

THE INDIAN LEADER

COMMENCEMENT NUMBER • 1937

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This collage consists of 15 individual photographs arranged in a grid-like fashion. The top row shows a large crowd in front of a building, a person on horseback, and a theatrical scene with a man in a top hat. The second row features a group of people on a stage, a man in a suit, and a large crowd. The third row includes a man in a suit, a man in a suit, and a man in a suit. The bottom row shows a group of people, a group of people, and a group of people. A large graphic of a Native American figure with a feathered headdress is superimposed over the bottom half of the collage.

June 18, 1937

R. M. Kelley, EDITOR *Allan Shepard*, MANAGER



TO THOSE of you who are leaving Haskell, we wish you much success in meeting the problems of life. We know many of you to be exceptionally well trained in your chosen vocation, and those of us who are left here, will follow your achievements with much pride.

● If you will but follow this obviously necessary program of doing your work and use the necessary patience, and make the proper application of your knowledge, success will be yours.

R. M. KELLEY, *Superintendent*

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Commencement Number

HASKELL INSTITUTE, LAWRENCE, KANSAS

THE INDIAN LEADER
JUNE 18, 1937

COMMENCEMENT 1937

*Being the account as told by one of the
members of the Class of '37 to a mem-
ber of the next generation*

By Ruth E. Morse

Teacher, Senior High

IT WAS springtime again on the plains. The sharpness of bright midday had softened into the lengthening shadows of late afternoon. A soft breeze drifted its flower-laden fragrance across the consciousness with the delicate touch of a loved caress. All the familiar sights and sounds of a contented prosperous community blended into an atmosphere of peace. Time itself seemed to have halted in a moment of suspended exaltation, hope and vigor renewed by the seasonal promise.

Returning from the mailbox by the road, the man delayed opening the letter in his hand. He sank to the top step of the porch, placed his hat beside him and, sitting motionless, reveled in the sense of utter contentment that nothing but the loveliness of a prairie spring can produce. Several minutes passed before he thought of the letter. Slowly he opened it; then a smile of reminiscence broke over his face, memory flashed a gleam in his dark eyes, and a deep delighted chuckle rose in his throat.

There was a quick step on the path and a clear young voice broke in upon his reverie, "Say d'ya think we can go f— oh, did you get a letter?"

"This is the invitation to the commencement activities at Haskell Institute this year."

"Oh, let me see it! Gee! they have a lot of things going on, don't they? What's this Campus Day thing like? Do they print these invitations right at the

school? When was it you graduated from there anyway?"

"Not so fast," laughed the man. "It was back in 1937 that I joined the Haskell alumni. I was just sitting here thinking it all over again when I read this invitation. 's funny how clear it all is—how it all comes back as though it was yesterday."

"Tell me about it," begged the boy, settling himself on the step, his eager face alight with anticipation.

"But you've heard it a dozen times already," the man protested though his deep voice was indulgent.

"Aw, I know—but, gee, go on. If I'm goin' to Haskell next fall I oughta know sumpin about it, I guess."

With deliberate movements the man drew out his pipe, filled and lighted it, and then with his eyes on the faint haze over the valley he began.

"Well, you're right. Haskell did have a lot of things going on, but we always looked forward to 'em all—never too much for us. The commencement affairs used to start about the first of May; that is, if you could really call 'em commencement things. They all sorta tied up with that, anyway. Back in 1937, I remember we had the student elections about then—students in each building elected the officers for the student council for the next year. I've always had a good memory—I'll bet I can tell you that new student council after all these years. I reckon it all meant more to me anyway, because I was always pretty active in student affairs. I knew the whole bunch so well. Now, let's see, there were Geneva Luton, Bernice Chośa, and Gladys Hill elected from Winona hall; Libby Botone, Ophelia Tillman, and—um—oh, yes, Genevieve Brown from Pocahontas hall. Then came the boys' buildings—Osceola elected Pemberton Doxtator—we called him "Doc," Marion Miller, and Raymond Kruskie. Bernard Gregnon, Eugene Greenlee, and William Sherwood were chosen from Keokuk hall. Yes, I'm sure I'm right about all of those.

"At the same election we chose a Campus Queen. That year we had a peach—Effie Downing. She was a Cherokee and came from Locust Grove, Oklahoma, I remember. She was one of those girls everybody likes; she was on the student council and belonged to this and that and had a lot of common sense as well as this thing you call charm. She was a good student, too—commercial graduate that year."

"I bet she was your girl," the boy's teasing voice broke in.

"Sure. Work ya, she was my aunt." They both laughed, for the boy had long ago learned the Haskell parlance of former times. "Effie had some competitors," the man went on, "but every one was glad she won the election. The runners-up, if I'm right on this now, were Lena Rose Vale, Ophelia Tillman, Ruth Menz, Genevieve Brown, Evelyn Tidmore, Verna Pepion, and Margaret Waubano. I don't suppose all these names mean much to you except that you've heard me talk about Haskell a lot and you'll remember some names. Names pretty much make a school, after all.

"Well, that was the year, too, that we elected a Campus Brave. First time we ever did that. There was a bunch of candidates—Raymond Williams, John Carney, Robert Summers, Walter Hamilton, George Smith, Bernard Gregnon, Dana Knight, and Richard Greene—and Richard got the title. He was a Tuscarora from New York and was president of the student council. Everybody liked him, too—swell fellow.

"The H club dance usually came about a week later. It was always a pretty affair—girls in long dresses, boys in white coats, many of 'em, and there were special decorations. I remember 'Tex' Jones had rigged up some electric fans so they would keep a lot of balloons moving inside big crepe paper cones hung from the ceiling. The H club was generally pretty heavy on the eats and we had a real feed at that party. The H club members did the serving and then in the program the yannigans sang and—"

"Yannigans! Who were they? You never told me about the yannigans!"

"The yannigans were the new H club members who hadn't been initiated yet. They had to do whatever an old member told 'em to—or else!" Memory deepened the man's chuckle into a hearty laugh. "Well, as I was saying, they sang and put on a dance that was a take-off on a fairy dance in an operetta there'd been at school. I recollect the Eddy brothers sang for us, too, playing guitar and a violin."

