,
Chamita, New Mexico.

ELECTRICAL

Raymond Beardsley, *Laguna-Seneca*,
Winslow, Arizona.
Joe Carshall, *Choctaw*,
Fort Smith, Arkansas.
Henry Fairbanks, *Chippewa*,
Cass Lake, Minnesota.
Leonard Iron Moccasin, *Sioux*,
Minneapolis, Minnesota.
George Thompson, *Choctaw*,
Lawrence, Kansas.

James Waldon, *Chickasaw*,
Tuttle, Oklahoma.

MASONRY

Connie Mack Denver, *Ute*,
Fort Duchesne, Utah.
Donald Quaderer, *Chippewa*,
Stone Lake, Wisconsin.

PAINTING

Joe Martin Cate, *Pueblo*,
Santo Domingo, New Mexico.
Herman Hislaw, *Sioux*,
Fort Thompson, South Dakota.
Alton Van Aernam, *Seneca*,
Kilbuck, New York.

PLUMBING

Alex Lowry, *Choctaw*,
Savanna, Oklahoma.

POWER PLANT

Morris James, *Choctaw*,
Poteau, Oklahoma.

PRINTING

George Bradley, *Cherokee*,
Cherokee, North Carolina.

William Carter, *Creek*,
Muskogee, Oklahoma.

Daniel Pigeon, *Ottawa*,
Bradley, Michigan.

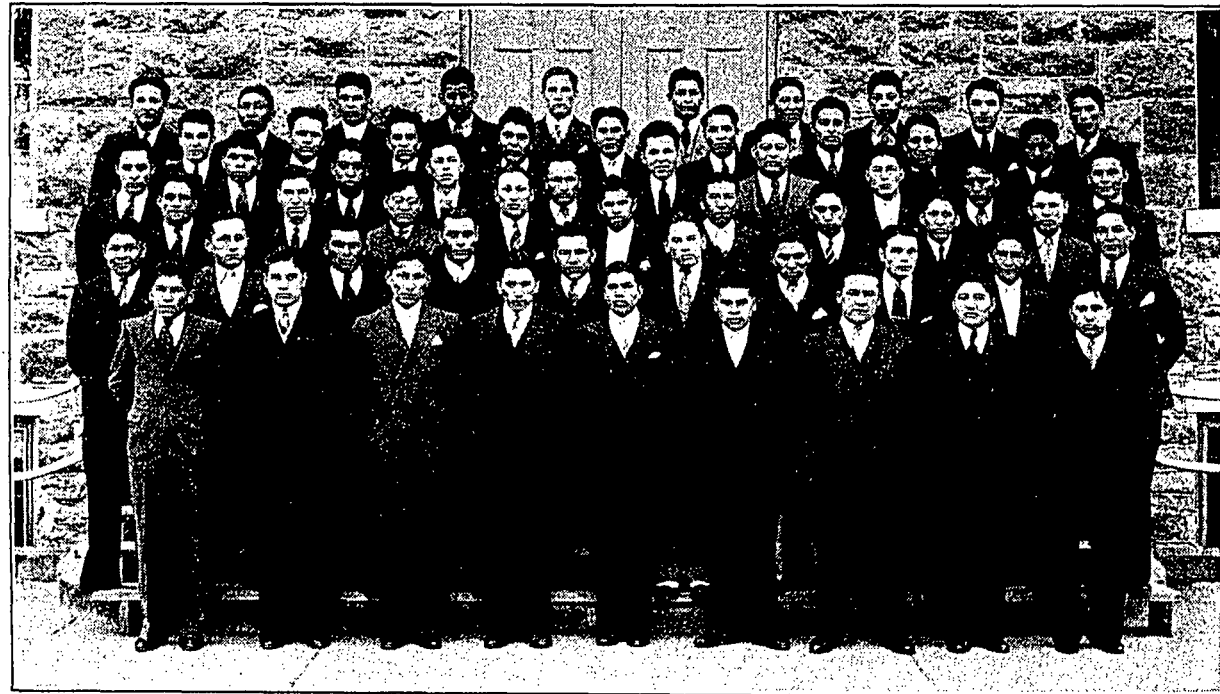
Earle Poodry, *Sac and Fox*,
Cushing, Oklahoma.

ARTS AND CRAFTS

Hilda Roberta House, *Oneida*,
Oneida, Wisconsin.



VOCATIONAL GRADUATES



HIGH SCHOOL GRADUATES

Maggie Kewaskum, *Potawatomi-Kickapoo*,
Shawnee, Oklahoma.
Ethel McAfee, *Choctaw*,
Golden, Oklahoma.
Bessie Matlock, *Pawnee*,
Pawnee, Oklahoma.
Fannie Ned, *Chickasaw*,
Madill, Oklahoma.

HIGH SCHOOL

Joséphine Alexander, *Creek*,
Bixby, Oklahoma.
Joseph Anderson, *Chickasaw*,
McAlester, Oklahoma.
Lawrence Archambeau, *Cherokee-Delaware*,
Pawhuska, Oklahoma.
Linda E. Asenap, *Comanche*,
Indianapolis, Oklahoma.
Benedict Ashes, *Sioux*,
Marty, South Dakota.
Herman Wilfred Bear, *Shawnee*,
Quapaw, Oklahoma.
John Bent, *Cheyenne*,
Clinton, Oklahoma.
Fred Bigjoe, *Ottawa*,
Northport, Michigan.
Wesley Bigjoe, *Ottawa*,
Lake City, Michigan.
Sam Bird, *Blackfeet*,
Browning, Montana.

Susanna M. Blythe, *Cherokee*,
Cherokee, North Carolina.
Ethel Bonser, *Flathead*,
Missoula, Montana.
Theresa Bonser, *Flathead*,
Missoula, Montana.
Delos Botone, *Kiowa*,
Fort Cobb, Oklahoma.
Fritz B. Box, *Ute*,
Ignacio, Colorado.
Jack Bradley, *Cherokee*,
Nicut, Oklahoma.
Arthur Breuninger, *Chippewa-Menominee*,
Stone Lake, Wisconsin.
Betty B. Breuninger, *Chippewa-Menominee*,
Stone Lake, Wisconsin.
Wharton C. Bright, *Cherokee*,
Chelsee, Oklahoma.
Ida Eleanor Browning, *Shoshoni*,
Fort Hall, Idaho.
Mary Ellen Catt, *Cherokee*,
Cherokee, North Carolina.
Harry Chase, *Navaho*,
Leupp, Arizona.
Ruth Chisholm, *Creek*,
Hanna, Oklahoma.
Jerome H. Chee, *Navaho*,
Leupp, Arizona.
LaVeda C. Church, *Stockbridge*,
Gresham, Wisconsin.

Lewis Cimino, *Chippewa*,
Lapwai, Idaho.
Julius Clay, *Choctaw*,
Daisy, Oklahoma.
Sunshine N. Cloud, *Ute*,
Ignacio, Colorado.
Elizabeth T. Cobb, *Chippewa*,
Lac du Flambeau, Wisconsin.
Charles Cohoe, *Cheyenne*,
Watonga, Oklahoma.
Helena LuVerne Cooke, *Chippewa*,
Winton, Minnesota.
Don C. Cooley, *Apache*,
Fort Apache, Arizona.
Josephine Cournoyer, *Sioux-Chippewa*,
Wagner, South Dakota.
Ethel L. Crane, *Cheyenne*,
Hammon, Oklahoma.
Eleanor Crowe, *Cherokee*,
Cherokee, North Carolina.
Jack W. Culberson, *Choctaw*,
McAlester, Oklahoma.
Marie Laura Cusher, *Choctaw*,
Octavia, Oklahoma.
Forrestine Ann Daugherty, *Potawatomi*,
Sharon Springs, Kansas.
Irene Daugherty, *Shawnee*,
Vinita, Oklahoma.
Clara J. Davis, *Nez Perce*,
Spalding, Idaho.

Laska H. Davis, *Choctaw*,
Hodgen, Oklahoma.
Herman Dick, *Navaho*,
Leupp, Arizona.
Chester Ellis, *Seneca*,
Red House, New York.
Catherine Foster, *Sac and Fox*,
Shawnee, Oklahoma.
Ida L. Frazier, *Sioux*,
Cheyenne Agency, South Dakota.
Marian French, *Shawnee*,
Konawa, Oklahoma.
Callie Mae Garrison, *Choctaw*,
Pernell, Oklahoma.
Irving Gates, *Omaha*,
Sioux City, Iowa.
Maxine A. Godfrey, *Sioux*,
Lemmon, South Dakota.
Cecil Robert Green, *Iowa*,
Falls City, Nebraska.
Louis Richard Hall, *Ottawa*,
Phelps, Wisconsin.
Ambrose A. Hernandez, *Sioux*,
Conata, South Dakota.
Lawrence Murray Hill, *Oneida*,
Wisconsin Rapids, Wisconsin.
Henry Holleyman, *Creek-Cherokee*,
Henryetta, Oklahoma.
Verona Holmes, *Chippewa*,
Billings, Montana.
Roy J. House, *Oneida*,
Oneida, Wisconsin.

Catherine M. Hull, *Cree*,
Nixon, Montana.
Frances Rena Irving, *Sioux*,
Savage, Minnesota.
Lawrence E. Jacobs, *Stockbridge*,
Gresham, Wisconsin.
Forrest W. Jones, *Choctaw*,
Lubbock, Texas.
Iva Lou Jordan, *Cherokee*,
Ponca City, Oklahoma.
Mamie Kanard, *Creek*,
Coweta, Oklahoma.
Helena Kawegoma, *Ottawa*,
Harbor Springs, Michigan.
Mabelle Marie LaFrinierre, *Chippewa*,
Mahomen, Minnesota.
Jean Charlotte Lane, *Sioux*,
New York City, New York.
Chester Leadingfox, *Pawnee*,
Pawnee, Oklahoma.
Edward J. Lincoln, *Navaho*,
Fort Defiance, Arizona.
Elmer J. Lincoln, *Navaho*,
Fort Defiance, Arizona.
Bryan H. Locust, *Cherokee*,
Vinita, Oklahoma.
Phyllis Valerria Lyons, *Menominee-Oneida*,
Breed, Wisconsin.
Irene McAfee, *Choctaw*,
Golden, Oklahoma.

Guy K. McCasland, *Choctaw*,
Recyl, Oklahoma.
Pearl McNac, *Creek*,
Hitchita, Oklahoma.
Norman McQueen, *Creek*,
Hanna, Oklahoma.
Edward J. Martin, *Chippewa*,
Reserve, Wisconsin.
Velma Cecilia Martin, *Choctaw*,
Bennington, Oklahoma.
Victor C. Martin, *Stockbridge*,
Gresham, Wisconsin.
Edith N. Miller, *Delaware-Cherokee*,
Delaware, Oklahoma.
Louis A. Monchamp, *Chippewa*,
Independence, Missouri.
Josef B. Monegar, *Winnebago*,
Wittenburg, Wisconsin.
Maxine May Monteaux, *Sioux*,
Valentine Nebraska.
Lorencita C. Naranjo, *Tewa*,
Espanola, New Mexico.
Lois Ned, *Chickasaw-Cherokee*,
Ardmore, Oklahoma.
George Nulake, *Sac and Fox*,
Cushing, Oklahoma.
Alfred Paisano, *Southern Pueblo*,
Casa Blanca, New Mexico.
Edward Peavy, *Chippewa*,
Nett Lake, Minnesota.
Belvin C. Perry, *Choctaw*,
Keota, Oklahoma.



HIGH SCHOOL GRADUATES

Daisy Poco, *Comanche*,
Indiahoma, Oklahoma.

Daniel J. Polar, *Chippewa*,
Nashville, Wisconsin.

Hiram B. Polar, *Chippewa*,
Nashville, Wisconsin.

Floyd Queton, *Kiowa*,
Carnegie, Oklahoma.

Clotilda Reed, *Stockbridge*,
Gresham, Wisconsin.

Sarah Jane Reed, *Cherokee*,
Cherokee, North Carolina.

Lillian Rice, *Potawatomi*,
Mayetta, Kansas.

Jennie Elizabeth Robidoux, *Iowa*,
Kansas City, Missouri.

Katherine Ross, *Cherokee*,
Whittier, North Carolina.

Arthur Rowledge, *Arapaho*,
Greenfield, Oklahoma.

Jacob Samuels, *Ottawa*,
Cross Village, Michigan.

Winifred Sands, *Sioux*,
Promise, South Dakota.

Lillian Saul, *Choctaw*,
Muskogee, Oklahoma.

Evelyn Saunkeah, *Kiowa*,
Oklahoma City, Oklahoma.

James George Scholder, *Mission*,
Mesa Grande, California.

Louise E. Schrimpscher, *Sioux-Seneca*,
Wyandotte, Oklahoma.

Kenneth S. Scott, *Creek*,
Eufaula, Oklahoma.

Donald Shenandoah, *Onondaga*,
Syracuse, New York.

Jess Owallah Shoemake, *Cherokee*,
Skiatook, Oklahoma.

Roger R. Silas, *Chippewa*,
Pinconning, Michigan.

Bertha Vienna Smith, *Cherokee*,
Cherokee, North Carolina.

Edward P. Smith, *Chippewa*,
Fort Totten, North Dakota.

George H. Smith, *Creek*,
Eufaula, Oklahoma.

George L. Smith, *Comanche*,
Lawton, Oklahoma.

Henry L. Smith, *Chippewa*,
Land O' Lakes, Wisconsin.

Joseph Summers, *Oneida*,
Eland, Wisconsin.

Ben Swazo, *Pueblo Tesuque*,
Pueblo, New Mexico.

Austin Tahsequah, *Comanche*,
Walters, Oklahoma.

Fay Tindore, *Shoshoni*,
Pocatello, Idaho.

Alberta Irene Tork, *Pueblo*,
Mayetta, Kansas.

Louise K. Tork, *Pueblo*,
Mayetta, Kansas.

Reyes Marie Trujillo, *Isleta*,
Casa Blanca, New Mexico.

Jack Lane Valliere, *Quapaw*,
Baxter Springs, Kansas.

Catherine Veronica Vieux, *Potawatomi*,
Mayetta, Kansas.

Mark J. Vigil, *Pueblo*,
Santa Fe, New Mexico.

Edward Wade, *Abneki-Seneca*,
Little Valley, New York.

James Walker, *Cherokee*,
Eldon, Oklahoma.

Elizabeth Washakie, *Shoshoni*,
Wind River, Wyoming.

William Elliott Welch, *Cherokee*,
Cherokee, North Carolina.

Helene Wesley, *Chippewa*,
Odanah, Wisconsin.

Joe Wesley, *Chippewa*,
Odanah, Wisconsin.

Harvey E. West, *Cheyenne*,
Kanopolis, Kansas.

Richard West, *Cheyenne*,
Kanopolis, Kansas.

Richard D. Whalen, *Sioux*,
Pine Ridge, South Dakota.

Howard J. Whitecrowe, *Seneca*,
Miami, Oklahoma.

Louis Williams, *Sioux*,
Sisseton, South Dakota.

Robert William Wilson, *Chippewa*,
Odanah, Wisconsin.

Mildred Evelyn Woodman, *Oneida*,
Oneida, Wisconsin.

Vernon Young, *Wyandot*,
Turkey Ford, Oklahoma.



Arts and Crafts Graduates

A Girl's Home Life at Haskell Institute

By MARGARET PEARSON SPEELMAN

Head Girl's Adviser

THE HOME LIFE of a Haskell Institute girl is based on the theory of student participation and self determination, so far as such a theory is consistent with the age of the girl and the fact that in any institution some things have to be established as administrative policy.

The girls' student council is the nucleus for this organization. It is elected every May in a general student election at which both the boys and the girls of the campus vote on a regulation ballot. The voting at the girls' halls is done in the advisers' offices, with an election board checking the names off the roster as the students vote. The adviser in each hall with the board count the ballots and the results are posted on the bulletin board.

In affairs that concern only the girls the six girls, three from each hall, who constitute the council hear the case, make the decisions and their recommendations to the head girls' adviser. They establish the bounds, the hours, rules for girls' town day, conduct for study hall, and all other regulations relative to good citizenship for girls on and off the campus. As they arrive at a regulation, or as they vote to ask for a privilege or social gathering, they submit their findings to the head adviser, who with the adviser for each hall, determines the advisability of the request or decision of the council, and returns it with their approval or veto. All action of the council is then sent to the office of the assistant superintendent for his consideration.

All of the girls of the school are divided into lodges, eight in Winona hall, and three in Pocahontas hall, where the seniors of the school reside. These lodges elect their own officers, hold their own meetings and make recommendations to the student council. This organization is based on the Indian tribal plan, and has proven both successful and adequate. The girls make such formations as are necessary in lodges; they assume certain responsibilities as lodges; and they maintain a wholesome rivalry in attainment and conduct as lodges.

In the matter of institution work each girl must contribute her share. This is done by a system of detailing under the direction of the adviser of Winona hall, where two thirds of the girls reside. No girl is kept on a detail until it becomes a burden; nor is any girl detailed to something beyond her strength. The reports from the hospital are recorded and carefully considered with regard to a girl's detail. More and more the detail is assuming the dignity of a part of the curriculum, and it is to be hoped that very soon detail will be definitely vocational training, and be accorded the consideration it deserves.

Haskell girls have great regard for their surroundings. The halls are constantly being made more attractive. This year the girls' religious work director has made a great contribution to Winona hall with

a room for their meetings and conferences, which is charming and delightful. New pictures go up, a bit of furniture is newly decorated, new books are given them and they furnish up a bit. The garden surrounding Pocahontas hall, but belonging to all of the girls, is perhaps our greatest pride. In it they grow many of the flowers suitable to this section, and they also have a vegetable garden, with such things in it as we can raise about our own homes. Every girl gives the yard two hours a month of her time, and they are doing everything possible to make their side of the campus lovely.

It is the desire that all parents and guardians of girls be kept informed of their daughter's progress in her home life on the campus. Every parent receives twice a year a general letter from the office of the head adviser telling of the plans for the social side of school life and urging them to keep in touch with what is being done at Haskell Institute. From time to time personal letters are sent asking for the special cooperation of the parent in making the school year successful. We wish it were possible for every parent to at some time visit us, and see for themselves the surroundings and the plan under which their daughter lives.

All through the year careful records are kept of the student's outing experiences and her attainments in the department in which she works. From this and with the aid of the home economics department estimates are made as to her ability to go outing for the summer, or apply for some permanent position. To go outing it is essential that every girl have the permission of her people and a certificate that her health is good. No girl is sent outing whose conduct does not justify it; and for a year these outing girls are closely under the supervision of the school.

Our program is very full. On week nights they have study hall, and for those who are having difficulty with any of their academic work, longer hours at study are required. The early part of the evening the girls either see basketball games played by the boys' lodges, an inter-mural program or engage in games of their own in their own gymnasium.

On week ends, there are dances, evenings spent around the fireplace, supper parties in the small student dining-rooms in each hall, and games for those who do not care to dance. Chaperonage is provided for those who want to go to Lawrence for the movies. The plan for this last winter's program was made after a questionnaire had been sent out asking every girl to tell us what she likes best to do for amusement.

Guest hours have been established by the council, and at that time girls answer the door and call those who are receiving callers. On fine evenings the yard is full of students, boys and girls, until the bell rings for study hall. Much valuable work is done in the

garden during this time by both the boys and girls.

The piano, the radio, many books, magazines and a hall in which they may play games or dance, belong to the girls to use in any free time. Everything is very quiet during study hour, but things are very gay during play hour.

Haskell girls are asked and expected to conform to the niceties of living and the same gracious attitude that is found in any gentle home. To this they have

responded cheerfully and willingly, in almost every instance.

They think and act like any well-bred American boarding school girl. They are proud to help in administering their own affairs. They encourage simple habits of dressing and living. They preside at their own parties with charm and grace. They are in a large measure living their own lives in a wholesome atmosphere, where there is little talk of restraint as such, and no undue emphasis on discipline.