"A few days later we had our annual Campus Day. That was one big grand picnic for everybody right on the campus. First thing was a parade—boy, you should have seen that parade! Every department in school was in it. Pocahontas hall had girls dressed up to represent each day of the week. They placed among the first; so did the hospital float with the Dionne quintuplets and Dr. Dafeo; and so did the plumbing department float with a boy in a bathtub under a shower that was rigged up to keep the water flowing."

"The Campus Queen was crowned after the parade."



They always did that around the bandstand. Effie wasn't one of the fluffy, ruffy kinds of May queens. She had on an Indian costume and Mr. Kelley, who was superintendent, crowned her with a beaded headband. Richard as Campus Brave was in full costume, too—he was recovering from a broken leg but he got along swell with a cane. He smoked the peace pipe and so did Mr. Kelley and then they both made a speech. There were some other ceremonies and then Effie and Richard led us all over to the stadium. There they sat on a throne affair and watched the field events. There were four teams, each with their colors on, and some of the employees were team managers. Now, let me think, there were Mr. Frazier and Mr. Skelton, Mr. Rose and Miss Black, Miss Blackwolf and Mr. Davis, Miss Benjamin and Mr. Canfield. There were track events and centipede and antelope and kangaroo races—in fact, most of the zoo was there. Anyway, the Red team finally won—that was the one sponsored by Mr. Frazier and Mr. Skelton. It was loads of fun and it was a swell day. Miss Spencer sure 'saved it' for us, too, on the prizes. She had made angel food cakes and cookies and what not and they made grand prizes."

"Campus Day always meant a barbecue feed at supper time. If the weather was good, we always had it on the west campus lawn. You'd get a plate piled so high you couldn't see over and there was always java, and you could go back for seconds if everybody'd been through the line. Say, ain't it 'most supper time?' the man added slyly."

"Geel! it oughta be 'bout time! I'm starved! I'll go find out."

"And while you're in the house, go get that bunch of papers and stuff in my desk along with those *Indian Leaders*—you know where it is."

When the boy returned with the sheaf of papers, the man fingered through them and, selecting one, handed it back.

"Now this," his even voice went pleasantly on, "is the award program for the year. That program was always held at the auditorium on the evening of Campus Day. I'm not going to tax my memory too much. Suppose you read that and then I can tell you about any one or anything you want to know."

The boy read, the reading interspersed with eager questions and patient answers:

PROCESSIONAL Orchestra
MIXED QUARTETTE "Gypsy Winds"
Evelyn Tidmore Benedict Ashes
Toccoa Baker Edward Peters
AWARDS TO MOST ATTRACTIVE SENIOR ROOM FOR YEAR
Awards to Girls by Mrs. Margaret P. Speelman
Awards to Boys by Mr. Robert L. King
AWARDS TO SENIOR COUNCIL OFFICERS
Awards to Girls by Mrs. Margaret P. Speelman
Awards to Boys by Mr. Robert L. King
SAXOPHONE SEXTETTE "Parade of the Elephants"
Alphonse Ducept Andrew Yankton
Mary Ann Kirkaldie Rufus Plume
Cecelia Teeple Lawrence Hill
AWARDS FOR CHORUS WORK (To Graduates Only)
Presented by Miss Corrine E. Bemis

● Richard Green, Campus Brave; and
Effie Downing, Campus Queen

BASS SOLO "When Big Profundo Sang Low C"
John Bosin

AWARDS FOR BAND AND ORCHESTRA WORK (To Graduates Only)
Presented by Mr. Phil Cato

ORCHESTRA SELECTION "School Days"

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

"ONWARD HASKELL" Audience

AWARD TO MOST ATTRACTIVE SENIOR ROOM FOR YEAR:

Girls: Room 105—Ethel Bonser and Effie Downing.

Boys: Room 22, Keokuk—Harry Gilmore.

Room 75, Osceola—Adolph Cadue and Francis Wanageshik.

STUDENT COUNCIL OFFICERS:

Girls: Ethel Bonser, Helen Cornelius, Effie Downing, Thelma Kennedy, Sarah Jane Reed, Elnora Halfmoon, Arlene McLaughlin, Ida Browning.

Boys: John Bosin, Walter Suagee, Kenneth Scott, John Carney, Delos Botone, Forrest Jones.

CHORUS:

Girls: Elsie Captain, Helen Cornelius, Carmen Eagleman, Joanna Hauser, Alice LaRoche, Anna Mike, Alvina Teeple, Lena Rose Vale, Gladys White Eagle.

Boys: John Bosin, George Smith, Prentice Tiger, Raymond Tudor.

BAND AND ORCHESTRA:

Girls: Jimmy Ellison, Nellie Cosgrove, Alice LaRoche, Anna Mandan, Cecelia Teeple, Mildred LeCompte, Lorraine LeMieux.

Boys: George Nullake, John Bosin, Benedict Quigno, Howard Windlowe, Bryan Locust, Roland Miller, Andrew Yankton.

ATHLETICS:

Basketball: Bernard Gregnon, Kenneth House, Willard Iron Wing, Jess Samuels, Robert Stewart, Raymond Tudor, Francis Wanageshik.

Boxing: Peter Doxtator, Charles Dushane, Chester Ellis, Mack Keshick, Marion Miller, Frank Pushetonequa, Kenneth Scott, Louis Williams, Raymond Williams.

Football: Delos Botone, John Carney, Luther Deere, Homer Folsom, Bernard Gregnon, Roy House, Kenneth House, Forrest Jones, Mackey Kenyon, Dana Knight, Sterling Meredith, George H. Smith, Robert Summers, William Washington, Louis Williams, Lloyd Yellowhorse.

Track: Pemberton Doxtator, Spencer Fire, Solon Hill, George Rhodd, Robert Summers, Louis Williams.

"But was this the end of that day, then?" the boy wanted to know.

"No, sir! Next was the installation of the new student council. That was held on the girls' tennis courts, and there was a special ceremony. A fire was laid, and the old and the new councillors stood in a circle around it. Then the wood was lit by a ball of fire that was arranged to come from the trees. The idea was a symbol of the old belief in the eternal sacred fire that some tribes never let die. The old members lit their torches and passed them on to the new ones. Richard Greene spoke to the group and then administered the

oath of office. It was one of those things that kinda get you, impressive and solemn-like.

"But it didn't stay solemn long because a big fire like that is a grand place to stomp-dance around. Pretty soon all those who weren't at the pavement dance in front of Winona were all stomp dancing at the tennis court. . . And then bed check and lights out. We'd had a good day that day."

"What happened next?" the boy's voice broke in on the man's musings.

"What? Oh, yes. I think perhaps it was the H club initiation along about the middle of May. We had that at Brown's grove; it was always an all-night affair. The yannigans knew they really belonged to something after that!"

"I mustn't forget to mention the band concerts that we had on Sunday afternoons for about a month before school was out. Phil Cato was director then and the band sure showed a lot of improvement."

"What was the senior class play?"

"They gave 'Daddy Long Legs' that time, and I remember Miss Cosgriff was the director. It was plenty good. I think I've got that program. Yes, here it is. Every act was a different indoor scene and was so well worked out you really felt you were in a different place. You'll see that Jeanne Archambeau and Terrill Collins had the leads, and they both did mighty well, too. Here, you read the rest of the characters and I'll tell you about them."

Judy Abbot JEANNE ARCHAMBEAU
Jervis Pendleton TERRILL COLLINS
Mrs. Lippett ADA BENT
Sadie Kate JESSIE LEE KEYS
Gladiola ALVINA TEEPLE
Loretta ANTOINETTE CHARLEBOIS
Mamie BEATRICE O'JIBWAY
Freddie Perkins JOHN HARRISON
Miss Prichard MARY BLACKWOLF
Wycoff ELLIOTT WELCH
Parsons GEORGE SMITH
Codman LAWRENCE JACOBS
Saulie McBride ESTHER COURCHENE
Julia Pendleton CORRINE FAIRBANKS
Jimmie McBride CORNELIUS CARSHALL
Mrs. Pendleton GERTRUDE LEMIEUX
Mrs. Semple ANN LOCUST
Carrie ELSIE CAPTAIN
Griggs CLARENCE CORDRY
Walters RAYMOND HOLDEN
The Doctor THEODORE GHOST BEAR

When the possibilities of the senior play were exhausted, the boy wanted to know about the junior-senior affairs. So thoroughly was the man living over the past that he needed no questioning reminders to keep memory's impressions clear. He continued, "Oh, of course. The junior-senior dance was one of the high spots of commencement time. More or less formal affair—as formal as we Haskellites could make it. Our party was in the nature of a Spanish dance—La Fiesta. The old gym was gay and as pretty as it could ever be made, thanks to Miss Finnerty, Mrs. Haas, and Mr. Davis and their student committee, Bertha Appleby, Richard Greene, and Henry John. Lawrence Hill's orchestra played for us and Evelyn Tidmore sang and so did Troy Crews. Spencer Fire put on a snappy act of

rope twirling. Then I remember that the Spanish dancers with Libby Botone and Raymond Kruskie had a good number. This party came just after exam week and really started the commencement week-end. You'll find the baccalaureate service program somewhere there. Got it?"

"Yeh, here it is."

Processional Orchestra
Doxology Assembly
Invocation The Reverend E. R. Carter
Hymn, "Coronation" (Congregation Standing)
"Cavatina" (Larghetto, quasi Andantino) *Raff*
Orchestra
"Let Not Your Heart Be Troubled" *Speaks*
Helen Burnette (Soprano Solo)
"My Anchor Holds" *Towner*
Boys' Glee Club
Baccalaureate Address
..... The Reverend Carter H. Harrison
Hymn, "Love Divine" (Congregation Standing)
Benediction Boys' Glee Club
Recessional Orchestra

"Well, I thought I had a clipping about this service from the Lawrence Journal-World. Oh, yes. They summed up Reverend Carter's talk a lot better than I could:

"The first part of the sermon dealt with the necessity of religion in life. The speaker warned against the frequently heard statement that one kind of religion was just as good as another.

"One kind of religion is no more to be considered just as good as another than any kind of government is just as good as another, or one wife just as good as another," the speaker said.

"The second part of the address had to do with youth in relation to patriotic duty.

"The speaker declared that the first line of defense was sitting in the first rows at commencements, for it is they who will determine in the near future the destiny of the country. The real enemies of America, he declared, were not foreign nations but Americans who do not believe that public office means public trust; who will put the reins of government on the auction block and sell to the highest bidder. The real fight we ought to make is against disease, poverty, graft, and crime.

"This fight must be made by intelligent living for our country, not by blindly dying for it in some foreign land," the speaker concluded.

"The seniors wore their caps and gowns for the first time that evening and did we feel our dignity! After the service the faculty gave a reception to all the seniors in the garden at Pocahontas. Haskell campus is great in the spring, but that garden was one of the prettiest spots there. It made you think of some scene in a movie. Lots of relatives and old students were there by then. Even then we began to dread actually leaving every body and everything."

"Tell me about the alumni luncheon that was on the invitation," urged the boy to whom the end of school yet meant only release and freedom untinged by any hint of sadness or parting.

The man's voice came out of the gathering dusk. "It was in Curtis hall as usual. The alumni on the campus had charge of the program that year. Mrs. Basom and Mr. Fowler had done themselves proud on the food—boy, what eats! The Haskell orchestra played for us and John Bosin led the community singing. John sang a bass solo, too. Lawrence Hill played a saxophone solo—Hill could play anything. Mr. Kelley gave

a welcome to us seniors and the visitors. Thelma Kennedy, who was a commercial grad that year, made a response for the new alumni that was really well done. Mr. Newton Rose was the toastmaster and introduced all the guests. Every year brings some alumni back. Maybe they haven't been there in ten years or so. Maybe some of them have never been back since graduation. In 1937 there was one who hadn't been back for fifty-three years. That was John Bosin's grandmother, Emily Peitone Bosin, who was in the first class when Haskell started in 1884. John's grandfather was there, too, and several others of the family who were Haskell alumni. Look and see if you find a clipping from the Lawrence Journal-World about Mrs. Bosin. Read it when you do."

"Questions by a reporter were interpreted by Mrs. Bosin's two sons.

"She is happy to be back at Haskell.

"It is like coming home after a long trip," she explained. "I am very proud of Haskell and of Indian education."

"Mrs. Bosin, who notes vast changes in the school she attended 53 years ago, talked with some of the Kiowa girl students at Haskell yesterday and emphasized the value of an education. She believes school to be most important for the young Indian.