COMMUNAL LIFE DECLARED BEST FOR INDIAN

By VIRGINIA LEE WARREN

THE INDIAN may be an individualist in the arts but in his mode of living he prefers the communal system. In fact, his temperament makes it impossible for him to adapt himself to the capitalistic system and it is high time the United States Government recognized this racial peculiarity, believes Grady Lewis, Choctaw attorney from Tulca.

Mr. Lewis, a former member of the Oklahoma Legislature, is in Washington to give his support to the Thomas-Rodgers bill. Yesterday, after spending a busy day at the Capitol, he settled down at the Bureau of Indian Affairs for a brief talk about his people, one of the five civilized tribes—Choctaw, moved to Oklahoma from southeastern states by the Government more than 100 years ago.

Until the twentieth century the five civilized tribes—Choctaw, Chickasaw, Cherokee, Creek and Seminole—were happy and prosperous in the communistic republic they maintained on land given them by the Government, according to Mr. Lewis.

PERSUADED TO SELL LAND

But when their communal life was broken up and they made owners of small individual farms through an act of Congress a little more than thirty years ago, they did not know how to take care of their property. Most of them were persuaded to sell for much less than the land was worth, the Choctaw attorney is convinced.

"The Indian is not a good business man, he can not learn the white man's standards of value," explained Mr. Lewis. "When an Indian wants something he really wants it and will give anything for it even if it has little value. The fact that he wants it is all that matters to him. This accounts for the Indians' selling or trading their land for almost nothing."

And now many of them are homeless according to the Choctaw.

FOLLOW NOMADIC EXISTENCE

"They live a nomadic existence," he said. "Life out in the open would not be so hard for them if they had enough to eat. But the hunting grounds are gone. The Indians are bitten by hunger. They are emaciated from lack of food. The children, many of them, are not going to school because they wander from place to place with their families. Hundreds of these families are simply squatters. They are kicked from place to

place. If something is not done for them soon, they will not be able to survive."

The average annual income among the Choctaw in 1933 was forty-seven dollars, Mr. Lewis pointed out. Relief agents seldom augment this amount because Indians are considered unemployable, he continued.

PROUD ON RELIEF MATTERS

"When an Indian woman goes to a relief agency, the relief worker asks her where she has worked before. Usually the Indian has never worked for anyone but her own family. So the relief worker puts her on the unemployable list. It is the same with a man. Of course the Indians could apply for charity. But they are timid. They are also proud. So they suffer."

In addition to poverty, his people are wracked with tuberculosis, Mr. Lewis said. One reason disease is so prevalent is the affection which exists between parents and their children.

"When a child becomes tubercular, the parents can not bear the separation which hospitalization makes necessary," the Indian lawyer said. "Nor can the child bear to be separated from the parents. Here again communal life would enable Indians to solve their problems. The Government must realize the red man can not live as the white man does."

BIRTHSTONES

For laundresses, the soapstone.
For architects, the corner-stone.
For cooks, the puddingstone.
For soldiers, the bloodstone.
For politicians, the Blarney stone.
For borrowers, the touchstone.
For policemen, the paving-stone.
For stockbrokers, the curbstone.
For shoemakers, the cobblestone.
For tourists, the Yellowstone.
For beauties, the peach-stone.
For motorists, the milestone.
For lovers, the moonstone.
For morticians, the tombstone.
For editors, the grindstone.—Exchange.

The pencil sketches of the "old chapel" and the entrance to Pontiac are the work of Paul Goodbear, young Cheyenne artist.



STUDENT COUNCIL

Boys' Activities at Haskell Institute

By ROBERT CHARLES STARR

Head Boys' Adviser

OUR PRESENT conception regarding the policies and functions of this office have almost reversed the original practises. Normal activities are encouraged providing they are wholesome and can be checked by some member of the advisory staff. Our theory on this policy is that the boys will do anyway that which they want to do regardless of rules. An example of this policy is the following: Every winter boys like to hunt. They will bring their game to the school and cook on the sly somewhere on the campus in spite of rules and curbs. So we have told the boys to bring their game home, dress it and cook it in the kitchenette we have provided. They do this under the supervision of some staff member who helps the boys to prepare the cooking and who apparently gets as much joy out of it as the boys themselves. The boys have satisfied their natural impulses and have done what they want to do with the full sanction and even help from the same person whom they would wish to be the last person to see were they cooking under cover somewhere on the campus.

A few boys trap in the wintertime. They visit their traps early in the evening and early the next morning. This means that they must miss bed check and early morning roll call. Instead of telling the boys, "They must quit trapping because they are missing so many bed checks and breakfast roll calls," we tell the boys to

go right ahead and inquire of them frequently what luck they are having with their venture. The only requirement we ask of them is to let us know or leave word that they will be out on such and such night or morning. We find that by allowing them this privilege they will be in a happier frame of mind to respond willingly to their other duties.

The organizations of the boys activities at Haskell Institute is in two directions. The first relates to seeing that the activities carried on, have their bearing on certain phases of activities relating to guidance service. Four functions of this service are recognized, namely; discipline, oversight of social conduct, control of attendance, supervision of interlodge athletics.

Discipline is considered as a function of guidance and may be defined as the progressive moulding of character and conduct. This interpretation establishes a principle of guidance which precludes physical punishment as a regular procedure and sets exemplary leadership and activity as the proper mode of conduct. Loyalty for the select group, loyalty for the group as a whole or community are promoted through group activities. A desire to contribute to the welfare of the group is emphasized in all activities. Cooperation among the young men and boys is a vital factor in carrying out the ideas of what should be the aim in school life. For purposes of illustration the young men and boys are organized into groups and each group is

given certain privileges providing responsibilities and obligations involved are accepted. Discipline then is a function or guidance and as such, well organized participation in group activities becomes a means to enrich the lives of young men and boys at Haskell Institute. Group expression along the lines of a felt need is encouraged, because it is our feeling that such procedure leads to original and critical thinking. A group (lodge) is more apt to follow a lead by one of its own members, particularly when that member represents the sentiments and wishes of the group. Group discipline becomes a matter of guiding the thinking and activity of a lodge to serve common interest through approved channels. While it may be said that a large majority of boys are responding splendidly to the leadership which has been set up for them, yet the principle of individual differences must be recognized in dealing with a large number of boys coming from all sorts of climatic, economic and social backgrounds, with the added factor that a large number of boys are passing through the period of adolescence. The number of boys who fail to adjust themselves varies from one year to another depending upon many factors that cannot be diagnosed before the boy comes to Haskell Institute. For example, this year a handful of boys came to us from a section of our country so different from Kansas and Oklahoma that these boys are having difficulty to adjust themselves and are causing no end of worry and time of the advisory staff. As a general rule a boy will respond when appeal is made to his better self in such way as to fit in with his case. Thereafter he becomes a regular fellow.

The social program of Haskell Institute consists of all those organized student activities where boys and girls come together for a general good time. This program plays an important part in the training of all students and gives an opportunity to those who have had good home training to assume responsibility in the matter of proper conduct. In this respect Haskell Institute shows a spirit of progress in pioneering the modern trend of the social training program of youth. "The old school was content to set up ideals; the new school not only sets up worthy and reasonable ideals but offers opportunity for the practice of these ideals." Nowhere in the routine duties of the advisory staff is there a better opportunity to render a service affecting the character and general attitude of boys than guiding them in their daily social life on the campus. Among the different activities during the day where boys and girls come together are the following: The school proper, dining room, religious meetings, community church, dances, parties, varsity games and interlodge sports.

Such a large number of activities certainly offers a wide range of social contact between the boys and girls. Certain rules and regulations have been established with the idea of giving the boys and girls an opportunity to observe proper decorum. Whenever individuals or groups of young people fail to observe the social code as set up, the offenders are brought before the advisers for guidance of future conduct. The infraction of rules is brought to the attention of all boys in their lodge meetings.

It can be said truthfully that every student has ample opportunity to cultivate correct attitudes and habits of social life at Haskell Institute. A large per cent of the student body attends the all-school functions such as dances, athletic events, parties, etc., so that it is necessary to arrange these activities in such a way that in the course of time all pupils have a chance to attend. At the present time, dances are organized so that the four homes alternate in sponsoring the dances. The home sponsoring the dance, whether it be girls' or boys' home, is responsible for the program, for the reception of guests, for decorating the gymnasium, and for the cleaning of the hall after each dance. All members of the staff and their friends, and official visitors have a standing invitation to attend these dances. The boys and girls are under proper supervision at all times at these affairs. In addition to the usual matrons and advisers, the dance committee extends an honor to some members of the staff to act as official chaperones. The faculty members have responded wonderfully and it is hoped that this procedure may become a regular custom. Small programs are printed for these occasions showing the dance numbers, special numbers, and the names of the official chaperones and the boys who are responsible for getting up the programs. Special dances are permitted and conducted similar to the regular school dances. Before and after each dance the boys are permitted to escort their lady friends to and from Tecumseh hall. All dances start at 7:30 in the evening and stop at 10:00 o'clock. On two or three very special occasions permission has been given to dance until 11:00 o'clock, as for example, on New Year's Eve.

One of the most exacting routine duties that come under the functions of the advisory department is the matter of attendance. Members of the advisory staff must know every day where each and every boy is located during the day. Absentee reports come to us from general sources: The high school, commercial school, vocational school, and the various details including the extra-curricular activities on the campus.

At the close of the school day, at 4:10 in the afternoon, all absentees are sent to the office of the dean of men. The list shows whether the boy was tardy or absent and what period of the day he was recorded. On the report card is space for remarks where the adviser writes down the reason why the boy was absent. The principal of the school determines whether the boy should be given a white card or a pink card. The white card indicates where absence was justified, and the pink card indicates a cut in class. Boys are absent more frequently than girls because of athletic trips and special details. Early the next morning the absentee reports are sent back to the school office. The same system is used for the absentees from the commercial and vocational departments.

Each day the daily attendance report must be made in four copies. One copy goes to the superintendent's office one to the assistant superintendent, one to the head of vocational department, and one is kept on file in the adviser's office. On this report is shown all changes during the twenty-four-hour period up to midnight previous to the day rendered. The following

numbers are indicated. Total number of boys enrolled this school year (school begins September 1, 1934), total number of boys dropped this school year, number of boys present, number on duty, number sick in hospital, number absent, number on leave, on outing, without leave, and the total number belonging.

The boy understands that everyone must do his share toward contributing his services to institutional work as a recognition for the privilege of attending school. Work is held up as an honorable thing to do. The millions of honest people in the United States today all clamoring for a chance to work are pointed out as an example of an attitude one should take in regard to work. People who are employed today are held up as a select class and anyone fortunate enough to have a job and working for a living is proud of it. No credit is given for detail work except as a partial return to the cost of upkeep while the boy is in school. The question of how much time a boy should devote to institutional work has often come up but no formal solution of this complicated problem has ever been presented as a guide for the advisers to follow. As administered at the present time the boys are classified into three groups: The high school, the commercial school, and the full-time vocational school. The high school boys are known as part-time boys in reference to a vocation. For them the day is divided into three divisions. One half a day is devoted to class instruction in the high school department and the other half a day is divided up into quarters. One-quarter day is devoted to vocational practice and instruction and the other quarter day is given over to institutional work or detail.

Interlodge sports are organized in so far as possible to enable that large mass of students who are not out for varsity teams to enjoy the benefits of taking part in some supervised sport. The inter-lodge program is planned to give every boy an opportunity to compete and enjoy some sport irrespective of his ability. Every encouragement is made to get a large per cent of boys to go out for these inter-lodge sports. We have found in some instances that a few boys are too timid to take part but once having done so they become very enthusiastic followers. Every boy in school belongs to

some organized group. With a student body of 330 boys there are twelve lodges with an average membership of around twenty-eight boys. As an example of how these lodges function in sports all boys in one lodge are weighed and those who weigh 145 pounds or more are placed in the heavyweight class and those under 145 pounds are placed in the lightweight class. There are two basketball leagues operating at the same time but the teams play only in their classes. At the close of the season the winners in each league play each other to determine the champions of both leagues.

The main objectives of having interlodge sports are, namely: Recreation: To encourage all boys to spend their leisure time in a wholesome manner. While we make every effort to attain our objectives we are beset with many difficulties which handicap our program. The spirit of loyalty, the idea of coordination by cooperation is fostered but at the same time the student is instructed that a loser gets as much benefit as the winner because of the pure enjoyment and fun in playing. Improved health: This is more or less a by-product of exercise and athletic activity. Regular exercise and regular bathing tend to have a refreshing physiological effect or tone of body. Physical efficiency: Certain body skills are developed and normal growth of body is promoted. It gives a boy that sort of neuromuscular coordination which reduces clumsiness and embarrassment. It cultivates control of one's movements and creates self assurance and confidence in the boy. Character and Personality: Sports tend to promote the development of one's character and personality. Such qualities of character aid personality as cooperation, subordination of self to that of the group, loyalty, initiative, alertness, etc., are encouraged through sports. Social contacts: Boys and girls have an opportunity to get acquainted and visit under proper chaperones. Knowledge of sports: Boys taking part in these games learn more about the game. One must know the rules to enjoy the game. Knowledge of sports creates a permanent interest in athletics and carries over values to the game in later life. Interest in sports leads to participation and in later life becomes a diversion or recreation from one's work.



TRACE OF EARLY INDIANS

BURIAL ground of the Picurie Indians who built and inhabited the only Indian pueblo in Kansas early in the sixteenth century, are believed to have been found in the Scott county state park.

PWA workmen engaged in building a road recently uncovered two skeletons, apparently a man and a woman, buried on a hillside, in a sitting position.

Several days later workmen unearthed three more graves and found the bodies were buried in the same manner. They were not touched and await someone familiar with the work of removing them. They will be taken to the park museum.

The Picurie Indians broke away from Spanish rule early in the sixteenth century and came here from what now is New Mexico, building a pueblo and farming the valley along Beaver creek.

Later an envoy from the Spanish governor persuaded them to return to their native home and from that date until comparatively modern times the pueblo was used as a French trading post. It finally burned. Ruins were discovered by a farmer who found charred maize.

The site of the old pueblo has been marked by the D. A. R. and plans are under way to reconstruct it.—Kansas City Times.

The Commercial Department

By W. T. JOHNSON

Head of Commercial Department

INDIANS all over the country have awakened and are thinking as they have never thought before. New and important legislation affecting Indians generally has been passed and the decision of acceptance or rejection of it is left entirely to them. The Indian is given a new deal. He is capable of working out an economic independence, of fulfilling the civic responsibilities of an American citizen, and of preserving his own distinctive culture and tradition while taking a rightful place in the midst of a white civilization. He has never had a chance to do these things—he has that chance now! In this shifting of values or changing of standards, there is one outstanding aspect of this great movement or "New Deal"; youth is the important factor. Just as the destiny of any nation depends upon the opinions and ideals of its young men, so does the destiny of the red man depend upon the ideals and opinions of Indian youth.

We here at Haskell are attempting to give these students the training and experiences they need in order that they may be able, not only to hold their jobs as stenographers or bookkeepers, but that they may be able to take an active part as citizens of their communities, to fit into the community life in general, and even to become one of the leaders.

A new incentive has been added to our commercial education. We are continually making changes in our curriculum, revising our regular courses, and adding new ones, so that we may better be able to guide the student in preparing himself to meet these new situations and to set up the new ideals demanded of him.

In line with the new policy of Congress, that Indians should have powers of control over their own funds and assets and manage their own economic affairs

prudently and effectively, we offered this year, as our senior accounting, a course in the fundamental principles and processes of the Government's accounting system. Under the guidance an instructor, who came to us this semester with years of experience in both private and government accounting offices, the student worked with the actual data and materials, sets of records, books and files in operation similar to those that would be found in their own organized Indian communities, Indian schools, and agency offices.

Our junior bookkeeping course is now being revised so that we can double its value by including the social values with the vocational values. This course will combine the teaching of business citizenship with the teaching of practical bookkeeping. The dual value of the course will give our students practical training for more intelligent citizenship and more efficient earning. We are thinking of every student as a junior citizen, a potential business man, a user of business services. In this course the student will get a complete picture of the internal operation and management of business and social institutions.

In our English classes, while we are following the procedure of reviewing grammar and developing Business English, we have branched out in a new direction in our senior course. In order that we might acquaint our students with a bigger and broader social viewpoint, and give them a knowledge of present-day problems and events to enable them to orient themselves, we have changed our senior English course into one that resembles more nearly a course in economic history. Social and economic problems both national and international are discussed with freedom. In this course we hope to stimulate the students' interest in



COMMERCIAL EXHIBIT AT HOMECOMING

current problems. Through their outside reading, their increased fund of general knowledge, their broader view and understanding of the problems which confront the peoples of the world, and their enlarged vocabulary, they should be prepared to take their part in political affairs through intelligent voting. A familiarity with the problems of other peoples might help the Indians to solve better the problems of their own race.

We spend a great deal of time on individual coaching for production in stenography. Near the end of the second year's training, more and more stress is placed upon individual accomplishment. We do this in order that we may train every student to produce in a satisfactory manner. We give him such training as will build him up to a standard that will meet with the approval of employers. As many as twenty letters are dictated to these students at one time and they are required to finish them within a given period. Only letters mailable are considered as acceptable. The number of mailable letters and the scale of pay for stenographers are compared and students form a true estimate of their value rather than an over-estimated opinion of themselves, not based upon measured accomplishment. A novel idea was worked out this year in the shorthand classes whereby the students took dictation, by radio equipment set up in the class room, from political leaders, Congressman, and even from the President himself.

We have been encouraged by the addition of new equipment. Our latest additions are two cash registers. Each student is given individual instruction in the use of all office equipment which he may be called upon to use in the ordinary procedures in an office. He has a working knowledge of the operation and care of such machines as the mimeograph, multigraph, dictaphone, Ditto, typewriter, bookkeeping machine, calcu-

lator, adding machines, and filing systems. In learning to operate some of these machines, the members of the class last year produced more than thirty-five thousand sheets of duplicating work for the various offices of the institution. A group of our students gave a very effective and efficient demonstration of the use of all new modern office equipment in our commercial booth at the educational exhibit in connection with the Homecoming celebration last fall.

Last year we were one of the very few schools who were pioneering in the development of a character-training course. We called our course, "Socialized Personal Development." Our experiment has been highly satisfactory. The training received in this course is closely connected with the students' whole life—with all his interests, and his contacts with his associates. Every effort is being made to develop a knowledge of generally accepted conventions of society, both as to speech and to action, that will help the student to feel at home socially. As far as possible we try to furnish, by projects and practice work, the social situations that will lead to experiences the student might otherwise lack, so that when he has completed the course, the attitude of courtesy will have become habitual and the student will not be at a loss as to how to handle himself in ordinary social situations.

The graduates of the commercial department have found employment in the offices of the Government Service or with private business organizations in almost every state in the Union. They have been successful in carrying out the duties of stenographer, private secretary, bookkeeper, and accountant in direct competition with other races. In Washington and throughout the United States are hundreds of successful Indians who were trained here in the department.



HOW NOT TO LIVE LONGER

THERE is considerable available advice on how to live longer," says a leaflet issued by the George Washington Life Insurance company, "but very little on how to die sooner. We feel that the time is opportune to present some simple, specific advice and instruction for those who really do care. We can guarantee that any person following these rules will be in his grave from ten to twenty years earlier than he would otherwise be."

Instructions are presented in these rules:

Avoid all possible contact with fresh air. Stay indoors in rooms with all windows closed and overheated. Sleep in rooms without any ventilation.

Heat your garage on cold mornings by running your automobile engine for an hour or two.

Make every effort to increase your abdominal girth beyond all normal measurements. Stuff yourself at all times, eat lots of sugar and several pounds of meat daily.

Take no exercise. Ride to and from your work. Never take a vacation. And burn your candle at both ends, particularly when tired. (Fatigue furnishes a fertile field for tuberculosis.)

Always worry from morning until night—learn to enjoy it. If possible stay awake to worry over things during the night.

Should your tonsils be bad or your gums have pus, be glad and do nothing about it for these are forerunners of rheumatism, heart trouble and bright's disease.

After age forty pay no attention to lumps that may suddenly appear and persist, or any other signs of cancer, for with prompt attention and care cancer can generally be checked or cured.