"The first class at Haskell had 16 members, and Emily Peitone was the oldest. There was nothing of the modern Haskell then and no indication that the school would ever attain its present rank. But that year in school made a vivid impression on Mrs. Bosin and she has fond memories of Haskell and what it stands for."

"There are a whole lot of alumni like Mrs. Bosin—they have fond memories of Haskell and what it stands for. Now there should be a list of all the visitors and alumni somewhere here. I know I saved it. I wondered then why I did but I've been glad since. Here they are. Those that I have marked were employees at Haskell in 1937."

Mrs. John Ames, Topeka, Kansas.

Joe Anderson, Haskell, High School '35.

Mr. and Mrs. Paul E. Armstrong, Kansas City, Missouri, Normal '98.

*Mrs. Ida T. Barrett, Haskell.

William V. Battese, Kayenta, Arizona, Commercial '35.

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

Mrs. Floyd Bell, Hominy, Oklahoma.

Margaret Bitting, Window Rock, Arizona, Commercial '36.

*Louise Blackwolf, Haskell, High School '33.

Mr. and Mrs. Frank (Emily Peitone) Bosin, Anadarko, Oklahoma.

Mr. and Mrs. John Bosin and daughter, Lynda Lou, Anadarko, Oklahoma.

George Bosin, Anadarko, Oklahoma.

Mr. and Mrs. Matthew Botone and son, Burk, and daughter, Ida, Fort Cobb, Oklahoma.

*Ida Browning, Haskell, High School '35.

William Butler, Porum, Oklahoma, Civic Participation '36.

Mrs. Cerre and daughter, Ponca City, Oklahoma.

Christine Chaney, Fort Wingate, New Mexico, Commercial '32.

Mrs. F. Chaney and daughters, Anne and Lorraine, Mayetta, Kansas.

Mrs. Pemberton, Checotah, Oklahoma.

Belva Coates, Oklahoma City, Oklahoma, Commercial '31.

Jack Culberson, Haskell, High School '35.

Edra Doxtator, Milwaukee, Wisconsin, Home Economics '27.

*Oliver Duffina, Haskell, Printing '33.

Miss Josephine Fields, Claremore, Oklahoma.

George Fields, Toledo, Iowa, Commercial '35.

Zenobia Pearman-Fields, Toledo, Iowa, Commercial '35.

Clarence Fisher, Haskell, Power Plant '35.

*Leonard Frazier, Haskell, Agriculture '33.

Tena Gardner, Milwaukee, Wisconsin.

Tom Goslin, St. Joseph, Missouri, Blacksmith and Welding '36.

Mrs. Tom (Margaret Perry) Goslin, St. Joseph, Missouri, High School '36.

Vivian Goslin, Emporia, Kansas.

Mrs. Greenlee and Betty Jo, Council Hill, Oklahoma.

Woodrow Groves, Window Rock, Arizona, Commercial '36.

Mrs. Effie Harjo and son, Bobby, Pawhuska, Oklahoma.

Doc Henson, Pawhuska, Oklahoma.

Mrs. G. L. Henson and daughter, Blanche, Claremore, Oklahoma.

Louis Hicks, Muskogee, Oklahoma, Auto Mechanics '36.

Miss Josephine Hilton, Lawrence, Kansas.

Billy Roy Hogue, Checotah, Oklahoma.

Hilda House, Chicago, Illinois, Arts and Crafts '35.

Edna Holden Huellhorst, Springfield, Missouri, Commercial '27.

Blanche Jacobs, Milwaukee, Wisconsin.

*Harry Jones, Haskell, Physical Education '26.

Jess Kates, Muskogee, Oklahoma, Auto Mechanics '36.

Mrs. Samuel (Serena Farnsworth) Kennedy, Kaw City, Oklahoma.

*Jeff McCoonse Lantis, Haskell, High School '29.

Vincent LeMieux, Cloquet, Minnesota.

Mrs. Maude Lindsey, Topeka, Kansas.

Andy Locust, Vinita, Oklahoma, Painting '33.

*George Lowry, Haskell, Plumbing '31.

Clifford Madosh, Neopit, Wisconsin, Plumbing '36.

Sullivan Miller, El Reno, Oklahoma, Junior college '32.

Viola Ned, Kansas City, Kansas, Arts and Crafts '36.

Benjamin Nelson, Texarkana, Texas, Normal '26.

Mrs. Benjamin (Lucy Benham) Nelson, Texarkana, Texas, Commercial '26.

Eli Omer, Lawrence, Kansas, High School '34.

Mr. and Mrs. H. B. Peairs, Lawrence, Kansas.

*Newton Rose, Haskell, High School '30.

Dora Sampson, Kansas City, Missouri, High School '34.

*Allan Shepard, Haskell, High School '25.

Joe Skye, Window Rock, Arizona, Commercial '36.

Edwin Smith, Fort Totten, North Dakota, High School '35.

Rosalie Smith, Chicago, Illinois, Commercial '35.

Harold L. Shilling, Educational Field Agent, Concho, Oklahoma.

*Louis Shipshe, Haskell.

Fred Skeeter, Sapulpa, Oklahoma, High School '31.

Mr. and Mrs. Spalsbury, Lawrence, Kansas.

Mr. and Mrs. P. C. Suagee, Delaware, Oklahoma.

Dorothy Teehee, Pawnee, Oklahoma, High School '36.

*Mrs. Louisa Hauser White, Haskell, Commercial '09.

*George Washington, Haskell, Masonry '33.

Mrs. F. C. Wenrich, Lawrence, Kansas.

Clement Williamson, Craig, Missouri.

*Pahhe Yazza, Haskell.

"That's a swell list," the boy commented. "But didn't you have any sports and athletics at Haskell then?"

"Well, of course, by commencement time the season was over for everything except baseball. Some of the boys played that down town during the summer, and in the spring there was a soft ball tournament among the boys and girls both. In fact, there was a soft ball game after this senior-alumni luncheon I was telling about.

"Then of course everything ended with the senior-alumni dance that same night. It was good to see old students and visitors and be congratulated and all that, but there weren't many of us who weren't thinking a little of tomorrow when we'd have to leave and sort of wishing we could put it off a while."