If anyone should tell you that you should have a health examination, every year and visit your dentist regularly, tell him that you do not believe in such stuff. Tell him you want to be uncomfortable, inefficient, and short lived.

Vocational Department

By G. WARREN SPAULDING

Head of Vocational Education

THE SCHOOL year 1934-35 was an eventful one for the vocational department. At its completion there were graduated thirty-eight senior vocational students who had satisfactorily completed the required work in their chosen trades. Forty-one junior vocational students completed their first year of full-time trade work and will be ready to complete their work during the coming school year. Eight graduates of 1934 were in attendance for all or a part of the year and received advanced training in short courses and acted as student foremen.

The department of vocational education is operated primarily for the purpose of training students in trades and industries. Incidentally it is charged with the repair, maintenance and upkeep of the plant buildings and campus, including the garden. In this, we are particularly fortunate since a wide-spread laboratory for the practice of the various vocations is provided. Practice on actual jobs, not make-believe jobs, is therefore the rule. In the training of carpenters, there is available many practical building and repair jobs. This is likewise true of other trades such as plumbing, electrical, masonry, steam fitting, landscape and gardening, painting and decorating. Without these practical jobs, it would not be possible to put on courses of such a practical nature. City trade schools are constantly forced to resort to miniature projects for instructional work because they do not have the facilities for work on actual jobs, particularly in the building trades. In many ways Haskell Institute might be compared to a small town of under one thousand population where all the usual activities of its people are carried out. Thus the painters and other tradesmen of the town carry on their work of improvement to their own advantage as well as their customers. At Haskell the workmen are students who receive their reward not in money but in education.

Perhaps a brief paragraph covering the activities of each of the thirteen vocational departments will serve best to tell of their progress.

AUTO MECHANICS AND TRANSPORTATION DEPARTMENT

The automotive department occupies a large room in Pontiac, the new shop building, and is very completely equipped for the repair of all types of automotive equipment such as cars, trucks and tractors. The equipment includes motor boring machine, valve refacing machine, power hoist, aligning equipment, electrical testing equipment, etc.

The department is responsible for the repairing and maintenance of all Haskell cars, trucks and tractors. During the past school year every car, truck and tractor has been thoroughly overhauled and painted. Many of the jobs included reboring. Spray painting with lacquers and synthetic enamels is taught, including hand striping. Some very interesting work

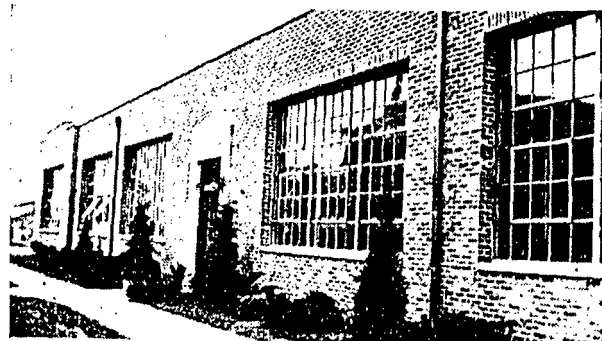
has been turned out of the shop this year, both for Haskell Institute and other Indian service jurisdictions. The cars belonging to the Potawatomi agency are repaired in the Haskell shops and give the students considerable practice work. Body and fender work is always available. Two very badly wrecked cars have been completely straightened out, rebuilt and repainted this year.

One caterpillar tractor and two wheel-type tractors were rebuilt completely. Gas engine work has also been included in the course, with practical work included. Technical and related instruction has been carried on in regular daily classes. A feature of the course has been the work carried on by various manufacturers and dealers who have been secured for special demonstrations.

Closely related to the auto mechanics work is the problem of transportation. This department uses ten trucks, three tractors, eight cars and one bus. All movements of vehicles are controlled by the use of approved transportation orders. Students are taught to operate and maintain the various makes of trucks and cars. One of the points of emphasis is safety in driving. This department normally consumes a thousand and gallons of gasoline per month. The servicing of all transportation units, such as cleaning, greasing, and care of tires is assumed by boys working in shifts in this department. During the school year every student of the auto mechanics department has ample opportunity to learn to drive. A large storage garage is now being built which will house every motor vehicle. Mr. Stan Gertie is the instructor of auto mechanics, and Mr. Guilford Collins is in charge of transportation.

PRINTING DEPARTMENT

The printing department is housed in a separate red brick building with several large rooms devoted to instruction in this trade. The equipment is very complete, consisting of two linotypes, universal saw trimmer, Vandercook proof press, Miehle press, Monotype keyboard and caster, babcock press, four platen



Vocational Building

presses, Liberty folder, Monitor wire stitcher, Monitor punch machine, perforating machine, addressograph and graphotype, power paper cutter, etc. Various other units of equipment are at hand, making it possible for the student to come into an exceptionally well-equipped shop for his printing training.

The printing department has been very fortunate this year in securing a great many diversified production jobs. In the few weeks preceding the Homecoming, approximately 50,000 separate pieces of advertising were sent out. This included stickers, posters and booklets. Work for the printing department comes in from the various Indian Service jurisdictions practically from coast to coast. During the year, considerable work is done for the Indian office. Many of the jobs are difficult rule jobs, while others cover many different types of work. The experience gained by students who have the opportunity to work on this wide variety of jobs is of great value to them.

Part-time students receive training in the fundamentals of printing, particularly hand composition, and prepare themselves for work as full-time vocational students in printing. The full-time students carry on the various jobs of production work. In this manner, two levels of training are maintained. Four students were graduated this year, and their places will be filled the coming year by the advancement of part-time students. Mr. Allan Shepard is the instructor, and Mr. Oliver Duffina is the assistant.

CARPENTRY DEPARTMENT

The carpenter shop is located in Pontiac building, and is a large well-lighted room containing the various machines and other equipment necessary for the carpenter's work. The equipment consists of a circular saw, cut-off saw, hollow chisel mortiser, tenoning machine, planer, jointer, band saw, router, belt sander, spindle shaper, all of which are driven by individual electric motors. Various other items of equipment are in use, including complete sets of hand tools and benches.

The purpose of the carpentry department is to train young men to become efficient wood workers. The work includes technical instruction and practical work on full-size projects. Much of the work relates to the up-keep and general maintenance of the plant buildings. In fact, the Haskell buildings provide the laboratory for practical training in the trade. There is never any shortage of work, and when it is decided to teach certain processes in carpentry, there are always jobs awaiting which fit into the educational program.

The carpentry department during the past school year has concentrated on the general improvement of existing buildings and, at the same time, is carrying one or two new building projects for training purposes. The new transportation building is now under construction, and a number of other very practical remodeling jobs have been completed.

The part-time students take work in the fundamentals of the trade and cabinet making under the direction of Mr. T. L. Bessire, instructor of shop subjects. The full-time students carry on the outside work and building construction under the direction of



Welding Demonstration at Homecoming

Mr. H. A. Hansberry, instructor of carpentry, and Mr. Vier Cleek, carpenter.

PAINTING AND DECORATING DEPARTMENT

The painting department is located in Pontiac, the new shop building, and is nicely equipped with the various articles necessary for teaching the art of painting and decorating. The equipment includes an American floor sanding machine, a Porter-Cable electric belt sander, two spray paint machines, one an electrically driven unit and one a gas-engine unit, an electric paint mixer, scaffolds, ladders, etc. The instructional work in this department covers both interior and exterior painting, floor surfacing and finishing, the mixing and tinting of paints, enameling, lacquering, glazing, paper hanging, plastic painting and fancy finishes, furniture refinishing, and graining.

The paint department has completed many excellent jobs during the past school year, including the entire redecorating of the girls' gymnasium, bakery, dormitories, assembly rooms, masonry building, many residences, and other numerous smaller jobs. Outside painting has been practiced on the various buildings, and work is being carried forward in an effort to complete the painting of all the farm buildings. Many of the residences and employees' rooms have been treated to a coat of much-needed paint and floors refinished.

During the course of the school year, well over 1,000 gallons of paint have been spread. Three students are being graduated this year. Regular daily classes in trade knowledge have been maintained throughout the school year.

One of the most interesting jobs which was completed by the students of this department was the painting of the bakery.

The work in this department was accomplished almost entirely at night. The power spray gun was used on this job, and students worked in relays at night in order not to interrupt the work of the bakers in the day time. In the course of a few days, the laboratories, bread room, instruction room, and office were completely coated snow white, and the results were very gratifying. Another job which taxed the ingenuity of the painters was that of decorating the girls' gymnasium. This job required the graining of all the beams in the high ceiling, and was accomplished in time so that the exhibit for the Homecoming could be ar-

ranged in the building. Mr. Louis Shipshe is the instructor.

ELECTRICAL DEPARTMENT

The electric shop is located in the new shop building, and is quite completely equipped with the various electrical instruments and tools necessary for teaching the trade of electric wiring. The equipment includes a test panel board, a portable laboratory for the testing of radios, a megohmmeter, two ampmeeters, a direct-current generator attached to a gas engine, various motors and generators of all sizes, and complete hand tool equipment.

Regular classes in instruction are carried on in this department daily, both for the part-time students and the full-time students. The function of the department is to maintain all light and power wiring and all electrical equipment over the entire Haskell plant. This necessitates the constant care of all motors and motorized equipment in every department. The lighting system in the stadium is likewise maintained, and a public address system is installed when needed for football games or other large assemblages.

The work in this department this year has mainly been connected with the rewiring of buildings or parts of buildings which were in bad condition. Lighting fixtures were installed in the commercial rooms and in the hospital. The electricians have practically eliminated all open knob-and-tube wiring and all wiring is being put in conduit or being put in with flexible cable. When one of the large motors burned out at the sewage disposal plant, the electricians rewound it in the shop and returned it to service. Five students were graduated from this department, which is in charge of Mr. William Welfeldt, electrician.

PLUMBING DEPARTMENT

The plumbing shop occupies a large room in the new shop building and contains a tool room and a class room. Various steel bins are conveniently arranged for the storage of plumbing supplies and material. The shop is well equipped with a power threading machine which cuts and threads from one-half inch to four-inch pipe, complete kits of hand tools, benches, vises, sheet metal machines, including a cornice break, squaring sheers, mandrell bench, mandrells for shaping metal work and machines for burring, crimping and turning.

A feature of the shop is the demonstrational material which has been assembled. Different styles of cut-out closet bowls, valves and steam traps are at hand. A complete bathroom unit is hooked up and available for instructional purposes. A hot-water heater of the latest type with tank is also in use. Other interesting pieces in use are a hydraulic ram, a force pump, an automatic pump system for country homes and a water softener.

This department has been very busy during the school year and has made several new installations of bathroom fixtures and kitchen sinks. It is charged with the maintenance of all water and waste lines and projects in practical plumbing work are never lacking.

A course in sheet metal work is also taught in connection with this department. Such work as the instal-

lation of gutters, down spouting, ventilators etc., is carried on to meet the needs of the plant. The teachers' quarters have been completely equipped with gutters and spouting and all the work was done by the students of this department. One student was graduated this year. The department is in charge of Mr. Frank J. Carr, instructor of plumbing.

MASONRY DEPARTMENT

The mason shop is located in the new shop building and is equipped with all the necessary tools such as ordinarily used by the mason, and two power-driven concrete mixers. This department has charge of all plastering, brick work, stone work and concrete work. A number of good practice jobs have been completed this past year. The foundation for the new transportation building has been put in, together with the concrete floors. Foundations for two sleeping porches have been put in. There is a constant demand for the services of the masons for general repair work, about the plant. Before the painters can do their work, the masons are called upon to patch all loose or broken plaster. Concrete sidewalks are kept in repair, as are the concrete paved streets. Stone buildings are pointed and repaired when necessary. Cracks in brick walls are pointed and loose linels are taken care of. Stucco work is done on the exterior of buildings.

The masonry department works in close cooperation with the carpentry and painting departments. Two full-time students of the masonry department were graduated. Mr. George Washington is the instructor in masonry.

LEATHERCRAFT DEPARTMENT

One of best equipped shops at Haskell Institute is the leathercraft shop, devoted to the rebuilding of shoes and repairing of harness and other leather goods. The equipment consists of a Landis sole stitcher, Champion straight stitcher which is used for repairing harness or sewing soles, Champion McKay stitcher which is used for sewing of McKay soles on ladies' shoes, a cement press for attaching soles by the cement process, a Landis finisher with trimmer, spreader, sole moulder, rough rounder, Landis stapling machine for use in attaching shoe soles and various other pieces of smaller equipment. This department repairs hundreds of shoes each month. Nearly all soles are sewed on or put on with the stapling machine. The work in this department is carried on by both part-time and full-time students.

The instructor in this department also handles the art metal work which is so organized that full-time vocational students may take this course. The course consists of work in copper, brass and pewter. Metal spinning on the screw cutting lathe is taught. Some very beautiful work has been turned out.

This department also does automobile top work, makes seat and cushion covers, car and truck curtains, upholsters chairs and furniture. Another interesting type of work done in this shop is locksmithing. Duplicates of any key are made or keys are produced from the lock alone. The instructor is Mr. Gordon H. Brown, shoe and harness maker.

BLACKSMITH AND WELDING DEPARTMENT

The blacksmithing and welding department occupies a large room in Pontiac building and is very completely equipped for its work. The equipment consists of two electric welders, gas welding and cutting torches, portable welding outfits, press drills, bar cutter, screw cutting lathe, flexible shaft grinding machine, forges, pre-heating equipment, power hammer, grinder, and various other small items and hand tools. This department takes care of all forge work, blacksmith work, repair of farm machinery, horse shoeing, tool smithing, ornamental iron work, gas welding and cutting and electric welding.

During the past year, there has been a great amount of work for this department and there has been completed many projects of interest. Two large steel-plate incinerators were built for the boys' dormitories and were installed. All the farm machinery has been thoroughly overhauled. New trash burners have been made for the residences. New clothes-line poles have been made for many of the residences and hundreds of smaller jobs which relate to the general upkeep of the plant have been creditably accomplished. Six students were graduated from the department this year. Mr. Lee Gourd is the instructor of welding and forging.

BAKERY DEPARTMENT

The baking department occupies a suite of rooms in Curtis hall adjacent to the dining rooms and opposite the court from the kitchen. The oven room, which contains the large bake oven, the proofing chest, pie-filler cooker, and doughnut stoves, is located on the lower floor. The upper floor contains the office, classroom, mixing room, bread room and dressing room. All these rooms are painted snow white. The mixing room is equipped with bread troughs, dough mixer, cake mixer, refrigerator and mixing tables. An elevator large enough to hold a large bread cart is used between the upper and lower floors. After the bread is mixed and made into loaves, it is sent down to the oven room for baking. The bread room contains an electric slicer machine and various storage cabinets for bread and other bakery goods.

The baking department is very fortunate in that, this being a boarding school, there is an outlet daily for a great amount of bakery goods. The month of March showed a production for the shop as follows: Bread—7216 loaves of 1½ pounds each, or the equivalent of 158,752 slices; hot rolls—3400; hot cross buns—3530; biscuits—5500; caramel rolls—3630; cookies—5430; pies—1178; doughnuts—2850; cakes—903 pounds or 139 cakes, each cake large enough to serve fifty people; ginger bread—700 servings.

Of the above items, several were divided into various varieties. For instance, the bread consisted of white, whole wheat, raisin and whole wheat raisin. The pies were divided between canned apple, dried apple, cherry, cream, berry, apricot, raisin and peach. Fruit slice, lemon, raisin, ginger and oat meal cookies were produced. The varieties of cake included devils food, yellow cake, sun tan, apple sauce, white cake and Prince of Wales. The baking department also assists in the production of food for the student kitchen by baking meats, puddings, macaroni, hash, dressing and vege-

tables. Regular instruction in several different levels is carried on daily, covering the related trade knowledge of baking. Not only do the students learn the actual skills demanded by the trade such as molding bread, operating the oven, icing cakes, etc., but they study trade terms and all the technical knowledge related to baking which is so necessary for success in the trade.

Trade ethics are instilled by practice in the maintenance of proper attitudes toward other workmen and superiors. Various visits to bakeries and wholesale houses in the cities of Topeka, Kansas, and Kansas City, Missouri, have been made during the year. Only one boy was graduated this year, but the department has contributed to the institution of nine full-time students, nineteen part-time students and ten exploratory students. A point of pride in the department has been the outstanding work done by student foremen this year. The instructor is Mr. Charles Y. Rummage.

LANDSCAPE AND GARDENING DEPARTMENT

The landscape and gardening department is operated to teach students for placement in work which relates to vegetable gardening and landscape gardening. This department is charged with the maintenance of the school campus and the school garden. It takes care of all shrubbery, trees, flower beds, orchard, vegetable garden, and livestock.

A very interesting piece of work was accomplished this year in the designing and setting out of a large formal garden opposite Pontiac building. This formal garden was laid out and black soil hauled in for hundreds of roses and other shrubs. The garden will form one of the beauty spots of the campus, and it is nearly a block long.

The plan for the rose garden was developed early last fall and orders were placed for all shrubs at that time. During the year, the plot of ground was gotten in condition, and the spring planting has been completed. A twenty-acre garden is maintained and produces vegetables for the school kitchen. This department also raises swine and has produced all the pork used this year by the school. Twelve hogs were butchered for the barbecue during graduation week. One thousand and chickens are being raised this year of the White Leghorn and Rhode Island Red varieties.

The department is equipped with two trucks, lawn mowing machinery, garden machinery, chick brooders and horse and mule teams. It occupies various buildings, including the large horse barn, several large chicken houses, root cellars, a garden tool house, swine house and an office. The instructor is Mr. Frank O. Anderson, and his assistant is Mr. Lewis E. Alexander.

POWER PLANT

The power plant occupies a separate building in which the boilers are mounted and which also contains the machine shop, storage rooms, class room and the office of the engineer. This department is charged with the maintaining of steam heat for cooking and laundering during the entire year and it maintains heat in the buildings during the winter months. It has full charge of all steam and return lines and all radiation. Natural gas is burned in the boilers for fuel.

and during the past year it is believed that this department has made an enviable record in the economy with which it has operated, since the entire plant was heated for approximately \$10,000 which is a very large saving over any previous year of record available.

The students on this department learn to do steam fitting and all kinds of pipe work. They learn to use the screw cutting lathes, shaper, and other machine shop equipment. Students operate the boilers and boiler feed pumps and maintain hot water for general use of the plant. This department overhauls all its own equipment and hires no outside labor. Many improvements have been made in the steam lines and radiation of the various buildings during the past year which has made it possible to operate so economically. Regular classes in instruction are carried on daily. The instructor is Mr. Asher H. Jackson, chief engineer.

DRAFTING DEPARTMENT

The drafting department occupies a large room in the front of Pontiac building and is well lighted with large steel windows from the north. The department

is equipped with an electric arc blue printing machine, washer, drafting tables and steel storage cabinets. The work in drafting is confined to full-time vocational students who spend three hours per week in drawing which relates to their individual trades. The work is so arranged that each student learns the fundamentals of drawing and then goes on to instructional projects which have a direct bearing on his trade work.

During the course of the year the drafting department took as its final project the planning of the new transportation building. Each of the building trades students who was to be concerned with the erection of the building worked out individual plans for his part of the work, including specifications and estimates.

The course in drafting consists of foundational work in the techniques of drafting and in projections, descriptive geometry, architectural plans, elevations, sections, development of surfaces, intersections, and blue print making and reading. Advanced work in mechanical drawing and architectural drawing is available for students desiring to avail themselves of it, and it leads to a certificate in drafting. The instructor is Mr. Haskell A. Hansberry.



HASKELL INSTITUTE TRY-OUT PLAN

SEVERAL months ago there was worked out between officials of the Potawatomi agency, and Haskell Institute, a plan whereby prospective graduates from the full-time vocational courses at Haskell Institute would have an opportunity to try out their acquired trade knowledge and skills on practical building and maintenance projects. The work to be done included masonry, painting, carpentry, plumbing, electric wiring, and steam fitting, all connected with the Potawatomi agency buildings at Mayetta, Kansas, which is some fifty miles distant from Haskell Institute located at Lawrence, Kansas.

Due to the fact that very limited funds were available for the renovation of the agency buildings, Supt. H. E. Bruce was anxious to get the work done for the minimum amount of money. Irrespective of this factor, however, he was anxious to have the work done properly and without delay. Since there were carpenters and painters among the local Indians available for this work, it was decided to confine the cooperative effort to such other trades as would not in any way keep local Indian workmen from obtaining work. Thus, our plan included as a starter the following trades: Masonry, plumbing and electric wiring. It is hoped that we will soon be able to include steam fitting if funds are made available for contemplated steam heating work.

"The proof of the pudding is in the eating." The proof of vocational efficiency is in the doing. Students, who actually go out on the job and accomplish a reasonable amount of work in a day and produce work of the character demanded by employers, demonstrate their ability to assume places as workers in

the industrial world. One of the greatest difficulties encountered in training students is to secure suitable try-out jobs where the student is separated from all of his usual sources of information, particularly his instructors, and is thrown out upon his own resources. The Haskell try-out plan sends the student out fifty miles from his instructor, where he has no one to fall back upon, where he is the only expert in his line, where he is forced to solve his own problems as they arise. The immediate result is one of two things: Either the student solves his problem and emerges from it bigger, more resourceful, and with more confidence, or he fails to complete his work due to his inability to overcome the problems he has met.

In the first case, the answer is obvious; if the student can do the work required of him as a tradesman, he is ready for graduation at once. In the second case, if the student cannot solve his problem, he requires additional training to strengthen his weaknesses which are bound to show up if he lacks either technical knowledge or mechanical skill.

The first work attempted at Mayetta was that of plastering and patch plastering several of the residences and also the clinic building. Connie Mack Denver and Lofa Hay checked out a kit of plastering tools from the Haskell mason shop and started the job. Supt. H. E. Bruce reported after a few days that the work was progressing nicely and that it was of excellent quality. The job was completed on schedule, within two weeks. Toward the end of the job Donald Quaderer was sent to replace Connie Mack Denver, making three masonry boys who completed their try-out work on this project.

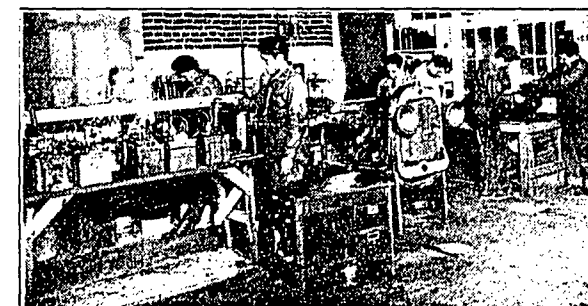
During the time the masonry group was at work, George Lowry, a senior vocational plumbing student,

was sent to the agency to make estimates and bills of materials for the installation of plumbing in several buildings. As soon as the materials reached the grounds, this young plumber, assisted by Clifford Madosh, a junior vocational plumbing student, ran the waste and water lines, set the fixtures, and completed the job in creditable style.

The next group to start work came from the electrical shop and included George Thompson and Joe Carshall, both senior vocational students. The preliminary work was done by George Thompson who was sent to the agency to make all estimates and bills of materials. Later, after bids had been opened, orders placed, and materials received, these young men went out to the job and at the present writing are making good progress in their work. They are putting in new outside lines, poles, meters, fixtures, and rewiring all the agency buildings with BX cable.

A feature of this try-out work is the fact that students estimate all materials to be used on their jobs. In this manner the responsibility for purchasing the proper materials is placed squarely on their shoulders. This plan gives the student first hand, intimate knowledge of the purchasing of materials. Furthermore, since the success of their try-out work depends upon the efficiency of their planning, measuring, and selection of materials, the tendency of the student is to put extra effort and study into this phase of his problem.

Try-out work in auto mechanics was also worked out with the Potawatomi agency, but since the complete overhaul of agency cars demands the use of automotive equipment not available at the agency, it was found necessary to reverse the usual procedure. Instead of the students going to Mayetta, the cars were brought to the Haskell shop where they were as-

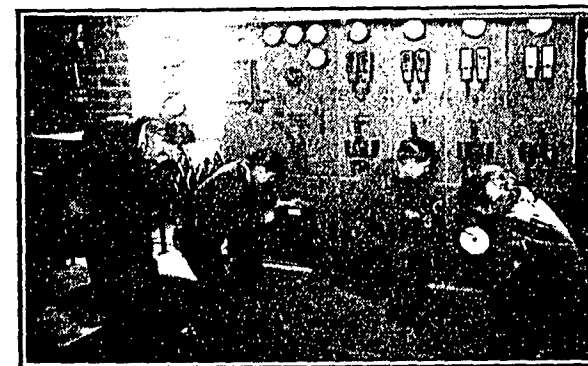


Auto Mechanics

signed to senior vocational students as projects on the same basis as before mentioned. The work was done by Artist Thomas, Joe Ortiz, Carl Fred, Louis Hicks, Henry Archambault, Simon Durant and Jim Saul. The Haskell auto shop is equipped with cylinder boring, valve, and bearing equipment which afforded a fine opportunity for work on these cars. Reports indicate that every car proved highly satisfactory to those who operate them.

In the printing department try-out work has been used extensively by the assignment of various production jobs of printing received from outside agencies and schools. These jobs come to us from Indian schools and agencies almost from coast to coast. Assignment of these jobs is made to senior vocational students who are entirely thrown on their own resources. Frank Medina, Orval Elliott, Earle Poodry, Willie Carter, Daniel Pigeon and George Bradley have successfully completed jobs of this nature many of which have been difficult rule forms. Frank Medina has had the opportunity of working part time in one of the Lawrence print shops.

In summation of the plan we find that it has benefited all concerned. So far, every boy has made good on the job. Every job has been thoroughly checked after completion by Haskell employees. Each student has come back to school with new confidence in his ability. Each has earned a tidy bit of money. Each has demonstrated that he can put into practice the things he has been taught in his trade classes and laboratory practice, and as a consequence is entitled to graduation. The Potawatomi agency has profited in getting its maintenance and repair work done at an advantageous figure. Haskell Institute has achieved something in the knowledge that its students, about to graduate can really do the job, and also in the consciousness of having cooperated to a common end with a neighboring jurisdiction.—G. Warren Spaulding, head of vocational education.



Students in Electrical Shop



SEEING much, suffering much and studying much are the three pillars of learning.—Disraeli. ☪ ☪

Home Economics Department

By THE STAFF

OUR YEARLY aim is to see our courses strengthened and the contents changed to more adequately meet the needs of our students.

This year two new units were added, one the course in Community Relations for advanced students, and the other the construction of puppets for the production of an Indian legend by the Arts and Crafts students.

The following paragraphs give brief resume of the various activities in this department.

FOODS

The purpose of the foods courses has been to teach an appreciation and economical selection of foods for the maintenance of health. Emphasis is placed on the preparation and serving of foods from a nutritional standpoint. This course serves as a training unit for those entering either homemaking or gainful occupations.

The projects for the freshmen girls centered around the foods for the family breakfast.

The sophomore girls had for their special problem in foods a review of the family breakfast and a new project, the family supper, learning the types of foods that are served, planning menus, stressing foods for health, and making menus that were adequate in every way, yet could be had for a small cost.

Each girl was required to make various dishes for breakfast and supper, and then class breakfasts and suppers were served each day.

The Class Organization—the class was divided into six groups each group to represent a family of four. This was an opportunity for each girl to take the part of father, mother, sister and brother. The mother was responsible for the planning of the meal, father building the fire, and helping with the cooking, brother and sister helping to serve, and washing the dishes and cleaning the kitchen.

The Alumni breakfast was prepared and served by some of the girls from this class.



Arts and Crafts Booth at Homecoming

The principal project for the junior girls was food preservation. This unit included the modern methods of canning fruits and vegetables, jelly making, pickling, and home methods of drying fruits and vegetables. The products canned were used by the various foods classes in their meal preparation.

Following a time-honored custom at Haskell each senior girl served her "final dinner" as part of the work in Foods IV. This is the final project after a general course in food preparation and serves as a practical test of the girl's ability in meal planning, preparation and serving of food.

Half of the girls served their dinner at Mrs. Black's apartment and half in the unit dining room of the home economics' building. This division of the group was necessary in order that there be time for each girl to serve during the last few weeks of the term.

Their problem included the planning of the meal, making the market order, inviting the guests, preparation and serving of the meal, and care of the linens used. The hostess was assisted by a waitress who came in time to help with the last minute preparations, to wait on the table, and to help with the dishes after the meal.

Covers were arranged for six, including three invited guests, the instructor, the hostess, and the waitress.

The advanced class in foods was made up of a group of girls who were high school graduates and enrolled in Haskell for a one-year intensive course in home economics.

The final problem for this course was a luncheon project. Each girl invited three guests to a twenty-five cent luncheon. Thus the girl was limited to seventy-five cents for the purchase of all foods necessary for the meal for four people. Each girl planned her own meal and did her own marketing. Such foods as meat loaf, baked beans, and meat pie were popular as main dishes in these luncheons. A number of girls used dandelion greens as their vegetable thus cutting down the cost.

The hostess was assisted by a waitress who served the meal and helped with the dish washing. The hostess was responsible for planning the meal, inviting her guests, marketing, preparation of the food and setting the table. She was also responsible for cleaning the kitchen and dining room and laundering the linens, leaving them ready for the next girl.

The purpose of the course in health and nutrition was to teach ways of desiring and promoting good health and consequently happier living, choosing easily digested foods and preparing them in a manner that they are readily used by the body, and the preparation and serving of ordinary hospital diets for the invalid and convalescent patients in the home.

A special six-weeks course in practical dietetics was given to the full-time nurse girls. Emphasis was placed on the proper preparation and serving of special diets for the invalid and convalescent patients.

CLOTHING

Approximately 260 girls have received instruction in clothing during the past year.

Since very little clothing is issued to the students the greater majority of materials used in garment construction is supplied by the school. The garments are issued as soon as they are completed, because the clothing is needed for immediate use. The work done in the classes is construction of garments from new materials, re-modeling and renovating of old garments, construction of children's clothing; care and repair of personal clothing and household linens. Emphasis is placed upon the suitability of color, design, materials for the individual girls.

The course in textiles gives the girls the opportunity to compare fibers and to learn the points to be considered in the selection of materials and of ready made garments.

The first course in clothing is for the girls who have had little or no instruction in sewing. Many sewing processes are newly learned or reviewed and applied to the making and mending of household linens and to the construction of underclothing.

The second course consisted in construction of aprons, pajamas, and clothing for children from two to four years old.

The girls in the third year course completed four projects during the semester. As one of the four projects, the classes made little boys' play suits and little girls' dresses. Appropriate color schemes of prints and solid colors were studied, as was the alteration and combination of two commercial patterns and suitable styles for children's garments. The dresses were made of voiles, dimities and prints, and the boys' suits were made of solid colored materials.

This project was the most interesting for it provided amusements as well as acquisition of knowledge in the making of children's garments.

Fifty-three girls took senior clothing this year. They first made a print dress as a review problem using a commercial pattern, which they changed and adapted to their own particular need.

After making the print dress the first term girls selected a silk dress from material that had been purchased for this purpose.

They again used a commercial pattern, selecting a style that was becoming to them and suitable for silk. One or two girls elected to make a wool skirt and silk blouse instead of a silk dress.

Instead of a silk dress, the second term girls made a light colored suit to use for a graduation dress.

Dresses were issued to the girls as soon as completed.

They made a total of fifty-eight print dresses, three woolen skirts, two silk blouses and nineteen light colored suits.

The advanced group planned to help supply the need so often found on the reservation when the mothers do not have sufficient clothing prepared for the new baby.

The Potawatomi agency gave us authority to purchase fifteen dollars worth of material and the commissary here turned over to us twelve out-of-style knit undergarments, from which the girls made nine baby skirts, using a ready-made one as a pattern,

the tapes, removed from the garments, were used to cover the seams of the sleeves and armseye, and the narrow edging was removed and stitched around the sides and bottoms of shirts, soft floss was used to crochet an edge around the neck.

There were also three skirts and three dresses made. We still have on hand several yards of outing flannel and dress material which will be made up later.

CHILD CARE

The child care course was offered in the sophomore year. It stressed the care, protection, and rights advocated in the Children's Charter. Some of the topics studied were the physical care of the child, birth registration, characteristics of the healthy child, the malnourished child, cleanliness, and sanitation.

CHILD DEVELOPMENT

The child development course was offered in the senior year.

The main objectives in this course were (1) to teach an appreciation of happy normal child development and (2) to teach the importance of helping the child solve his own problems.

Some of the topics studied were: Parents, Home, Neighborhood, Habits, Mental health, Fear, Anger, Jealousy, Punishment, Discipline, Praise and Rewards, Respect for ownership, Story-telling, Books and Pictures for children.

The child development laboratory was the nursery school.

THE NURSERY SCHOOL

The duration of the 1934 and 1935 nursery school year practically paralleled the Institute school year. Some time was given to instruction in nursery school routine the first of each semester before actual work was begun with the children.

The activities were for the most part the same as those carried on previously. However, this year the children helped to set their own tables, fed their gold fish and raised and cared for their flowers.

In the campus day parade the nursery school was represented by Effie Downing in the role of Mother Goose.

COMMUNITY RELATION

The community relation class was made up of girls who were taking one year post-graduate work in home economics.

In this class the time was given to a study of community life and our responsibilities to the community.

Aims—Building ideals, teaching principles and developing the ability to apply them. Effort has been made to make the student conscious of the interrelation of these problems, and that together, not separately, they constitute the problem of community life.

The problems and projects were intended to stimulate purposeful activity on the part of the pupils, suggestions having been included to encourage them to apply what they have learned in real situations. Have attempted to suggest methods of using materials at hand.

HOME MANAGEMENT

The aim of this course is to teach the improving of home conditions and to develop some appreciation of home and family life.

The construction and finishing of useful and attractive pieces of furniture proved to be an interesting project. Such articles as dressing tables, book magazine stands, radio cabinets, shoe boxes, wardrobes, corner cupboards, dish cupboards, stools, etc., were constructed from boxes, orange crates, barrels, and soap chip kegs at little or no cost except the paint, sandpaper, and some cloth materials.

A detailed plan was worked out for furnishing of a two-roomed home such as would meet the needs of a young couple.

Class discussions led to a better understanding of the problems confronting the home-maker and an appreciation of her responsibility to her community and family life.

ARTS AND CRAFTS

The arts and crafts consist of a two year course for full time students, a course in crafts for the home, Indian crafts for the tenth grade and a course in puppetry.

The full time arts and crafts were very successful with their linoleum block Christmas cards, each student making fifty or more cards. Many of the girls sold as many as one hundred hand-made Christmas cards. This year their loom weaving, which consists of small table scarf, luncheon sets and coverlets, has been very much in demand. The full time arts and crafts students have also spent considerable time on the braided belt which has proven very popular. The Indian doll with the beaded buckskin dress is always in demand.

A group of advanced home economic girls had a course in crafts for the home. Their hooked mats made of old hose dyed various colors were very attractive. One of the interesting problems was the quilt block which was made into a cushion. The class also worked on a large appliqued quilt.

The embroidery problems of the tenth grade classes made an attractive exhibit at the arts and crafts booth last November for Homecoming. The beaded belts made by these classes were very interesting.

Six boys registered for a class in puppetry. This course was to make marionettes and produce a legend. Marionettes were foreign to them and only one little marionette was in the department for an inspiration, but they were ready to try.

Modeling was the first craft. Plastecine was used for the modeling and after a little experimenting it was found to be most interesting and the result was six typical Indian heads, which were cast in plastic wood. This same process was used for the feet.

Wood carving was the next craft to be used. The hands and arms were carved in two sections. The carving was done very much in detail. Following the arms, the legs were carved in two sections, in order to have hip, knee and ankle joints. Then the boys were ready for the carpentry work. The shoulders were of pine, chisled and carved, balsa wood was used for the chest and hips. When this was completed the boys found that sewing was necessary for joining the various parts together. The puppet now began to be more interesting because it was movable and it could walk and dance.

Painting the puppet was the next process. A typical

red skin had to be painted. While it was drying the control bar was prepared and then he was ready for his costume.

The second semester the marionettes were brought into the full time arts and crafts class and the girls did the costuming. Scarface, a Blackfeet Indian legend, was selected for the production, so they could work on the various characters and dress them accordingly. All the costumes were very beautifully made and very typical of the native dress. Even Indian tanned skins were used for the costumes.

The stage was built, after the plans had been made in mechanical drawing. The stage was one that could be taken apart and readily moved. The curtains for the stage were designed by Maggie Kewaskum and Elizabeth Washakie and completed by the full time arts and crafts girls. The drops for the play were designed and painted by Paul Goodbear.

With our twelve characters and our stage complete, puppeteering was started.

May 14 was the first performance; the performance was for the students, employees and a few friends, and it was well attended. The audience was very appreciative of this new project which started at Haskell this year.

The boys in the marionette class were Kenneth Scott, Josef Monegar, Stannard Wiles, Johnson Puckee, Richard West and George L. Smith.

The full time arts and crafts girls were Hilda House, Bersie Matlock, Ethel McAfee, Fannie Ned, Maggie Kewaskum, Rose Pahdacony, Elizabeth Washakie, Teola Metz, Daisy Phillips, Dorothy Wilsey and Arlene Walker.

The puppeteers in the production were Kenneth Scott, Josef Monegar, Bessie Matlock, Maggie Kewaskum and Stannard Wiles. Joe Wesley was in charge of the properties and was also singer and drummer.

Besides this production of two performances the arts and crafts had two sales, one at the Christmas holiday season, and one in the spring before commencement. Both sales were well attended and financially successful.

HOME ECONOMICS PRACTICE COTTAGE

The cottage, as part of the work carried by students of the home economics department, provides an excellent home situation where the girls learn the duties, the responsibilities, the appreciation of high standards of living, the living together as a family group, and to know that home making occupies a position equal to any other.

The girls are taught the standards of table service, the planning, the preparation and the serving of meals. Once a week they had a guest family dinner, and sometime during their six-week period they had a buffet supper, a slumber party, a picnic, and served tea to faculty members and friends.

Each girl, during her stay at the cottage, served as hostess, first cook, second cook, outdoor girl, waitress and upstairs girl. Thus the girl experienced some of the duties and responsibilities which may be found in any normal home life.

FOOD SERVICE

The food service department at this institution is composed of four divisions, namely—dietitian, cook,

dining room matron and bakery. Each department has a regularly employed government person in charge and under his or her supervision the students are detailed to work at various stations for a definite period. We have come to understand that the conservation of the students' health is an extremely important factor in their education and that physical health is essential to full mental and moral development and for effective living. Therefore, it is necessary that the students have the right kind of food and must eat it in the right way, at the right time, and in proper quantities. Thus the school feeding problem has become a very important factor at Haskell. The present economic situation has forced thoughtful attention upon the careful planning for the best use of foods which we have at our disposal.

This year we served approximately seven hundred students daily and endeavored to give the students a balanced diet for each meal. The twenty-seven students attending Kansas university were supplied daily with a complete lunch including a beverage or soup, depending upon weather conditions.

As has been the annual custom at Haskell, we again enjoyed a barbecue which was held under the south stadium, Friday, May 17. The Alumni banquet was served in the main dining room of Curtis hall, Saturday, May 18, with 325 graduates attending.

SEWING ROOM

The sewing production room has been operated as a part time department during the past year. A detail of six girls have worked an hour and a half a day under the supervision of one of the home economics teachers.

The girls have been kept busy with such work as

curtains for the dormitories, shop coats, dish towels, hemmings of window shades, ironing board covers, laundry bags, boxing pants, table clothes, pillow cases, costumes for plays and pageants, and the mending of aprons, and athletic equipment. Bath towels, hand towels, sheets, bed spreads and print dresses for the girls were all issued through this department.

The sewing room was operated on a full time basis last summer when a large quantity of sheets, hand towels and dish towels were made up for use during the year. The print dresses, bath towels, and bed spreads were bought ready-made, also the aprons for the kitchen and dining rooms.