"You haven't said a thing about graduating exercises!" burst in the boy.

"Well, I wanted to save that for the last. Yes, that came the same day, May 24, before the dance. All of us seniors in caps and gowns met at Pocahontas hall and marched in a procession to the auditorium. There were two boys first as ushers; then Mr. Kelley and the speaker; then the heads of departments, Mrs. Black, Mr. Spaulding, and Mr. Johnson, with Mr. Carter, the new religious director. Then came the classes—vocational girls, vocational boys, commercials. I don't think I'll ever forget the feeling as we marched between the rest of the students lined up along the way. It was an



•The Indian Club

Back row, left to right, Richard Pratt, John Bosin, Walter Hamilton, Ben Naranjo, Dana Knight, Page Roy. Front row, Pete Sitting, Joanna Hauser, Mary Blackwolf, Libby Botone, Ethel Crane, Adah Bent, Clara Davis. The Indian club is sponsored by the boys' and girls' advisers. Throughout the school year just past they responded to numerous requests from nearby communities for programs in which Indian pageants, ceremonials, legends, music, and dances were featured.

evening much like tonight. Made you want to just say, 'Swell out tonight, ain't it?' when all the time if you could you knew you'd bust out in poetry. Um-m—here's the program for that, too."

Processional Orchestra
Invocation The Reverend E. R. Carter
"Lovely Night" (Tales of Hoffman) .. Jacques Offenbach
Girls' Glee Club (A Cappella)
Commencement Address Tom Collins
Presentation of Diplomas R. M. Kelley
"Onward Haskell" Assembly
Recessional Orchestra

"That speaker, Tom Collins, was O.K. He was the Sunday editor, or something, for the Kansas City Journal-Post. He had something to say and he knew how to

say it. Why, we didn't even want to sleep. He gave us a recipe for success and boiled down it was this: Be enthusiastic; know how and when to grab an opportunity, no matter how small or useless it seems to be; and have people like you, have personality. If he'd just said those things like I've told you, we'd never have remembered 'em, but he knew how to speak. Those ideas have stuck by me ever since. I've used 'em, too. Let me tell you—but, no, that's another story that hasn't anything to do with Haskell."

The man's voice fell away. The boy was silent. The swift darkness of the prairie had fallen, punctuated only by the up-tilted points of the crescent moon and one brilliant star. A myriad of night voices penetrated but did not disturb consciousness. Out of the dusk, at last came the boy's voice, a little huskily,

"Swell out tonight, ain't it?"



THE GRADUATES

HOME ECONOMICS

Eloise Alexander, Jeanne Archambault, Neva Belle Archer, Ada Georgia Bent, Alvina Big Crowe, Mary Blackwolf, Mary Frances Blalock, Elsie M. Captain, Antoinette Charlebois, Freda Counder, Esther Courchene, Eunice DuPris, Marie DuPris, Carmen Eaglesmen, Corrine Fairbanks, Delilah Juanita Fargo, Wilma Giroux, Eunice Hadley, Elnora Halfmoon, Joanna Hauser, Vera Jamison, Anna Mae Keel, Clara Keezer, Alice LaRoche, Mildred LeCompte, Gertrude LeMieux, Lorraine LeMieux, Anne Locust, Eleanora Lucia, Florence Lunderman, Geneva Luton, Arlene McLaughlin, Elizabeth Matchie, Beatrice O'Jibway, Frankie Secon-dine, Willa Mae Spybuck, Alvina Teeple, Louise Wam-mego, Irene White.

ARTS AND CRAFTS: Ethel Crane, Winnifred Sand.

BOYS' VOCATIONAL

AUTO MECHANICS: Wesley Bigjoe, Alvin Chaney, Terrill Collins, George Nullake, Clarence Stone, Edward Wade, Jerome Whitefeather.

BAKING: Narcisse Benoist, John A. Bosin, Earl J. Brown, James Sams, Samuel Jacobs.

BLACKSMITH AND WELDING: Alex Anywaush, Laska Davis, Luther Deere, Sterling Meredith, Walter Suagee, Joseph Summers.

CARPENTRY AND CABINET MAKING: George Baldridge, Lawrence Jacobs, George Smith, Charles E. Wells.

ELECTRICITY: Wharton Bright, Chester Crowe, La-Jole B. Doctor, Chester Lee Ellis, Dana Knight, Prentice Tiger, Woodrow Wilson.

LEATHERCRAFTS: Adolph Cadue, George Rhodd, Jose Maria Romero.

PAINTING: John Carney, Richard Pratt, Benedict Quigno, Kenneth Scott.

PLUMBING: Kenneth House.

POWER PLANT: Elliott Welch.

PRINTING: Lawrence M. Hill, Edward Martin, Francis Wanageshik, Howard Windlowe.

VOCATIONAL CERTIFICATES: Theodore Ghost Bear (Painting), Thomas Mule (Auto Mechanics), Clayton Noble (Drafting and Carpentry), Robert Summers (Auto Mechanics).

COMMERCIAL

Emma Lou Anderson, Hermann Bear, Josephine E. Berry, Delos Botone, Arthur Breuninger, Cornelius Carshall, Clarence Chicks, Thelma Lucille Cochran, Clarence Cordry, Helen Cornelius, Nellie Cosgrove, Hazel Marabelle Crossett, Effie Downing, Joseph Eco-fey, Jimmie Ellison, Evangeline E. Flute, Hazel Gil-ber, Harry Gilmore, Cecil Green, Alberta Griffin, Johnny Halfmoon, Geraldine Henson, Raymond Hol-den, Roy House, Frances Irving, Thelma Kennedy, Jes-sie Lee Keys, Harriet Kimmel, Ione LeCompte, Esther LaPointe, Helen LaRoche, Edward Lincoln, Elmer Lincoln, Anna Mandan, Anna Mike, Roland Miller, Wilbur Parker, Daniel J. Poler, Russell Prophet, Grace Sargent, Alicia Saul, James Scholder, Jeanette St. Arnold, Sidney Stone, Cecelia Teeple, Raymond Tudor, Lena Rose Vale, Catherine Vieux, Gladys White Eagle, Louis Williams, Andrew Yankton.