LAUNDRY DEPARTMENT

The laundry department is a very necessary part of institutional welfare and training. The laundry is operated by a trained supervisor and assisted by students. The following gives an idea of the amount of finished work produced in one week's time: 1420 aprons; 10 bath robes; 203 bedspreads; 678 blankets; 36 basketball suits; 12 caps; 50 corduroy trousers; 40 coveralls; 350 curtains; 775 dish clothes; 275 dresser scarfs; 240 dresses; 6 dusters; 258 gowns; 343 handkerchiefs; 165 headbands; 50 holders; 20 ironing-board covers; 30 jumpers; 1000 mop rags; 1020 napkins; 82 night shirts; 350 overalls; 155 pants; 394 pillowcases; 15 rugs; 20 rugs, Navaho; 250 sacks; 3 sacks, coffee; 1500 sheets; 620 shirts, dress; 250 shirts, work; 440 shirts, under; 154 socks, pairs; 30 supporters; 18 sweaters; 40 sweat jerseys; 175 tablecloths; 660 tablerunners; 10 tablepads; 565 towels, bath; 700 towels, hand; 1050 towels, tea; 3 trash bags; 440 trunks; 4 union suits, boys; 60 wash cloths; 30 wardrobe covers.



INDIANS INVENTED MAPLE SIRUP

IVAN J. STRETTON

THE MANUFACTURE of maple sirup and sugar from the sap of the maple tree in northern Michigan is an industry centuries old, older than lumbering, agriculture and mining. Maple sugar was being made in the bountiful maple groves of the island of St. Mary's river when the Jesuits came here. It continued and increased after they came, and furs, fish and maple sirup constituted the merchandise produced and shipped by the Chippewa, Menominee, Sac, Fox, Chicaugon and Sioux. The abundance of sap from the maple trees in the month of March and April was boiled down in rough bark kettles plastered with clay. And from year to year the Indians look forward to their annual sugar bush forays.

On one auspicious day the Chippewa cooked their fish in the abundant maple sap. A new and delicious sauce came into being and to the Indians' thinking it was all the better for the fishy flavor. Thus the Indians of the north country found a new means of satisfying hunger and the palate at the same time. Often when fish and game were impossible to procure,

there was little else to eat; and early explorers found the Indians growing fat on an exclusive diet of maple sirup and sugar.

For centuries maple products were an important asset to the Indians of both eastern Canada and the Apostle islands country in northern Michigan. There is an island in St. Mary's river where the Ojibwa harvested annually more than a ton of maple sugar in addition to enormous quantities of sirup; and at the present time over five thousand gallons of maple sirup are shipped out of northern Michigan every year.

The inventor of the manufacture of maple sirup and sugar is not known, but he must have been a Michigan Indian, as no white inhabitants were in the Wolverine state at that time. Most likely maple sirup was first discovered by some Indian who, on some early spring day, saw the clear amber sap trickling down the trunks of maple trees, and was curious enough to taste it. He became the pioneer of several million American maple sirup and sugar lovers, as well as the discoverer of a product that is now Michigan's oldest industry.—The Home Journal

Academic Department

By THE STAFF

THE PRESENT age has been very appropriately designated as a machine age and rightly so. However, it would be calamitous, indeed, if our educational systems of today so mechanized the individual that he became a mere machine. Since man is the only creature endowed with the ability to do creative thinking, one of the chief functions of any educational procedure is to develop that ability. On the other hand, to educate the head exclusively, and to leave the hand untrained may handicap the individual very seriously in finding a place he can fill in the complex economic organization of today. It is only by thoroughly training both head and hand that the youth of today can be equipped to discharge the duties of the citizen of tomorrow. Making a living is a big problem and an important one, but the problem of making a Life is still greater. Some one has said that it is not how long a man lives that counts but how well he lives—be his years few or many.

The academic department of Haskell's educational set-up is not a separate entity whose curricular content is in strict conformity with formalized scholastic traditions and standards, but rather an integrating factor in the institution's educational program. Each year more and more emphasis is being placed upon the selection of such subject matter as relates most closely to the student's vocational activities. Each of the four major fields comprising this department has its specific functions in giving the student a complete set of tools with which to construct his future. His English courses furnish him tools for effective communication with both the present and the past; his mathematics, the tools of computation and calculation; his social science, the tools for civic service; his natural science, the tools with which he may unlock the secrets of nature and the universe. With-



A High School Exhibit at Homecoming

out the use of these tools there can be no vocational efficiency, no civic efficiency, and no social efficiency.

A resume of the activities of the various academic classes for the past year would involve too much detail, but the following sketches from each of the four major divisions of this department suggest the types of class room activities that have been carried on.

ENGLISH

The written work of the English classes at Haskell begins in the sophomore year with sentence recognition, a study designed to enable the student to detect sentence fragments and run-on sentences in his own written work and to eliminate them. The study of the paragraph, stressing unity and clearness, and the use of grammatical sentences, follows. Since it is difficult to write a unified, well-proportioned theme without using an outline as a guide, the student is taught to make and follow simple outlines. During the past year a period of three weeks was then devoted to the writing of several themes embodying all the principles of composition studied up to that time. Such periods for composition were provided at two different times during the year.

This written work is creative as well as corrective. Phases of life in which the student has participated or in which he feels interested are used as material for composition. Since students come to Haskell from widely different sections of the country, there is a splendid opportunity for developing broader interests through written composition. The students were encouraged to write about scenes, occupations, and customs familiar to them but foreign to their classmates. They responded enthusiastically to this type of assignment and wrote interestingly on such topics as cherry picking in Michigan, oil fields of Oklahoma, wild rice gathering in the lakes of northern Minnesota, cattle branding in Montana, wheat harvesting in the Dakotas, desert scenes in Arizona, and caves in the mountains of Carolina.

Junior and senior written composition followed the above principles with varying emphasis to fit the needs of the student, whether he expected to go beyond high school or found he must stop his school work at that point.

A business letter writing unit was particularly stressed and included the writing of a group of letters of inquiry, request, order, subscription, application, claim and adjustment, and business invitation, with the proper filling out of personal checks, money order blanks, receipts, telegrams and other forms.

A unit in the use of the library was found to be very valuable. This included a knowledge of the large divisions of the Dewey decimal system and the location of these divisions in the Haskell library, as well as of such helps as encyclopedias, directories, files and so on. The card catalog was thoroughly studied and the student was taught thereby to help himself. This

unit was concluded with a theme from each student upon a subject related to his vocation and upon which he had spent considerable time and research in the library from sources available there. These themes were prepared from outlines and contained bibliographies.

The nature of the course in grammar is remedial and functional. Whether the particular study had to do with parts of speech or grammatical agreement, it was taught with a view to improve the oral and written English of our particular group of students by helping them to eliminate their speech errors and fix habits of correct usage. A pride in correct usage was fostered as a basis for improvement. Drills and other devices were used to make correct forms habitual. In the sophomore year an attempt was made to eradicate the more flagrant errors in expression. As the student goes on to the junior and senior years, attention is given to the finer points of accuracy and effectiveness, thus assuring a continued and cumulative development.

The Barrett-Ryan English test was given to all sophomores at the end of the second semester. The median of the group was 7.5 points higher than the standard median for sophomores.

In all classes oral and written reports were given on recreational reading done outside of regular class work. The student was encouraged to choose books that told of his own locale, thus fostering a pride in the familiar. Such books as Cather's *Death Comes for the Archbishop*, concerned with the Southwest; Ferber's *Climmarron*, with Oklahoma; Garland's *Sons of the Middle Border*, with Iowa and Dakota; Aldrich's *Lantern in Her Hand*, with Nebraska; Rolvaag's *Giants in the Earth*, with the Dakotas; and Robert's *Great Meadows*, with early Virginia and Kentucky, which fosters the student's desire for achievement, and travel books, which take him far beyond his own small world, were included in the outside reading unit.

The field of literature was introduced in the sophomore year through the narrative short stories of Hardy, Doyle, O. Henry, Poe, and Barrie, and longer narrative selections by Eliot, Stevenson, and Tennyson. The junior year took up American literature, while the English classics were studied in the senior year. The aim of the study of literature was, in all classes, to develop a cultural point of view and to foster a desire for a worthy use of leisure.

An actual comparison in class of the merits of the better and the cheaper current magazines led to improved judgment in the choice of leisure reading. Surveys preceding and following this unit showed that literary taste in current stories may be vastly improved.

The aim of the speech and dramatic course is to secure a better mental and social adjustment by making the student realize that he is a participant in life's activities. He learns to express his thoughts in simple, effective, and understandable speech necessary in every day social and business experiences. Special attention is given to vocabulary building and diction, and spontaneity and enthusiasm are developed.

During the past year the unit plan was carried out, each unit consisting of a number of platform projects

for which each student was responsible. The more advanced students were encouraged to do optional projects. Approximately two-thirds of the time was spent in platform practice. The student discussed subjects that interested him, for the shy student is less self-conscious when he is interested.

The platform projects consisted of pantomimic problems, conversation, Indian legends and stories, poems, impersonation, reading, parliamentary practice, formal and informal debates, speeches for special occasions, personal interviews, impromptu and extemporaneous talks, book reports, vocational talks and plays.

The play is especially valuable in helping the student feel at home on the platform, and in getting rid of much of his awkwardness. Several one-act plays were given this year before the school assembly and outside organizations. In the Easter play, the Biblical costumes were planned and made by the dramatic students.

As a climax to the year's work and as a part of the Commencement activities, "Autograph Anne," a comedy in three acts by Dora Mary MacDonald was given. Every dramatic student took part. The work was a demonstration of the principles of speech training studied during the school year, and it exemplified the student's readiness to cooperate in making creditable production.

MATHEMATICS

The mathematics courses offered at Haskell include general mathematics and algebra in the tenth grade, plane geometry in the eleventh grade, and advanced algebra and practical mathematics in the twelfth grade.

General mathematics is a course in everyday mathematics and trade law. This year eighty-one students completed this course. It consists of drill on the fundamental processes and everyday problems in mathematics based upon the trades and home making and practical problems in trade law, such as who can make contracts, transportation problems, bank deposits, life insurance and liability, insurance, labor and trade, workmen's compensation in case of accident, and similar problems which the average person is likely to meet.

The class in advanced mathematics is small, having started with an enrollment of twenty-three. In the standard arithmetic test given at the end of the first semester, the standard median was 29; our median was 32. In the mathematics test given at the end of the year, the average for 35,000 college freshmen was 62; the Haskell average was 79 or 17 points above that of college freshmen. Leonard Iron Moccasin had a perfect score. Obviously we have a small, select group of students who give promise of being able to do college mathematics satisfactorily.

Only a small group of students, and mostly those who desire to take college preparatory work, took algebra during the past year. The fundamental idea of relationship or dependence was made the central unifying principle of the course. Formulas, graphs, tables, and equations were used throughout to illustrate and interpret this principle. The solution of verbal problems as applied to the various vocations was also stressed.

In plane geometry the student is made familiar

with the basic facts of this subject. Since the particular value of geometry lies in pure reasoning, an attempt was made to develop in each student the ability to organize material and to appreciate logical arrangement and structure. Training was given in accurate thought and exact expression. The power of reconstructive imagination was stressed. Since the solving of original exercises is the chief means of accomplishing these aims, the major part of the work the past year has consisted of such exercises.

NATURAL SCIENCE

The natural science offered in the Haskell curriculum are biology in the tenth grade, chemistry in the eleventh grade, and physics in the twelfth grade.

In the biology classes the fact that living plants and animals arouse more interest than preserved materials prompted the use of living forms for the study of life processes. Dissections to trace the various systems were made as individual projects or class demonstrations and since many of our students are talented in drawing, structural comparisons of classes of plants and animals proved interesting. The pupil was encouraged to do further reading from current magazines, reference books, government bulletins and supplementary texts. One-third of the school year was spent on health units. First, the needs of the normal body were considered, and later bacteria in their relation to disease was studied in such a way that sanitation and health as a community project became an important factor for community welfare. While the biology classes were discussing health, the students were vaccinated for smallpox or received the typhoid inoculations and the meaning of immunity and the benefits of preventing were more clearly understood.

Conservation of life whether that of human beings, trees, wild flowers or wild animals was often stressed for our students coming from the various parts of the United States will realize how man can help nature increase the food for himself and others and not exterminate a given species.

To furnish a glimpse into the real composition of common substances, to teach keen observation and analysis, and to apply the acquired information to problems of health and everyday living has been the objective of the present course in chemistry.

The course is set up in two distinct units; that especially applicable to the boys' trades as taught in Haskell and that best filling the needs for the girls who major in home building and nursing. The work for the first semester is of a general nature and approximately the same material is studied by both groups. The student learns to answer his constant question, "What is it made of?" by an understanding of the fundamental elements out of which all substances are composed. A correct idea of material coupled with a working knowledge of physical and chemical laws makes a satisfactory basis for clear analysis and interpretation. By thoughtful reading of the text and supplementary material, laboratory observation, interesting class discussion, and deep thinking, the student may equip himself to advance into the world of real scientific thought.

For all groups special stress is laid upon the survey

of natural resources, their relative amounts, their values, their locations, and their economic importance. The student from Oklahoma, for instance, should appreciate the immense desposits in the oil fields. He should be able to freely discuss the products, by-products, methods employed, and the economic importance of this valuable material. For the first time the student may realize that all wealth is wrestled from nature by the ingenuity of man. Not only is this information stressed from a viewpoint of chemistry but also from the viewpoint of economics.

The required laboratory work is made as practical as possible with experiments showing how to construct a workable fire extinguisher, how to purify drinking water, how to neutralize acid soils, and the like, receiving the greater attention.

The course for boys stresses the study of metals, concrete, brick, stone, lime, glass, paints, oils, explosives, fertilizers, and much other material of common use.

The course for girls, while covering the general work, calls particular attention to foods, their chemical composition and digestion; textiles, their composition and analysis; dyeing; the metals useful in the home; cleaning materials and methods; correct and effective fumigating and disinfecting; and similar subjects.

All students are taught the relationship between chemistry and health. The body, being composed of elements, must receive those same elements for replacement. The chemicals used as medicines, both internally and externally, received mark attention. The substances useful as anaesthetics and antiseptics are also noted. Poisons and the body's reaction to them is taught as a preventive measure.

Class demonstrations, prepared and presented by students, do much to develop assurance in the student. The preparation for the recent Homecoming exhibit occupied the attention of all chemistry students for some time in the fall. This gave all students an opportunity for expression. Subsequent preparation of charts and graphs for both individual notebook work and class display did much to develop the material in a visual way.

Although only a beginner, the first year chemistry student is better equipped to understand himself and his surroundings. He has had at least a glimpse into the fields of the profound thinkers and his future development is handicapped only by refusal to search further.

Of the thirty-one students who enrolled in the physics class last September, twenty-seven completed this course, which placed great emphasis upon the practical value of the subject, especially in the shop work. Through the cooperation of Mr. Spaulding, Mr. Welfeldt, Mr. Gourd, Mr. Carr, and others, the class was permitted to make trips to the various shops where the shop instructors gave lectures and demonstrations.

Twenty-three boys and four girls completed the work of both semesters. In the standardized test given at the end of the year, our median was 102; the standard median is 76. Our lowest score was 63; the standard low is 45. Four of our students went above the standard high mark. Those students are: Don Cooley, Dan Poler, Lois Ned and Emma Lou Anderson. Doubt-

less the close coordination of academic work and shop work helped in bringing about this favorable result.

SOCIAL SCIENCE

In the field of social studies work begins in the sophomore year with the story of the progress of mankind since the Stone Age, followed by American history in the eleventh year, and culminating in a study of current institutions and problems in the twelfth year.

The course in world history has been planned with the idea that adequate training for citizenship requires an acquaintance with the story of how mankind has developed from the earliest time to the present. The student is enabled to see how earlier groups or societies, such as the Egyptian, Greeks, and Romans lived; so that he may better understand how much progress we have made and how the ability to harness nature, to communicate, and to do teamwork increases man's power to live well. Not only is modern history valuable, but ancient history and medieval history also are needed to explain the origin of much of our art, philosophy, religion, law, and other institutions. Modern history, combining European and American, particularly stresses the interdependence of all nations on one another, and the great need for world peace if civilization is to continue to make progress.

In his next year the student learns to fit America into its proper place in world history. Here an attempt is made to deal with the Indian in the various stages of his relationship with the white race. Starting with a study of the Indian at the coming of Columbus—the distribution of the tribes, the different linguistic divisions, and the degrees of civilization attained by the several groups, along with their contributions to the world society—the survey continues through the wars, the removal of the tribes, and the varying fortunes of the Indian as government policies were evolved and discarded, down to the present time. (The Indian Reorganization Act was the basis of study in one unit of the home room work, so it, as such, was not made a part of the history course.) Throughout American history, the emphasis is placed on the social, industrial, and economic phases, with the political development of the nation as a necessary framework. Perhaps the most interesting and the most effective work in both American and world history is in the nature of parallels between past and present problems, events, and conditions in general. The Indian students seem to be unusually alive to the world as it is, and they lose but few opportunities to determine what may have caused it to be thus.

That is probably the reason why the senior course in American problems seems definitely to meet a need. The first semester is spent in a study of the construction and workings of the American government, federal state, and local, including the various devices for more direct participation by the people. Problems involved in the executive, legislative, and judicial functions of the several units of governments are studied, and proposed reforms are considered. During the second semester the social and economic problems of present-day America are surveyed, also in the light of necessary and proposed reforms. Current problems of unemployment, dependency, farm

relief, credit, inflation, the price level, the changing status of the home, the crisis in education, government regulation, recovery measures, and social security legislation are particularly live and stimulating topics. The students avail themselves of the opportunities offered by the radio, the newsreel, and the press to increase their knowledge of what is going on in the realms of action and of thought as well. The Indian students have the ability, it appears, to see the tariff, immigration, the capitalistic system, the farm situation, the labor question, and world peace as problems in which they, as individuals, have a vital concern, and its general problems in the solution of which they will continue to have a keen interest.

HOME ROOM ORGANIZATION

The co-ordinating forces within the academic department is the home room organization. The home room is in reality the clearing house for the department as well as the educational guidance agency for each individual student. During the past year, in addition to its guidance functions, the handling of records, reports, and home letters, the various home room groups have engaged in the following activities: Organization of each group and election of officers; participation in the Homecoming pageant; sponsoring a series of Indian lore programs first in the individual home room groups, and later in tribal groups, and finally in an inter-tribal program; collecting written reports on Indian legends, stories, superstitions, and bits of Indian history from each home room student; and a study of the Indian Reorganization Act in each group.

This past year each home room teacher has made a personal trait rating of each member of her home room groups. It is hoped that in the future closer contacts may be made between the individual student and his home room teacher so that a more effective program of education guidance may be carried on.

HIGH SCHOOL HONOR ROLL

Another phase of the home room teacher's work is the preparation of the honor roll at the close of each six-week period and also at the end of each semester.

The requirements for the honor roll are an average grade of B in all subjects and no grade lower than C. Each C grade must be balanced by an A.

Many students are able to make some one or two of the eight honor rolls throughout the year, but it is a singular honor for a student to be able to have his or her name appear on all eight of the honor rolls. This year two students, both members of the junior class, have achieved this goal. They are Helen Cornelius (Oneida tribe) from Little Chute, Wisconsin, and Martha Sternbeck (Makah tribe) from Pysht, Washington. These two young ladies are certainly to be congratulated upon their splendid achievements.

Honorable mention should also be made of the following students who made five or more of the eight honor rolls during the year, but were unable to quite reach the goal in a few instances though usually they were very close: Betty Breuninger, Gertrude, Burd, Hazel Crosset, Richard Greene, Pauline Hartgraves, Elsie Hogner, Iva Lou Jordan, Leo Martell, Mildred Miles, Lois Ned, Jessie Scott.

The honor rolls for both the last six-week period and for the second semester show considerable increase in numbers. Especially is this true of the senior class. It would be hard to determine whether or not the stimulus of final examinations, diplomas, or nearness to the end brought about this result, but it does indicate that many Haskell students have been working far below their ability levels during the earlier part of the school year.

The honor roll for the second semester is as follows:

Sophomores: Marion Miller, Henry Pemma.

Juniors: Emma Lou Anderson, Gertrude Burd Helen Cornelius, Hazel Crossett, Richard Greene, Pauline Hartgraves, Elsie Hogner, Mary Kemery, Leo Mariell, Mildred Miles, Russell Prophet, Jessie Scott, Martha Sternbeck, Lena Rose Vale, Andrew Yankton.

Seniors: Joe Anderson, Delos Botone, Betty Breuninger, Charles Cohoe, Irving Gates, Jean Charlotte Lane, Lois Ned, Dan Poler, Lillian Saul, Henry Smith, Faye Tindore, Joe Wesley, Vernon Young.

The honor roll for the last six-week period is as follows:

Sophomores: Juanita Fargo, Melvin McLaughlin, Marion Miller, Henry Pemma.

Juniors: Naomi Battieste, Helen Cornelius, Richard Greene, Elsie Hogner, Leo Martell, Mildred Miles, Russell Prophet, Martha Sternbeck, Sidney Stone, Lena Rose Vale, Andrew Yankton.

Seniors: Delos Botone, Betty Breuninger, Charles Cohoe, Irving Gates, Iva Lou Jordan, Mamie Kanard, Jean Charlotte Lane, Guy McCasland, Lois Ned, Dan Poler, Lillian Saul, Henry Smith, Faye Tindore, Joe Wesley, Harvey West, Vernon Young.



SITTING BULL AND THE SIOUX TRIBES

REVIEWED BY OLIVER LAFARGE

NEW SOURCES OF INDIAN HISTORY, 1850-1891, The Ghost Dance—The Prairie Sioux, A Miscellany. By Stanley Vestal. Norman, Oklahoma: University of Oklahoma Press.

THE correct title of this work would have been "New Sources on the Life and Times of Sitting Bull," since it is largely with that great leader of the Sioux, and his band of Indians, that the book is concerned. In following the course of such a man—patriot, general, and statesman, whose active span covered almost the whole period of Sioux contact with white men to their ultimate subjugation and the destruction of their land holdings—it is inevitable that the historian should touch upon many major matters, various treaties, battles, personalities both white and Indian, the Ghost Dance, and so forth. But the scope of this important book is essentially limited to the story of Sitting Bull, and through him the experiences, first of the Hunkpapa, and secondly of the Sioux tribes in general.

Dr. Vestal remarks, "The historians of the West have been nothing if not patriotic, but it may be doubted whether a patriotic historian is an historian at all." With profound sympathy for Indians, and understanding of them (his chapter on methods of working with Indian informants is the best thing of its kind I have ever seen), a fine background of knowledge, and the detachment of a real historian, he has stepped into a field which has hitherto been the happy hunting ground of lies and wild romance. Scrappy and somewhat disorganized as a collection of source material must necessarily be, still from that very character there is a fascination in the way official and private letters, statements of eyewitnesses, and carefully treasured traditions slowly develop the true story of the conquest of a great and admirable primitive nation by the overwhelming and utterly unmanageable forces of civilization.

The truth about our Indians almost never creeps

into our history books, our press, or our moving pictures. That is why, perhaps, most people do not understand why those of us who have lived among them, studied them and worked for them, should love them so. Something of that quality which not only fascinates but ensnares one in ties of affection and respect, has been caught in the very objectivity of this book. Dr. Vestal sets his records down dispassionately, shedding new light on follies, treacheries, and cruelties by which the West was won, but doing justice to what was fine as well. There is no special pleading, or excessive purple sympathy. A little heavy in spots, perhaps, for readers who do not care about Indians, it is still more interesting and more readable than Dr. Vestal's "Sitting Bull," and will, I believe, be a revelation to any reader who stays with it, as well as a long needed contribution to a great phase of our history.—Clipped.

ALL WRONG

When we look over our common words and phrases and see how many of them convey an absolutely wrong meaning, it seems as if the English language is due for a revision. For instance:

Rice paper has no rice in it, but is made from rice straw.

Baffin bay is not a bay, but a strait in the Arctic ocean.

Kid gloves haven't a thing to do with a goat; they are made from lamb's or sheep's skin.

Stars do not twinkle. It is the rays of the light from them passing through variously heated and moving currents.

Gooseberries have nothing to do with geese. The name is probably gorseberries, which means the fruit of a prickly plant.

The substance we know as rubber is really caoutchouc. It received the name "rubber" because upon its first introduction in England it was used for erasing pencil marks.—The New Guide.

Religious Activities

By A. A. VAN SICKLE and GERTRUDE EAKIN

Religious Directors

CHRISTIANITY has rendered valued service to education, not only by its fostering care through the centuries, but by its consistent and persistent emphasis on the importance of religious culture. Christian culture promotes the symmetrical development of man physically, intellectually and spiritually; it dignifies the body as the temple of God, and requires that it be kept clean and exercised in various deeds; quickens and stimulates the mental faculties in the discharge of their functions; cultivates a cooperative disposition in relation to both God and man; inspires the mind with spiritual verities and encourages the search for truth in all realms. Joseph Cook said, "Only complete circles makes wheels. The wheel of education has three sections—the physical, the mental and the moral. Take away one and you have a rocker, not a wheel."

We attempt to base the religious program of Haskell Institute on the actual needs of the students. Any program of religious education for youth which ignores the natural tendencies of youth itself cannot possibly succeed.

Our entire religious program is carried on under the direction of our Student Church organization. The name of our student church is the Haskell Community church. Membership is open to all denominations and creeds. The officers of the church are composed of Haskell students elected by the student body. The church serves as a training school for leadership as well as a laboratory for practical religious living.

Each of our activities is supervised by one of the church officers. In this way our whole religious educational program is unified. Our church officers meet regularly each month to study our church problems, to review the past work and to make plans for the month ahead.

The object of our church is not only to afford worship services and instructional periods, but to train the students in church organization, business procedure and program construction by actual participation.

SUNDAY SERVICES

The Haskell Community church service is held from 9:30 to 10:30 a. m. These programs are carefully planned by the church officers under the supervision of the religious work directors. Themes of special interest to the students are worked out. Students participate in all of these services. During Lent pastors from the different churches of Lawrence were guest speakers.

Students are given an opportunity to attend their respective churches in Lawrence on Sunday mornings. Transportation is provided for them by the school.

The all-school chapel service is held on Sunday evening at 7:30. The speakers are outstanding leaders representing a wide range of interests and professions.

They include bishops and ministers and priests from various churches; presidents, professors and teachers from five colleges; prominent business men and our own Haskell staff members; special musical and dramatic programs.

WEEK-DAY ACTIVITIES

Our religious activities not only care for the student on Sunday but extend throughout the week. Our program is submitted to the principal's office and is correlated with the regular school program. Week-day courses in religious education are given. About sixty students were enrolled in these courses during the past year.

The Young Peoples' societies are sponsored by the various churches of Lawrence. They meet twice each month for a study of their own church history and organization, and, more specifically, to train the young people to lead and actively participate in their own church service.

The B.Y.P.U. group has been directed by Rev. Charles Thomas of Lawrence, with Miss Macon as faculty sponsor and Bill Butler as president. The Epworth League has grown under the leadership of Joe Anderson, with Mrs. Love as sponsor. Mrs. Speelman directed the Episcopal Y.P.S.L. with Lawrence Irving as president. Mrs. Bruce Cameron of Lawrence assisted the Presbyterian group with Henry Sicade as the faithful president.

A mid-week prayer service is held each Wednesday evening from 6:45 to 7:30. This service has been very well attended throughout the year.

The Hi-Y club meets twice each month. The discussions are based on problems which the boys themselves have chosen. The purpose of the club is: To create, maintain and extend throughout the school and community high standards of Christian character. Its slogan is: Clean living, Clean speech, Clean sports and Clean scholarship.

The girls' clubs have an interesting and profitable year. The Y.W.C.A. has had an able corps of officers, Bessie Matlock as president, Edna Mae Masquatt, Vera Alexander, Rose Powles, Mary Cate, Betty Gruette, Lazona Chochnauer and Robbie Smith as assisting cabinet members. These girls gave a program before the Young Peoples' society of the Potwin church in Topeka; entertained the new girls with a "jolly-up" in the gym; conducted regular meetings for discussion and entertainment during the year; entertained the Y. W. group from Kansas university; and greatly enjoyed a visit from the national secretary, Miss Bertha Eckert.

The Girl Reserve club, with Irene Jacobs as president the first semester, and with Effie Downing, Ellen Fern Tyner, Helen Conway, Lorraine Dennis and Anna Mae Keel directing the activities the second semester has placed especial emphasis on service activities, such as Christmas and Valentine boxes to

children in other schools. The club presented a program interpreting the club ideals, which was given in the school auditorium for the entire student body, and also participated in the International Program of

the Topeka Girl Reserves. A silver tea, a party, a hike, a picnic supper and a grand closing meeting rounded out a full happy year for this loyal, lively group of girls.



TOTEM POLES

By ERNEST H. BARBOUR



Most people of today have seen that carved rarity known as a totem-pole, chiefly used now among the tribes of Alaskan Indians, but few know how it originated or what its history.

The totem-pole is the visible sign of totemism, a religious belief among primitive peoples

which has for its basis the belief that all men have a kinship with animals or plants. The word itself is from the Algonkian Indian word *otem*, which means "guardian spirit." Many tribes of Indians believed that each point of the compass was presided over by some special animal, and each tribe put themselves under protection of one or other of these. Thus we find, even in the same tribes, a number of different clans: The Wolf, the Bear, the Tortoise, and many others.

Totemism did not originate among our Indian tribes, but is at the root of nearly every primitive religion. Thus we find the ancient Egyptians worshipping cats; the ancient Britons considering the holly as sacred; the Greeks worshipping Jupiter in the form of a bull, and many other similar beliefs.

In the various Indian nations each warrior had a personal totem besides that of the tribe. When the boy was considered at the age of maturity, he was placed apart without food for a considerable period of time; until in fact, he returned and told the chiefs what totem he had chosen. This totem was given him in a dream and once he had taken it the symbol of the animal or bird or reptile he had chosen was tattooed upon his body, and he became blood-brother to all others who had endured the same initiation and were bearing the same mark.

The poles carved by the Alaskan tribes are supposed to give a history of the family of the owner, and the fearful visages engraved thereon are not, as ordinarily supposed, an attempt to reproduce the likeness of their ancestors, but that of their totems. In other words, instead of being, as some people believe, a sort of family album, the totem pole is more on the order of a record of the various family crests.

The family crest, or coat of arms, flaunted so proudly by many great European families, is nothing more or less than a totem, and scientists declare that all crests are of totemic origin. So that the nobleman who arrogantly paints a crest upon the door of his automobile or has it engraved upon the family silver is

kin to the poor Indian who spends many days carving a symbol upon the totem pole erected before the door of his rude lodge.

HEALTHY, WEALTHY AND WISE

Among a large number of other wise and witty sayings Poor Richard has the following in his "Almanac": "Early to bed and early to rise makes a man healthy, wealthy and wise." A little fellow who was not accustomed at home to retire early was on a visit to his grandparents in the country. They retired early in the evening and were up early the next morning. The little lad objected to it. He disliked both to go to bed early and to get up early.

Finally his grandfather quoted this saying of Poor Richard to him. The little fellow thought about it for several days, then came to his mother and said, "grandfather told me that saying about going to bed early and getting up early making a man healthy, wealthy and wise. He does that, and so far as I can see he is neither very wealthy, nor especially healthy, nor does he seem very wise; and I am beginning to wonder whether it is true."

Well, all rules have their exceptions; but in the main this is a good rule to follow in life. Recently the boy who was rated the healthiest in Tennessee was a boy fifteen years of age who helped his father on the farm. He went to bed early and was up before the sun every morning of the year. He has never been sick, and is developing both physically and mentally in a way that bids fair to make him an outstanding man in his community when he finally grows up to manhood.

In our day, folks no longer go to bed on the same day in which they get up. Many have nearly turned the world upside down. They sleep during most of the day and are out and awake during most of the night. Surely God did not intend men to live that way or he would have given them eyes like cat's eyes, so that they could see well at night. He hushes up the birds and nearly all nature during the night, and it seems to be his will that his creatures should rest while it is dark.

The older folks used to talk about the "beauty sleep" for ladies, which, they said, had always to be taken before midnight. They said that one hour of sleep before midnight was worth three after midnight as a beautifier. Whether this is true or not the writer cannot tell, but at any rate it ought to interest the girls, and they might try it to see what effect it would have.—The Home Journal.

Do your best, and rejoice with him who can do better.—Emerson.

Haskell Alumni Notes

By GEORGE SHAWNEE

Alumni Secretary

THE FOLLOWING old grads returned on Commencement day to join in the festivities attending the graduation of the class of 1935.

Class of 1898. Paul Armstrong, Lawrence, Kansas.

Class of 1910. Henry E. Roberts, Ponca City, Oklahoma.

Class of 1914. Joseph Blandin, Mayetta, Kansas.

Class of 1916. Jesse J. Spring, Mayetta, Kansas.

Class of 1919. Henry C. McDonald, Topeka, Kansas.

Class of 1931. Carl Mestas, Fort Defiance, Arizona; Oscar Jones, Lawrence, Kansas.

Class of 1932. Andrew Locust, Tulsa, Oklahoma; Cynthia Duffina, Mackinaw City, Michigan; Gertrude Hitchcock, Kansas City, Missouri; Sam Attavich, Fort Defiance, Arizona; Ruth Smith, Kansas City, Kansas; Jennie Guess, Kansas City, Missouri; Ruth Yellowcalf, Kansas City, Missouri; Mrs. Rosanna Yellowcalf-Prim, Pawnee, Oklahoma.

Class of 1933. Lonnie R. Bullis, Philadelphia, Pennsylvania; Nona Foraker, Kansas City, Missouri; George Wamego, Mayetta, Kansas; William Winters, Couderay, Wisconsin; Alice Soocoy, Mayetta, Kansas; Madeline Parris, Kansas City, Missouri; Franklin Quinton, Wynona, Oklahoma; Louise Blackwolfe, Kansas City, Missouri; Fred Skeeter, Sapulpa, Oklahoma.

Class of 1934. Victor Chough, Sacaton, Arizona; Helen Smock, Eufaula, Oklahoma; Dorothy Chosa, Winton, Minnesota; Inez Scritchfield, Grove, Oklahoma; and Theodore Garnette, Mayetta, Kansas.

The following expressed regret that they could not be present and sent messages of greeting and best wishes to the class of 1935: Velma Jernigan, '34, Pierre, South Dakota; Emma Cornsilk, '33, Robbinsville, North Carolina; Alta Button, '33, Buffalo, New York; Peter Shepherd, '30, Sapulpa, Oklahoma; Sam J. Blythe, '25, Pine Ridge, South Dakota; and Thomas Knokie, '33, Shiprock, New Mexico.

There were thirty present for the annual breakfast and business meeting held in Sacajawea hall at 8 o'clock. The program included reports of the result of the election, the financial report by the treasurer, the induction into office of the newly elected officers and the discussion of various resolutions introduced for consideration and adoption. The following resolutions were adopted:

RESOLUTIONS

The Haskell Alumni, assembled in their annual Commencement meeting, do hereby adopt the following resolutions.

1. We congratulate the school upon the completion of another year of excellent work as evidenced by its fine graduating class of approximately one-third of its enrollment.

2. We thank the honorable John Collier, Commissioner of Indian Affairs, for his assurance given

during the year that Haskell will be continued as an Indian school.

3. We express our gratitude to the Indian Office for many helpful activities in behalf of the graduates of Indian schools, giving them many positions of responsibility in the Government Service, encouraging and assisting them to study in colleges and universities, and helping those who are worthy to find employment in the business world. We pledge our best endeavors to give in full measure the type of service to be expected from the graduates of Haskell.

4. We disapprove the proposed transfer to the Government of the Haskell stadium and other properties now held in trust by the Student Activities association. We call upon the Indian Office to secure an amendment to the bill now before Congress whereby title will rest in a properly constituted board of trustees in which the donors and the Haskell Alumni will be represented.

5. We strongly urge that Haskell's enviable position in college athletics, held many years, be not now abandoned. We believe the great game of football, the inspiration which prompted the Indian people to build our handsome stadium, which brings Haskell men into friendly contact with college men, which promotes better racial understanding, friendship and mutual respect, should be continued and not impaired.

6. We thank Superintendent Roe Cloud and members of the faculty for their support and co-operation in our endeavor to build a bigger and better Alumni association. Through it we seek to encourage leadership, co-operative thought and enterprise, and to keep alive, through the passing years, valued friendships and devotion to our Alma Mater.

The annual luncheon, in honor of the graduating class, was given in Curtis hall at 12 o'clock. There were present at this luncheon the graduating class of two hundred and twenty-one members, many Haskell employees, including alumni who are employed and live at Haskell, invited guests including old time employees who live near-by, and other friends of the school. Three hundred and twenty-five places were prepared for this occasion by the home economics department, whose services in making our Commencement events more joyous and happy we gratefully acknowledge. Speeches were made by Dr. Henry Roe Cloud, who had recently announced his transfer from the superintendency of Haskell to work in connection with the Indian Reorganization Act, and by Henry E. Roberts, president of the Haskell Alumni association. Short talks were also made Mrs. Roe Cloud, Mr. C. E. Birch, formerly assistant superintendent, Mrs. Frances C. Wenrich, retired, Dr. G. E. Lindquist, missionary at large, and Mr. U. S. G. Plank, who in the early days of Haskell was boys' adviser and director of physical education. That the "feast might be more joyous," Mr. Bruce played a beautiful instru-

mental solo and the orchestra gave many selections. Miss Bemis presided at the piano for the mixed quartet and for Fred Beaver in vocal selections, and led in singing of Haskell songs by the assembled guests.

After the Commencement exercises in the auditorium at seven o'clock, the gymnasium filled rapidly for the alumni ball. There was a steady down-pour of rain which apparently made no difference and every one came out for this last event of the day. The beau-

tiful decorations and the fine program were due to the hard work and tireless efforts of Jeff Lantis and his committee. Shortly after midnight good-byes were said and another year of school at Haskell was closed. The forty-seventh graduating class now takes its place in the membership of the alumni. Our wish is that they will remember with pleasure their school days at Haskell and return to all her future Commencements.



HENRY E. ROBERTS

President of the Haskell Alumni Association

SHORTLY after graduating with Haskell's commercial class of 1910, Mr. Roberts entered the Government Service as assistant clerk at Sisseton, South Dakota, and remained in the Service in various capacities until 1924, when he resigned to enter the employ of the Marland Oil company, of Texas, with headquarters at Fort Worth. Later when the Marland company was merged with Continental Oil, he was transferred to the re-organized company with headquarters at Ponca City, Oklahoma, where he is now located. He is in the Land and Scouting Division of the company.

In January, 1912, he married Miss Rose Denomie, a student at Carlisle. They have four children, one of whom, Florence Roberts, graduated from the Haskell commercial department with the class of 1934.

On April 20, 1935, Mr. Roberts was elected president of the Haskell Alumni association at an election held by mail, and in assuming office he sends the following message to his fellow members:

"I wish to express to all members of the Haskell Alumni association my deepest appreciation of the honor that has been bestowed upon me in the election recently held. I wish to assure each member of the Association that I will exert my utmost efforts in an attempt to make the Association a better and greater functioning body for the purposes for which it was created. I also wish to ask the cooperation of each member of the Association to assist in making it a better and greater organization, as it is through the combined efforts of all the members that the Association can be made a real success.

"I wish to take this opportunity to greet the other members elected to serve as officers with me and to urge them all to get into the harness for work with the Association. We should strive to enroll more members and to keep them enrolled after they have enrolled.

"Let us make the Haskell Alumni association a great national organization of educated Indians with Haskell as its rallying point."

HASKELL ALUMNI BREVITIES

Christopher Tyndall, high school '24, has been transferred from Tulalip, Washington, to Fort Lapwai, Idaho.

Pete Shepherd, physical education '30, boys' adviser at Euchee school, Sapulpa, Oklahoma, was too busy to come to the Commencement this year. We'll be looking for him later.