FOUNDATION COURSES

THE ninth and tenth year courses at Haskell In-stitute are the foundation courses of the ac-credited vocational high school program. At the same time the courses are so constructed that a stu-dent who wishes to complete a full four year public high school may make the change at the end of the ninth or tenth year with no loss of credit.

ADMISSION AND ENROLLMENT

Students whose degree of Indian blood is at least $\frac{1}{4}$ and who have successfully completed the eighth year work elsewhere are admitted to Haskell Institute for ninth year work. Students wishing to enroll in the tenth year must present a transcript of the credits earned in the ninth year at some other school. The official report for the third quarter showed an en-rollment of 88 in the ninth year and 127 in the tenth year.

THE SCHOOL PROGRAM

Students are in school a half day and in vocational training or on institutional detail a half day. Each half is divided into four periods of 44 minutes each. The fourth period of each half day is devoted to co-cur-ricular course. During the first semester the ninth year students were in school in the morning and the tenth year in the afternoon. This order was reversed for the second semester.

THE CURRICULUM

Except for some slight changes in the time given to some of the subjects in the tenth year, the curriculum for 1937-38 will be the same as for this school year.

Ninth Year:

General Mathematics2 semesters
General Science2 semesters
English2 semesters

Tenth Year:

English (Required)2 semesters
Social Science (Required)2 semesters
Integrated Mathematics2 semesters
Natural Science2 semesters

(A choice is made between mathematics and natural science.)

CO-CURRICULAR AND EXTRA-CURRICULAR COURSES

The student has a choice of one of three co-cur-ricular subjects to be taken the fourth period of the half day he is in school. These subjects are music appreci-ation, vocal music, and physical education. If the course is satisfactorily completed, $\frac{1}{4}$ unit of credit is allowed.

All students are encouraged to participate in some of the following on academic extra-curricular acti-vities:

ChorusUnit of Credit $\frac{1}{4}$
Boys' Glee ClubUnit of credit $\frac{1}{4}$
Girls' Glee ClubUnit of credit $\frac{1}{4}$

To receive credit in extra-curricular activities a stu-dent must qualify for the organization in which he expects credit and remain with the class throughout the course.

A maximum of one unit of credit in both co-cur-ricular and extra-curricular activities will be allowed during the four year course.

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

THE HOME ROOM

From the pamphlet on home rooms, the material which was outlined by the home room teachers, we find the following:

"In the home room organization at Haskell Institute every effort should be made to develop initiative and leadership. We can justify our program only as it serves as an agency for unifying and integrating the personality of the child so that he fits into the life of the school as a whole. Let us be on guard all the while to see that the pupils share the responsibility of plan-ning and carrying out the most desirable program . . . In the home room let us create right attitudes, and through our efforts let us guide pupil activities so as to mold right habits and good character."

The students became acquainted with Haskell In-stitute through actual visits to the various shops: auto mechanics, bakery, carpentry (drafting), leathercraft, painting, plumbing, barns, transportation, advisory of-fices, home economics, hospital (East Campus), laun-dry (kitchen), blacksmithing and welding, electrical shop, landscape gardening, masonry, printing, power plant, administration offices, arts and crafts, and com-mercial department. During each visit a responsible person gave interesting and valuable information in regard to the work of the department.

The following days were suggested for special obser-vation: Columbus Day, Thanksgiving, Christmas, Lin-coln's Birthday, Valentine's Day, Washington's Birth-day, St. Patrick's Day, Easter, Arbor Day, May Day, Education Week, and Fire Prevention Week.

Important character traits were also suggested topics for discussion.

A joint home room program was given in the audi-torium by the ninth year groups for the entire class, and a similar one was given by the tenth year groups for their entire class.

On the home room record sheets the following in-formation was kept for each student: home address, tribe, degree of Indian blood, other personal informa-tion, and grades.

HEALTH

In addition to the regular health program under the supervision of the hospital staff, the various academic departments fused health education with natural sci-ence, social science, English, mathematics, and home room activities.

Besides the regular class discussions on water, food, ventilation, disease and similar topics, the natural science classes freely used models and charts. Voca-tional diseases, home sanitation, public health, fire prevention, and accidents were important topics con-sidered in the social science classes. In the English classes health items were used as topics for oral re-

ports; for examples, care of hair and hands, milk, food preservation, tuberculosis, itch, poison ivy, and other subjects of vital importance.

The mathematics classes approached the health problem from an economic standpoint: life insurance, accident insurance, statistical reports on various diseases such as pneumonia and tuberculosis, the per cent of our national wealth spent on hospitals and health research and the cost of proper food and suitable clothing.

Right temperature, proper lighting, and correct posture were considered in all of the academic departments. The health of the students was a matter of paramount concern throughout the year both in discussion and in practical application.

THE TESTING PROGRAM

The testing program for the year 1936-37 included:

1. The Terman Group Test, Form A for all students entering Haskell for the first time.

2. The Detroit Aptitude Test for all boys above the tenth grade and all special vocational students.

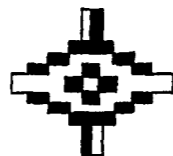
3. The Stanford Achievement Test, Form X for all ninth and tenth grade students, given in October.

4. The Stanford Achievement Test, Form Y for ninth and tenth year students, given in February.

(Twenty-five students in the tenth year took Form X.)

5. The Terman Group Test, Form B for all students entering Haskell after Form A was given and for re-test of all students whose test on Form A gave questionable results.

The results of these tests indicated an excellent rate of progress for our students. A report with tabulations of the results was made at the close of the school year. Individual results are kept on each student's permanent record sheet.



VISUAL EDUCATION AT HASKELL

SURVEYS and research studies have definitely proved the value of visual instruction as an educative factor. In fact, most every progressive school of today has some sort of visual education program. Realizing the tremendous importance of this type of instruction, and desiring to give its students the best there is in modern education, Haskell Institute inaugurated a rather comprehensive visual education program during the second semester of the school year just past. The program, in reality, was composed of two parts, namely, showing of films to student groups on the campus and discussion of topics shown in "March of Time" at one of the local theaters.

The vocational department redecorated and equipped a room to be used exclusively for visual education. It was equipped with a 16mm projector, a ventilating system, windows darkened with removable sections of veneer, and had a seating capacity of 100. This room was centrally located, being easily accessible to all departments participating. Students from the electrical department successfully served as operators.