Merz Carshall, commercial '34, has been appointed to a position in the Indian Office, and left Haskell May 19. She has been employed as stenographer in the office of the assistant superintendent since graduation. The promotion is well merited and she goes with best wishes from her many Haskell friends as she joins the Washington Haskell colony.

Just at the close of school, we received the announcement of the marriage of Miss Beryl Frances DeWalt to Mr. Chester Wagner '29, on May 4 of this year at Sisseton, South Dakota. Mrs. Wagner is a teacher and Mr. Wagner is assistant engineer in the Wahpeton school. The Haskell alumni extend their heartiest congratulations.

Samson Blythe, vocational '25, writes from Pine Ridge, South Dakota: "My work is that of senior high school teacher in the English department of the high school. You may be interested in knowing that Haskell has another grandchild in the person of Sammy Joe, jr. He is almost three months old now. I plan to pay Haskell a short visit some time in June or July." We are sorry to be so late with our greetings to Sammy Joe, and we are glad to pass the news on to his daddy's many Haskell friends.

The following alumni and former students are employed at Standing Rock agency, Fort Yates, North Dakota: Everett Euneau, commercial '11, principal clerk; Mrs. Pearl McBirney-Dauphina, commercial '23, assistant clerk; Mrs. Mildred White-Mentz, commercial '25, assistant clerk; Mrs. Stella Barse-Pereau, commercial '23, assistant clerk; Betty Allen, commercial '31, assistant clerk; Robert Schoenhut, commercial '31, head ECW clerk; Antoine Howard, commercial '32, assistant clerk and stenographer; Dan Howard, high school '32, painter PWA; Mrs. Rebecca Greeley-Goodman, home economics '16, formerly seamstress, position discontinued June 30, 1934. Former students: Mrs. Evelyn Schoenhut-Bergen, assistant clerk and stenographer; Eugene McCauley, clerk; James Howard, agency janitor and instructor in music in Fort Yates high school.



BOXING TEAM

Athletic Activities

By SLEIGH RUNNER

Shorts from Local Sports

BASKETBALL, with six Haskell wins over five losses, basked in the spotlight with a winning local five, the first in a decade or so. It looked like a grand start in victory, and suddenly and consecutively four stinging losses turned the picture into another hue, but likewise as suddenly and consecutively the Braves went on a rampage to bowl over all opposition including the Kansas conference champs, Ottawa U, in five straight victories. The sked wound up in defeat at Atchison by St. Benedict's college who had previously been taken in tow by the Indians. In his first year with the Haskell basketballers "Big Skee" Levi experimented with young and green material which responded in surprising fashion to help the cause. Several units of that aggregation will return to school next fall.

A former staff member, U. S. G. Plank of the then disciplinary force, was called upon to say a word or two at the alumni luncheon by the toastmaster. In response he directed his speech straight at Henry Roberts, present Haskell alumni chief and ex-athlete, with several remarks relative to Roberts' conduct while attending Haskell under his reign over the boys. As Mr. Plank "told off on" Mr. Roberts, the latter was forced to sit back and take it all in, smilingly.

Starting with the vending of concessions at all athletic events the "H" club swung into action for the year; then they staged a carnival, which enjoyed big success; then came the annual dance to take care of the social end of affairs, finally the initiation concluded activities for another year.

Already some of "Haskell's year rounders" have signed up with various bush-league nines for the summer months. Each Sunday the team sponsors are on the campus about noontime to haul their players away to the scene of action.

From out in the "land of the stars," Pete Homer, Haskell baseball twirler of a past day, writes to one of the staff members that Chief Little Wolf, a Navaho Indian rasslin' personage, is going in for baseball and is desirous of landing some Class A Indian ball players to form his all-American nine. By the way, Pete is still in Hollywood doing bits in Indian filmings and, mob scenes.

Boxing enjoyed its usual run of popularity and success at Haskell with the Indian gladiators engaging in eleven combats with stiff opposition of the front rank. In view of the fact that nine of the encounters were in foreign rings the Braves were none the less affected by such circumstances as they won five meets, lost four, lost out in the M. V. A. A. U. fights, and were team winners in the Southwest A. A. U. tourney, the latter producing six Haskell title holders. A feature of the schedule was a long trip into Big Ten strongholds to face the University of Wisconsin. Boxing was handled by Gus Welch, who rounded out his second season in that capacity.



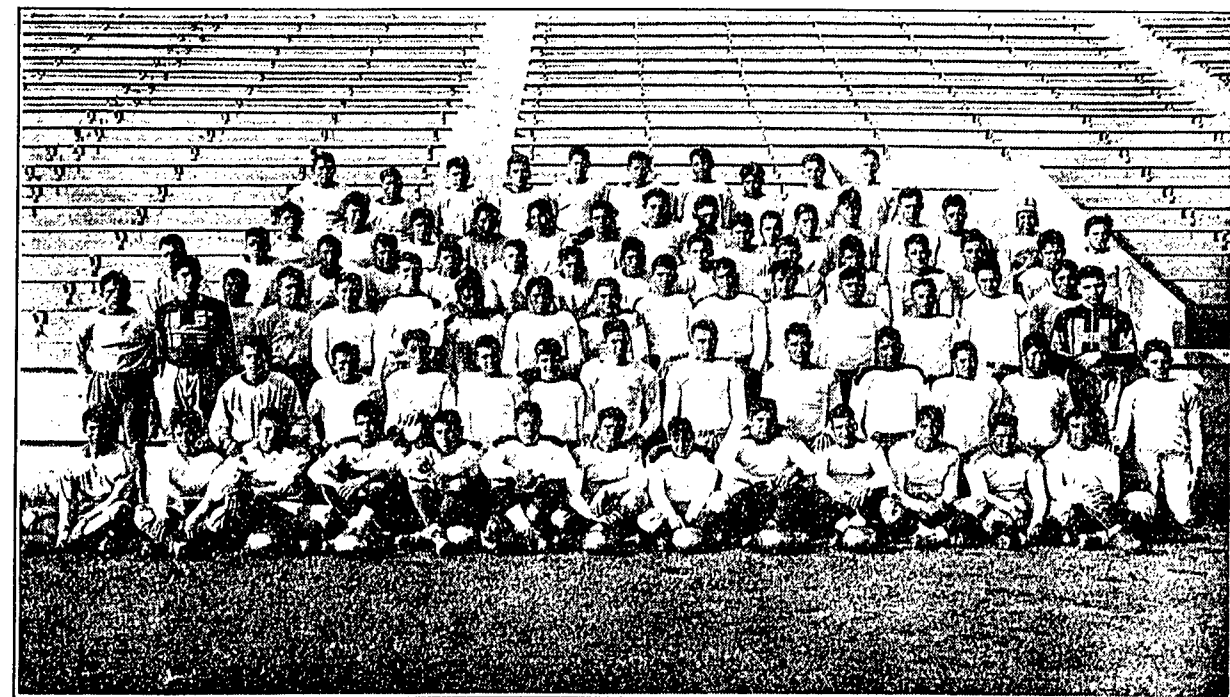
Basketball Team

Summarization of the outstanding Haskell Indian football conquests or near-conquests under Gus Welch in his second year shows the Braves starting off the campaign in a more or less thrilling stalemate against the Washburn gridders in which game the Indians had their good and bad moments of play, that clung to them in all their remaining games. As spotty as their seasonal play was Creighton, Grinnell and South Dakota were checked and conquered while in the Oklahoma A & M defeat the home eleven probably turned in their finest exhibition of the year. Disaster trailed the redskins otherwise.

John Carney, Clarence Fisher, Alex Lowry, Connie Mack Denver, Clifford Madosh, Joe Ortiz, Sylvester Petoskey, Donald Quaderer, George Summers, George Underwood, Howard Whitecrow and Ernest Smith are the names that comprise this year's quota for the standard "H" club pin. The pin now in vogue was originated in 1934 by members of that club with the hopes that it would continue as long as the club exists.

Once weekly at one of the downtown show houses at present a "wild wester" serial is focused on the screen for the amusement of those who crave their cinemas spiced with plent of action and blood. In this present wild and wooly offering there are lots of Injuns and one has been recognized as Jim Thorpe, ye ol' Carlisle football immortal, who does a part in films whenever they call for a bit of Indian atmosphere.

At present the football outlook for next fall is about as gloomy looking as the skies that have overshadowed the campus for the past two weeks and, which still continues, and all that have observed dame nature's conduct knows that it is downright gloomy.



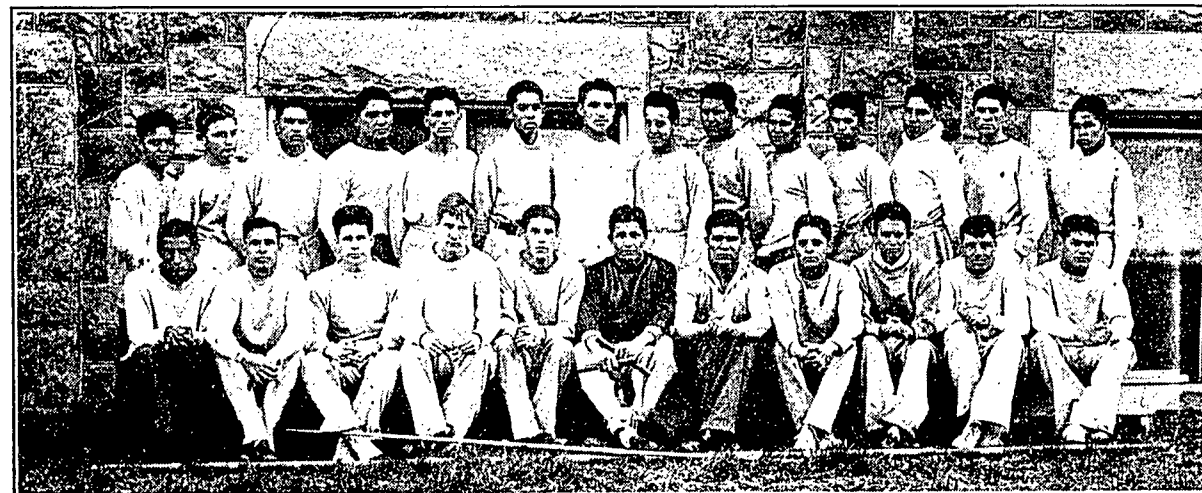
FOOTBALL TEAM

Such headliners as the University of Detroit, Oklahoma A and M, Drake university, Xavier university and local colleges of lesser ratings will be the probable bookings for the 1935 Haskell Indian football machine that hits the trail next fall.

Fred Miles, four-year Haskell football player merited one of those much-cherished blanket awards, in recognition of his services on the gridiron the past four seasons, during the Commencement week activities. The purple blanket is large with an extra-large gold letter in the center while in one corner the years of service is knitted in gold and in the opposite corner is the name of the owner in gold knit also. In all it's a very nifty present.

It used to be that the inter-class track meet, barring lettermen, opened the local track season, this year the hall meet, plus lettermen, inaugurated cinder affairs, whereas the whole thing might have been turned around for the benefit of the varsity squad. A dark horse or two flashed their form in the class meet that probably would have aided the first stringers in point making, but as it is track hostilities are over and these unknowns' known qualities are of no value. Maybe next year.

Mr. Lightfoot West of Kanopolis, Kansas, a long distance Indian track runner in the years past (not at Haskell) with various athletic organizations throughout the nation and now a pipe line construction boss, was a much interested Commencement week visitor on the campus. Two of his younger sons, Richard and Harvey, Haskell athletes and students, were graduated with this year's class to make it a foursome of his brood to pass through the halls of Haskell. Ralph and Ray preceded the present pair.



TRACK TEAM

Three victories were chalked up against Ottawa university, Baker university and the College of Emporia by Haskell's young track squad to place their track prowess in line with the calibre of that of the Kansas conference. Jumping into a class of the Central conference rating the Braves were forced to take defeat at the spikes of K. S. T. C. of Emporia twice, once at Emporia, Kansas, in a tri-meet, the other in a dual meet at Lawrence. The Ottawa and Baker duals were thrillers.

Outgoing "H" club officers for the past school year were replaced by newly elected officials for next year as a result of the election at the lettermen's initiation, Friday evening, May 10, at Brown's grove. President Richard West, vice president Louis Williams, secretary-treasurer Charles Baker and sergeant-at-arms John Carney relieved ex-president Forrest Jones, vice president Richard West, secretary-treasurer Morris James and sergeant-at-arms Wilson Palmer of their official duties and are banked upon to carry on.



VOCATIONAL DEPARTMENT WINS

THE HASKELL Commercial and Vocational departments, and the Senior, Junior and Sophomore classes for the academic department went ou-of-doors Thursday afternoon, May 16, in some cold-sloppy weather long enough to settle a little dispute on track affairs in the inter-class meet. The laborers won it with 47½ points followed by the Juniors with 46½ points, Sophomores with 18½ points, Commercial with 11 points, Seniors with 10½ points.

By the time the events were run off, the cinders looked like a freshly plowed potato patch due to a heavy track and lots of running over it. Some of that running led to a pair of sparking exhibitions, in record time, for the only highlights of the five-way meet.

In the mile jaunt George Rhodd pulled in with a new record in a mile run over that distance; however it was left up to Jack Schrimpsheer, a determined Sophomore, to cap the performances with a brilliant cruise over the two-mile route for a record-smashing finish. His fast time, in spite of all the mud that he encountered, was exceptional in comparison with varsity marks marked up this season in dual meets. And this class mark was at no time exceeded by an Indian varsity trackster in major contests.

Rain kept the turnout down to a few spectators,

who like their track meets dished out in any kind of weather.

Results of the inter-class track and field events:

100-yard dash—John Carney, Junior, first; Henry Fairbanks, Vocational, second; Clarence Fisher, Vocational, third. Time: 10.8.

220-yard dash—John Carney, Junior, first; William McAfee, Vocational, second; Edward Peavy, Senior, third. Time: 24.5.

440-yard dash—George Rhodd, Junior, first; John Carney, Junior, second; Homer G. Homer, Vocational, third. Time: 54.3.

880-yard run—George Rhodd, Junior, first; George Underwood, Commercial, second; Clifford Madosh, Vocational, third. Time: 2:18.1.

1 mile run—George Rhodd, Junior, first; Clifford Madosh, Vocational, second; Sterling Meredith, Junior, third. Time: 5:0. (New record.)

Two-mile run—Jack Schrimpsheer, Sophomore, first; Nelson Emerson, Vocational, second; Sterling Meredith, Junior, third. Time: 10:43.1. (New Record.)

120-yard high hurdles—Clarence Fisher, Vocational, first; Dan Polar, Senior, second. Time: 18.4.

220-yard low hurdles—William Washington, Sophomore, first; Clarence Fisher, Vocational, second; George Underwood, Commercial, third. Time: 28.0.

Shot put—Jack White, Vocational, first; Francis Lunderman, Junior, second; Richard Fallenf, Vocational, third. Distance: 35 feet 6¼ inches.

Discus—Francis Lunderman, Junior, first; George Lowry, Vocational, second; Jack White, Vocational, third. Distance: 108 feet 9 inches.

Javelin—Johnny Grant, Vocational, first; Dana Knight, Junior, second; Jack White, Vocational, and John Bent, Senior, tied for third. Distance: 132 feet.

Pole vault—Spencer Fire, Sophomore, first; John Bent, Senior, second; James Walker, Vocational, and John Willis, Sophomore, tied for third. Height: 10 feet.

High jump—Tom Gilmore, Commercial, first; Houston Tyner, Sophomore, second; Henry Fairbanks, Vocational, and Norbert Skenandore, Junior, tied for third. Height: 5 feet 5 inches.

Broad jump—Vernon Parker, Vocational, first; George L. Smith, Senior, second; Tom Gilmore, Commercial, third. Distance: 19 feet 6 inches.

880-yard relay—Juniors, first; Vocational, second; Commercial, third. Time: 1:42. 5.

HASKELL LASSIES ON TRACK

Friday afternoon of May 17, the female population of the Haskell student body took to the stadium track and entertained a crowd of Campus day people by running the shorter dash routes; some baseball and basketball tossing, and a number of jumping events.

This program was the first of its kind held at Haskell in a long time. Going back to about 1930 the Indian girls will be remembered for having staged a track meet.

The Campus Day contests were run off independent of class or hall organizations thus making it an unattached affair to be decided by individual point winners. Leading the scorers was Ruth Ojibway, a young Chippewa maid, with eighteen points, followed

closely by Sadie Impson, a Choctaw lass, who piled up fifteen digits for her afternoon's work.

A rain-soaked turf, from previous rains, and threatening weather kept the entry list down to an even dozen names, but as it was, the girls turned in some nice performances. With this exhibition Haskell's coeds climaxed a year of athletic work under the supervision of Miss Anna Towser, who directed their basketball and track activities.

Results of the girls' Campus Day track and field events:

50-yard dash—Virginia Parton, first; Ada Bent, second; Juanita Fargo, third.

75-yard dash—Virginia Parton, first; Phyllis Lyons, second; Juanita Fargo, third.

100-yard dash—Ruth Ojibway, first; Dixie Dean Finley, second; Ada Bent, third.

220-yard dash—Dixie Dean Finley, first; Jeanette St. Arnold, second; Anna Locust, third.

Low hurdles—Sadie Impson, first; Anna Locust, second; Dixie Dean Finley and Ruth Ojibway, tied for third.

Baseball throw—Bessie Matlock, first; Marjorie Whipple, second; Ruth Ojibway, third.

Basketball throw—Bessie Matlock, first; Ruth Ojibway, second; Teola Metz, third.

High jump—Sadie Impson, first; Phyllis Lyons, second; Dixie Dean Finley and Ruth Ojibway, tied for third.

Broad jump—Sadie Impson, first; Ruth Ojibway, second; Jeanette St. Arnold and Ada Bent, tied for third.

Hop, step and jump—Won by Ruth Ojibway only contestant.

Relay—Winning team composed of Ada Bent, Sadie Impson, Phyllis Lyons and Jeanette St. Arnold.



THE MENOMINEE OF YESTERDAY

By ALANSON SKINNER

ABOUT the year 1634 a momentous happening took place on the shores of Green Bay, Lake Michigan. A band of strangers, led by a being who was white of skin, clad in unheard-of garments and "bearing thunder in his hands," suddenly appeared among the clustered wigwams of the Menominee and Winnebago. It was the Sieur Jean Nicollet, an officer of New France, the first white man whom the astonished savages had ever seen.

The impression made by this newcomer was favorable, and when, in 1699, Lemolne d'Iverville founded the nucleus from which Louisiana later sprang, French settlements were shortly planted in the Menominee country. The friendship so early established was destined to last, and the Menominee stayed with the French interests until the end, playing a conspicuous part in the defeat of Braddock at Fort du Quesne, and even on the Plains of Abraham, where they witnessed the fall of Montcalm. When, however, the English assumed control of Canada, the Menominee were soon won to them, and not even the subtle Pontiac was able to shake their allegiance. They refused to join Tecumseh against us in 1810, but, owing to their old friendship and the work of agents sent among them by the British, they fought against the American in 1812. Once the English influence was removed, however, their friendliness to the white man made them fast allies of the United States, and Menominee

warriors played signal parts in the Black Hawk war against the Sauk and Foxes, and later in the War of the Rebellion, when they fought valorously for the Union.

The Menominee claim that their original ancestors were animals who assumed human shape and formed the tribe at the mouth of the Menominee river, where the city of Marinette now stands. Of these animals, the ten who first took council together and decided to change their forms, afterwards became the leaders, and with each leader was associated several others in a small group known to the Indians as a "brotherhood," and which we may designate as a clan for convenience sake. The descendants of the various animals who made up these clans formed sub-clans, each bearing the name of its animal ancestor or totem, and, according to a widespread Indian custom, every member of a clan was obliged to marry outside his clan and sub-clan, for he was considered to be related to all the other members of his group since they all sprang from the same or related ancestors.

The chief of the tribe was chosen from the sons of the nearest lineal descendant of the Great Bear, who founded the Great Bear or leading clan. The office was practically hereditary, but not quite, because although the eldest son was heir to his father's position, he might be disqualified by unfitness. The present chief is said to be the nearest lineal descendant of Se-katch-Okemaw, the Great Bear, who was first to become a man.