All the 16mm films were obtained through the rental service of the University of Kansas extension division. The films were selected by the teachers in the various departments participating in the program and final schedules were compiled from those lists by a coordinator appointed from the Haskell faculty. These schedules for the entire semester were placed in the hands of all the teachers concerned so that the visual instruction could be definitely tied up with the classroom discussion. This was particularly true in the vocational, home economics, and physical science departments. In the social science field, pictures were selected of the geography and travel type, the idea being to broaden the student's knowledge in the geo-

graphy and the customs of people in the United States and in other countries.

A total of 140 reels were shown over a period of 16 weeks with an average weekly attendance of 425 students. During this period, some very interesting, and indeed encouraging, facts were discovered which emphasizes the value of such a program. For instance, carefully prepared tests were given covering the film material and the results were compared with test results covering text and classroom discussion material. It was found that the students ranked appreciably higher on the film tests than they did on the others. The foregoing is but one illustration of the worthwhile results obtained; space will not permit discussion of the many others.

Another phase of visual education was instituted in the freshman and sophomore English classes in cooperation with a local theater. Every four weeks "March of Time" issues a publication known as the "Photo Reporter" in which is discussed all of the topics shown on the screen by that organization that month. The "Photo Reporter," accompanied by a teacher's manual, is delivered by the cooperating theater, without cost, in advance of the presentation of "March of Time" on the screen of that theater. Enough copies are available so that each student may have one. This publication is prepared by "March of Time" and edited by prominent educators of this country, and it was felt by those teachers who made use of it that very worthwhile results were obtained. The "March of Time" newsreel had more meaning to those who attended the theater; to those who were unable to attend, the "Photo Reporter" gave them information on current topics which they otherwise would not have had an opportunity to obtain.

Haskell has made use of visual education in the past but not to the extent that it was carried on this past year. The results have been so gratifying that a more extensive program is being planned for the coming school year.

INDIAN INFLUENCE ON EARLY MICHIGAN HISTORY

THE two peninsulas which now are Michigan have had an interesting past. Scientists have deciphered some of the state's early-day history in a terrain riven by earthquake and buried deep in glacial ice. A convulsion of nature many thousands of years ago probably separated the two portions of the state and created the straits of Mackinac.

Certain it is that prehistoric man of the stone age mined copper in Michigan with crude flint tools while keeping alert watch for roving mastodon. Later, Indians trod silent forest trails.

Then came Cadillac, LaSalle, Charlevoix, Marquette and Pontiac, names indelibly linked with the history of the state as they followed ancient trails in their explorations and conquests.

These following facts concerning some of the municipalities of Michigan may interest you:

Albion—Prior to the coming of the white man, the region was inhabited by *Potawatomi* Indians.

Alpena—Once a favorite encampment of Indians.

Battle Creek—In 1825 two white men battled Indians on the bank of the river and this, according to legend, is how the city got its name.

Bay City—Once a favorite site of *Chippewa* Indians.

Detroit—Metropolis of Michigan and fourth largest city in the United States. Home of man in prehistoric times and first visited by white men in 1634. Present city founded by Cadillac in July, 1701.

Escanaba—In the *Ojibwa* Indian tongue the name of the city means "Land of the Red Buck."

Flint—Name comes from Indian word "Pe-wan-a-go-wing," meaning flint stones.

Grand Rapids—Built on site of Mound Builder encampment. Indian name of city, "O-wash-to-nong," means far-away-water. Second largest city in Michigan and founded by Louis Campau in 1837.

Ishpeming—Takes its name from Indian word meaning "heaven."

Kalamazoo—Name supposed to be a translation of an Indian word meaning bright, sparkling water. The French explorer, de LaSalle, camped here in 1680.

L'Anse—A favored hunting ground of the Indians

Mackinac Island—"The Emerald Isle of the Great Lakes." Passing from its primitive stage of occupancy into the hands of the French in 1671, claimed by England after the French-Indian Wars, 1754-1763, ceded to the United States by the Treaty of Paris 1783, recaptured by the British in 1812, it finally became an abiding treasure of the United States in 1815. Fort Mackinac, next to oldest fort in United States, built in 1780 by British, still stands. Connected with the early history are the names of Nicolet 1634, Joliet 1669, and LaSalle 1679, early explorers, and Father Marquette 1669, a Jesuit missionary who worked among the Indians. Trails made by the Indian still wind through forests of balsam, spruce and hard woods.

Mackinaw City—Before the coming of the white man this was the summer camp of the *Chippewa* and *Ottawa* Indians. Here Marquette found them and laid the foundation for a lasting friendship with the French. During Pontiac's conspiracy this place was garrisoned by English soldiers who were massacred by the Indians.

Monroe—First white men to visit site of this city were Hennepin in 1701 and Charlevoix in 1721. Long the camping ground of *Ottawa* and *Potawatomi* Indians. River Raisin massacre occurred here in 1813.

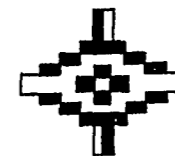
Petoskey—Is located on Little Traverse bay. The territory is rich in tradition—Indian and French. In 1787, when Pe-to-se-ga (Chief Petoskey) was born, near what is now Harbor Springs, there were 4000 Indian warriors available in this vicinity. White settlers first came to this region in the middle of the nineteenth century. There is a small Indian colony today in Harbor Springs, just across the bay; and to the northwest on Lake Michigan lies Cross Village, an Indian fishing town.

Pontiac—Chief Pontiac, who gained fame in the siege of Detroit, made his home on an island in Orchard Lake.

Port Huron—Settled by French. In early days famous as the site of the "Olympic games" of the Indians.

St. Ignace—Marquette established permanent Indian mission here in 1671, and his body is buried here.

Sault Ste. Marie—Oldest city in Michigan and one of oldest in the United States. First visited by Etienne Brule, a Frenchman, in 1622.