The name Menominee is derived from the Indian name for themselves, O-ma-na-mo-ne-o, "Wild Rice People," for the Menominee formerly relied very largely upon the wild rice for food. Although all the other Indian tribes in the region gathered the grain in large quantities, nevertheless the Menominee were always regarded by them as being the users of this food par excellence.

The old-time Menominee costume was very handsome and graceful. The men wore shirts and leggings of buckskin, often handsomely dyed and elegantly ornamented with colored porcupine quills. Their head-dress was sometimes a standing roach of dyed deer's hair, or a head-band or turban of fur, otter being especially cherished for this purpose. In war times they sheared or pulled out a quantity of their hair and left a broad, bushy ridge like a cock's comb running from the forehead to the nape. Moccasins of soft tanned skin, covered with designs in quills, completed their dress.

The women wore a waist and skirt of tanned doe's skin. The skirt was a rectangular piece of skin lapped once around the waist and left open, like a sheath skirt, at the side. The edges of the garment were elaborately quilled. Not infrequently they braided their hair and pulled over it a quilled ornament with trailers that hung almost to the ground. Short leggings, from ankle to knee, and dainty moccasins were the finishing touches of their dress.

The Menominee used to build two kinds of lodges. In the summer they usually resided in rectangular bark cabins, but in the winter a round, dome-shaped house made of poles bent over and covered with bark or mats was preferred. To this day a few of the more conservative Indians residing in remote parts of the reservation use wigwams of both types, but more for storehouses than actual dwellings.

The religion of the Menominee was very peculiar. They thought the world was an island, floating in a vast sea, and above it ranged the heavens in four tiers, and beneath it were the four tiers of hell. The universe was governed by Match Hawatuk—we may translate the title as "Great Spirit"—who lived in the topmost tier above. Beneath him, in the ether, above the air, dwelt his servants, the thunder-birds, great, mythical eagles whose cries were thunder, and whose flashing eyes made the lightning. They had charge of the rain and hail, and kept the Powers Below from harming men. Next came the Golden Eagles, and they were the birds of the air, headed by the bald eagles. The sun, the moon, and the morning-star were also important deities. Beneath was the chief of the Evil Powers, a great bear, and above him, in ascending order towards the earth, were his servants, various evil powers, most interesting of whom were the great, horned, hairy snakes who lived close to the earth.

The evil powers were formerly much more formidable than they are today, but Manabus, the son of the West Wind—or, some say of several powers who united to create him—after his miraculous birth, set out to right the wrongs of men. The Powers Below, growing jealous of him, plotted to destroy him, but only succeeded in killing his brother, a white wolf. In revenge, Manabus attacked them with such success that they

became frightened and gave him the Medicine lodge, to pass on to mankind, as the price of peace.

The rites of the Medicine lodge are still practiced by the pagan Menominee and partake of a religious nature, although they are intended primarily to prolong life and heal the sick. They are held several times a year in certain selected places, where a long, narrow lodge is built to contain the ceremonies. These usually last four days, and are religiously attended by all the pagans. One spectacular feature of the ceremonies is the passing, or "shooting" of the "power" of one member to another. During some of the dances, a performer will raise his medicine bag, the ornamented skin of some animal filled with the healing roots and herbs of his knowledge, and point it at another, at the same time blowing on the animal's head. The person indicated will at once stagger or fall down, sometimes lying in a sort of coma for several minutes. The idea is that the power contained in the bag of the one passes into the body of the other, and that the person receiving his magic charge is overcome by it according to the potency of the medicines from which it came. Both men and women belong to this society, entrance to which is had by purchase. The burial rites of the pagans are closely bound up with the lodge.

Another association of more recent origin is the "Society of Dreamers" or "Dancing Men" as it is more properly called, as it has nothing to do with dreams. This is a Potawatomi institution, the origin of which is as follows: After a severe battle with the whites in which the Indians were defeated, a little girl fled from the field and took refuge in a hole in a river bank. There she hid for several days, when a spirit appeared and told her how to save herself. She escaped to her people, told them about her adventure and instructed them, as the spirit had ordered her, to make a drum through which their appeals, in time of need, might be carried to him in his home above. Several ceremonies are held every year, both in and out doors, in honor of the drum and its supernatural donor, in which the various lodges or bands of the society, each of which has its own drum, unite to feast and dance. The society has also been carried to the Sauk, Foxes, Winnabago and Ojibwa by the Potawatomi, and perhaps to other tribes as well.

There are many other phases of Menominee life that are interesting survivals of early days, but to relate them in detail would require more space than their proper share. Every year sees more and more of these old-time customs passing away and within a few years the Menominee Indians will be hard to distinguish from their paleface neighbors, whose road they are striving to follow.

ARROWS FROM WILLIAM FEATHER'S QUIVER

One is amazed at the readiness with which most of us accept false information which violates common sense.

* * *

Successful men do the best they can with conditions as they find them and seldom wait for a better turn.

* * *

Every woman thinks she understands men, but no wise man imagines that he understands women.

The Indian Leader

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Dr. Henry Roe Cloud, Superintendent . . . Editor
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NOTES OF INTEREST

Dr. Henry Roe Cloud left for Washington, D. C., on Monday evening, May 20, on official business.

Leonard Leadingfox, a member of last year's class, was a visitor at Haskell during Commencement.

Mr. Don May, principal of the Cheyenne and Arapaho boarding school at Concho, Oklahoma, was one of Haskell's Commencement guests.

Mary Lou Bruce, a member of this year's commercial class, has succeeded Merzl Carshall as stenographer in the office of the assistant superintendent.

Mr. and Mrs. Beardsley and daughter, family of Raymond Beardsley who graduated with this year's vocational class, were campus visitors during Commencement.

Mr. Frank J. Carr, instructor in the vocational department, is still confined to his home, but is gaining steadily in health and will soon be with his students again in the plumbing department.

Thamar Anna White, daughter of Mrs. Louisa White, a member of the Haskell staff, and Mary Carr, daughter of Mr. and Mrs. F. J. Carr also of Haskell, are members of this year's graduating class of Lawrence Memorial high school.

Mr. Nels Nelson, former bandmaster at Haskell, was a visitor during Commencement week, and had the pleasure of being guest conductor of the band for several numbers during the Commencement week concert.

Carroll Martell, Haskell student at Kansas university, received the Alpha Rho Chi medal awarded by the faculty for leadership, service and merit each year to the outstanding senior in architecture. He also received a fine volume of architecture entitled "Mont Saint Michel and Chartres" as a part of the prize.

The following girls, who are working in Kansas City under the Haskell placement office, were at Haskell during the closing week exercises: Vivian Lagoo, Madeline Parris, Dorothy Chosa, Ernestine Chosa, Ruth Yellowcalf, Bessie Manitowa, Genevieve Lord, Louise Blackwolf, Lorraine Dennis, Wilma Burd, Gertrude Hitchcock, Verna Holmes and Cleora Collins.

Dr. Henry Roe Cloud, who has been detailed to special duty in connection with the Indian Reorganization act, left for Washington, D. C., on Monday evening, May 20. His duties here will be assumed temporarily by Asst. Supt. Russell M. Kelley.

KEOKUK HALL

Robert and Sydney Carney had their father and mother from Quinton, Oklahoma, as their guests over the Commencement week-end.

Gordon Dickey, Carlos Mestas and Sam Attavich, all former Haskell students, were visitors on the campus during Commencement.

Gene and Vernon Green, brothers of Cecil and Homer of Keokuk, were visitors on the campus Saturday, May 18.

Alcario "Two-gun" Gonzales made a big departure on Tuesday, May 21. He was dressed in black from head to foot and was accompanied by a ten gallon black hat.

Arthur Rowledge has the distinction of being the only boy to receive the rating "excellent" on his room every day this school year. An achievement of this nature merits applause.

Mrs. Carrie Jones of Chickasha, Oklahoma, spent Commencement week with Mrs. Love. Mrs. Jones and Mrs. Love were school mates here at Haskell a few years back. Mrs. Jones has two sons here at Haskell now, Thad and George, both of Osceola.

On Saturday evening, May 11, a group of students met in our kitchenette and enjoyed their "sack lunches" along with other things such as coffee, dessert and good stories. Those present were Mrs. Love, Marjorie Donavant, Helen Denson, Pearl McNac, Norma Faye Orr, "Jug" Miles, Carl Cornelius, Jack Culberson, Simon Durant, James Waldon, Dick Massey, Orval Elliott and Woodrow Groves.

Delos Botone held the bus up until he had purchased a large bag of red-hots and peanuts. He must have gotten the idea from Wayne LaFave and Pete Cimino. These two boys had already stored up enough of said vitamins to last a week. All three should be brain bound when they reach their destination since half a peanut is said to supply as much brain energy as a college professor can use in an hour of real concentration.—Woodrow Groves.

MARTIN HALE

Martin Hale, a full-blood Sioux from the Cheyenne river agency, passed away at the Haskell hospital May 25, 1935, following an operation at the Lawrence Memorial hospital May 13.

He entered Haskell from the Cheyenne river boarding school in September, 1932, and remained for his freshman, sophomore and junior years. He was a member of the Episcopal church.

During his three years at Haskell, Martin made many friends among the employees and students. His dignified manner and his pleasant smile were a joy to all who knew him, and his quite, sincere efforts won the admiration of all of his associates. The Haskell students and staff deeply regret his untimely passing and extend their sincerest sympathy to his bereaved family.

OSCEOLA HALL

Reason cannot show itself more reasonable, than to leave reasoning on things above reason.—Sir Phillip Sidney.

The above golden thought is the last of the Cimino list and we are very thankful that he has given us such noble beginnings in our column. A bouquet of thanks for Louis Cimino and may his blackboard sketches take him through the doors of success. His classmates will remember him as the "Blue mountain" artist.

It has been raining so often lately that some of the boys are wondering if the Wakarusa banks are high enough to keep the river in its natural course. Those rain "blues" have replaced the dust and dandelion "blues." And, by the way, the dandelions have seeded and will be ready for us next spring again. We must save those digging tools and also be ready.

Introducing the winner of the first prize in the Jenny Wren amateur hour contest, Fred Beaver. Mr. Beaver was asked to sing again last Saturday (May 11) but due to a slight cold he was unable to fill the engagement. He did go down, however, and was introduced. He bowed to the audience and in return got a big "hand." We are very proud of this young gentleman and we hope that his voice will bring him many future happy returns.

Friday night, May 10, in the auditorium, we were entertained by the group of young men who accompanied our superintendent in the recent trip to the national capitol. After a brief talk from our superintendent about this trip, he turned the meeting over to Joe Wesley. Joe called on some of the boys to "say a few words." Richard West's talk about the visit to the zoo brought out some very humorous incidents. He also mentioned something about "brothers" in which we are inclined to think that he was very much interested in — whatever they were. The group also demonstrated some the dances they gave. They ended their evening's entertainment with a good ol' war dance as they called it. Every one was invited for the entertainment. Immediately after the above meeting, the student dance was held in the boys' gym.

Here's hoping the best in vacation days. Cheerio until next year. Correspondent's note: I enjoyed "writing up" for this column and informing you of our side of the campus. I'll always remember getting the "dope" from the boys. Expect to be with you again next year. Adieu until then.—Edward Martin.

ADDITIONAL ALUMNI NOTES

Alfretta Villa and Geraldine Dewey, both high school '34, have enrolled in the Indian arts and crafts school at Santa Fe, New Mexico.

We learn from Mrs. Joe Harrison, formerly Guineth Ball, class of 1931, Capital Hill Station, Oklahoma City, Oklahoma, of the arrival of Eunice May, weight five pounds, fifteen ounces, on May 1 in the home of Mr. and Mrs. Elridge Davis at Oklahoma City, Oklahoma. Mrs. Davis was formerly Lucille Ball, a former Haskell student. Our congratulations are extended to Mr. and Mrs. Davis on the arrival of the new member of the family.

John Artichoker, graduate '15, is now living at Martin, South Dakota.

Cherokee Vann, high school '32, has moved from Phoenix, Arizona, to Miami, Oklahoma, Box 582.

In a letter to Stan Gertie, a member of our board, Winford Bland, a student of a few years ago, sends the sad news of the passing of Clarence Hailey on May 12. Clarence had been ill for some four years, and he leaves to mourn him his wife, formerly Fredia Young, and two young children. We record this item with extreme regret, and send our sincere sympathy to the bereaved family.

INDIAN NUMBER OF "SCHOOL ARTS"

Indian art with discussion and projects of Indian art make up the contents of School Arts magazine for March.

Santa Fe Indian school students who have work over their names in the magazine are Andy Tshinnah-jinnie, Esther Gunn, Lewis Lomayevsa, Robert Thompson, William Sarracino, Eileen Lesariley and Tom Felipe.

There are also reproductions of the murals in what is now the health room, and prints of cover designs of January, February, March and April, 1934, numbers of Teguayo.

ARTICLE BY MISS DUNN

"Indian Children Carry Forward Old Traditions," is the title of an article by Miss Dorothy Dunn, department of painting and design, United States Indian school, Santa Fe.

In this article Miss Dunn points out that the American Indian child inherits a clear, definite art tradition, very different as well as much more vital than does the average American child. For the Indian people art does not exist apart from daily life.

How these traditions are utilized in developing talents at Santa Fe Indian school is then discussed.

"If the Indian schools, through their art classes, should impose academic principles and technique of painting and design upon the students, they would be engaging in the destruction of one of the world's unique and beautiful art forms," says Miss Dunn.

"In spite of the fact that many young Indian artists come to them and ask to be taught drawing and design 'like the American artists do' the Indian schools must refuse to do so. They must do everything possible through a thorough study and an intelligent handling of the situation to help the children recover, maintain and develop their own art."

INDIAN ART HAS BEEN NEGLECTED

"Indian art has long been a deplorably neglected phase of art education and appreciation in the public schools and art schools."

However, the conclusion reached by Miss Dunn is that the present outlook for American Indian art is much brighter, and her concluding statement is, "In fact, it seems quite possible that it (Indian art) may yet occupy its well deserving position as one of the great arts of the world."—Teguayo, Santa Fe, New Mexico.

STUDYING CLIFF DWELLERS' HOMES

HOW LONG have there been any Americans, and who were the first ones? Nobody has risen to answer.

That a prehistoric race once inhabited the southwest of the United States is known to archaeologists, and explorations and excavations in New Mexico and Arizona have revealed much of their habits and accomplishments. Earlier than the mound builders of the Ohio valley, probably disappearing or changing their habitat before the Spanish conquest, these were the ancestors of the Pueblo Indians of which people the Moqui, Hopi and Zuni families of today are branches. But the time when they inhabited the cliff dwellings is unknown, and Prof. F. W. Putnam, honorary director of the Peabody museum of archaeology at Harvard, says no scientific man who has engaged in exploration there would undertake to say, from such evidence as is now available, whether any of the relics that have been found are 1000 or 10,000 years old.

BELONG TO DIFFERENT PERIODS

The Peabody museum's work of exploration is going on every year and is laying the foundation for a comparative study of the antiquity and accomplishments of early peoples. Relics of the cliff dwellers, of the mound builders, of the North American Indians and of the cave dwellers of Europe apparently belong to different historic or prehistoric periods, and a large accumulation of evidence is necessary for the formation of a sound judgement.

To this accumulation of evidence the museum has made large contributions.

The dry air of the southwest, the use for dwellings of caves where no water could penetrate and the accumulation of rubbish heaps and caches in the rear of these caves instead of in the open where they might have been scattered, all aided to preserve the relics of prehistoric man and a greater variety can be secured from these ancient habitations than from any others known. From the old cliff dwellings have been obtained and placed in the Peabody museum not only pottery and stone implements, which are found about the habitations of most ancient peoples, but wooden implements, bead ornaments, woven sandals, cotton cloth, cloth knitted from human hair, basketry, remnants of food, fire sticks, crude agricultural tools, sticks and clubs.

AN AGRICULTURAL PEOPLE

These Indians seem to have been an agricultural, not a warlike people, and while finely shaped flint arrow and spear heads have been found there is a scarcity of bows and arrows and war clubs, and their stone-chipped work is inferior to that of the Indians of the north. There is no doubt that these relics are a thousand years old.

These first American houses were caves under overhanging cliffs, sometimes several hundred feet in air. It is evident that they were usually occupied but once and that the family then moved on to another locality. The ruins and relics therefore afford no criterion of the progressive stages of development. In occasional instances a layer of sand has drifted in after the first occupation and another family after-

ward then moved in, but the difference in the time of the two occupations, as archaeology reckons time, is not sufficient to show any marked change in the characteristics or habits of the people.

COLLECTIONS FROM REFUSE HEAPS

The refuse was usually in the rear of the cave. There broken bits of pottery were thrown, sometimes whole pieces were left when the place was abandoned, and occasionally some family possessions were cached against an intended return. The burial place was usually in front of the dwelling, and in these graves nothing was found but bones and whatever vessels or implements were buried with the body. Not infrequently burial was made with the cave, and then, because of the dry air the body became desiccated, mummified without the use of preservatives and the shrunken body and its cloth or skin covering still remain in fine state of preservation.

Before any scientific explorations of the ruins of the southwest had been made professional diggers, "pot hunters," had sacked many of the most accessible places and sold the relics they discovered to various museums. So that the Field museum in Chicago, the museum of the University of Pennsylvania and the American museum of New York acquired a considerable collection before the Peabody museum began its work. Until a few years ago it was believed that all these groups of cliff dwellings had been discovered and sacked, but when the Pai-Ute Indians were moved from their old reservation, Professor Cummings, of the University of Utah, made some valuable discoveries on their old lands and the Peabody expedition has been permitted to work there.

Much of the pottery in other collections has been in fragments, but large bowls of careful workmanship have been recovered complete by this expedition and are now in Cambridge. The symmetry of design and beauty of pattern is far superior to that of ordinary Indian pottery. One piece in particular was made not by moulding or shaping on a wheel, but by winding around and around a round strip of clay rolled out by hand. There is considerable attempt at decoration, but the beauty of these pieces is in their shape rather than the coloring. The mending of some of the bowls when broken shows a considerable degree of skill. Sandals were frequently found, some made from coarse matting and others more finely woven from the fibre of the yucca or Spanish bayonet. They made cotton cloth, but probably traded for the cotton with people farther south, as no cotton bolls or seeds have been discovered about their dwellings. This cotton they dyed and wove with primitive implements into cloth of regular and pleasing design, and the pattern of the Navaho jacket is taken from it. They also made a handsome feather cloth by stripping feathers from the quill, winding them about a string of yucca fibre and then weaving the strands into blankets. The wooden implements they used are as sound and brightly polished as when laid down by the hand that used them a thousand or more years ago. One much resembles a hockey stick and may have been used as an agricultural tool or in dressing the yucca to remove the coarse, useless fibre.

CORN AND SQUASH SEEDS FOUND

Corn was found in considerable quantities, some shelled, some on the cob, along with squash seeds and yucca roots, which were used for food. There was also plenty of evidence that they kept turkeys in the rear of their dwellings, the earliest known case of the turkey's having been domesticated. Their fire sticks show the blackening caused by friction when another stick was revolved to produce a spark to be caught on a piece of lint or tinder.

Ornaments were plenty among them. The only stone of any value they used was the turquoise, and this they fashioned into many forms, but principally into beads. They made handsome ornaments of lignite which greatly resembles jet, fashioning it into symmetrical shape and giving it a lustrous polish. They also made beads of various colored stones and of shells.

Altogether they showed a high degree of proficiency in such work as they did. That their descendants have lost it is not a special evidence of their deterioration, because the coming of the white man has brought them many things that were formerly made by slow and toilsome processes and can now be secured much more easily.

CHILDREN'S HEADS FLATTENED

It is principally by a study of these relics that the age of these people must be determined. They had a custom of binding the heads of children so that they were flattened at the back. Thus the shape of the entire skull was changed to some extent and craniology is of little use in this case. The teeth in most of the skulls are in a good state of preservation, but badly worn down. Their corn was ground with a stone pestle in a stone mortar and a great deal of grit mingled with the meal, to the injury of the teeth.—From the Boston Herald.



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