HUNTING FOR DEER

• Daniel Looking, an Indian lad of this reservation, went out hunting for deer and getting disgusted because he could not find any he began shooting at everything he saw and finally ran out of shells. He saw a cherry tree and began eating cherries. Just when he had his mouth full of cherries, a deer ran out of the bushes! He was out of shells so he immediately filled his gun with powder and took the cherry seeds

out of his mouth and stuffed them down the barrel of his gun; he aimed at the deer's head and shot him right square in the forehead. This did not kill the deer and it immediately turned and ran into the brush. The following year this same Indian lad was out hunting, and saw a peculiar looking animal. To his surprise this animal was the same deer that he had shot at the year before with cherry seeds. Right where the cherry seeds had hit him, there sprouted out young cherry trees!—Martin Mitchell, *Assiniboine* Indian, in Indians at Work.

HOME ECONOMICS DEPARTMENT

THE fifty-third year of Haskell Institute is closing, and with it comes ever-changing attitudes and opportunities. Records show that during each year of Haskell's existence there has been a change in program which more nearly prepares the student for the place in life she is to occupy.

In 1887 the first class in home training for ninth

grade girls was organized by Mrs. E. L. Johnson. The department was then located in what is now Winona hall. This first course consisted of cooking, sewing, and home decoration. At the time the home training course was organized, ninth grade girls only were eligible. The first home economics student was graduated in 1900. In 1901 there were fourteen domestic science graduates and two domestic art graduates.

Curtis hall was completed in 1902, and the two departments, domestic science and domestic art, had more room and better equipment. The tenth grade was added in 1910 and the eleventh and twelfth in 1921.

Now in 1937 the department has expanded into a full four-year course, with additional time for special work, and the girl is encouraged to find and follow her particular aptitudes. The following is a resume of the courses now offered in the department.

ARTS AND CRAFTS

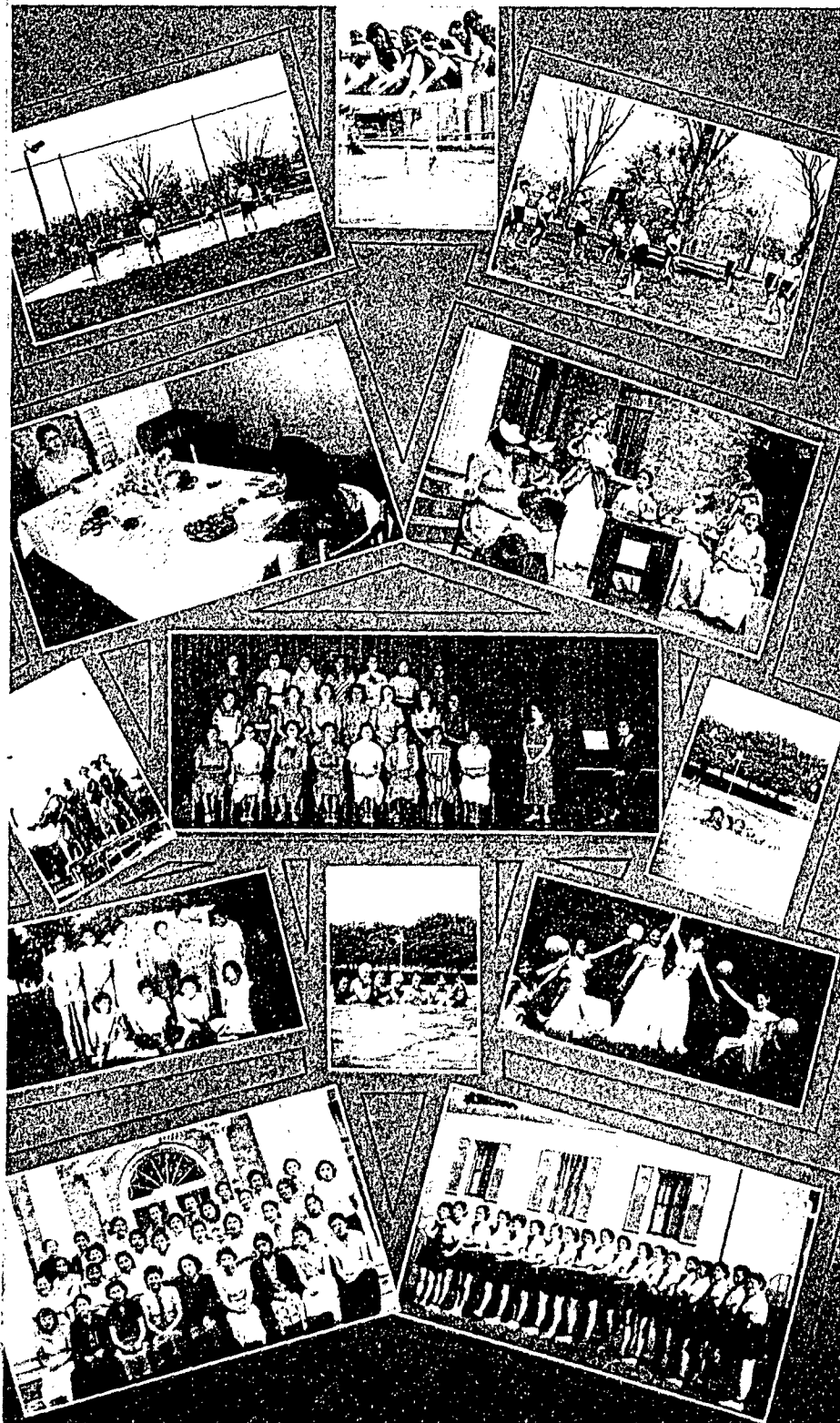
This course consists of Arts and Crafts I for the ninth grade, Arts and Crafts II for the tenth grade, and a two-year course for the eleventh and twelfth grades. Arts and Crafts I and II give the students an appreciation of their subject, and also help to find whether the students have an aptitude for the work.

Each year two sales are given, one before Christmas and one before graduation. These sales are planned and carried out by the full-time students who receive a percentage of the proceeds.

Several trips were taken this year with the Indian marionettes. Performances were given at Leavenworth, Lansing, and Canton, Kansas, and at Seneca, Sequoyah, and Pawnee Indian schools in Oklahoma.

CLOTHING

The specific objectives of this division are: (1) to develop the ability to select, construct, care for, and wear clothing well; (2) to buy judiciously and to compare ready-made and home-made garments as to cost and durability; (3) to give an understanding of the textile fibers and their relation to wearing quality and appearance of the finished garment; (4) to develop skill in cutting, fitting, and constructing one's own clothing.



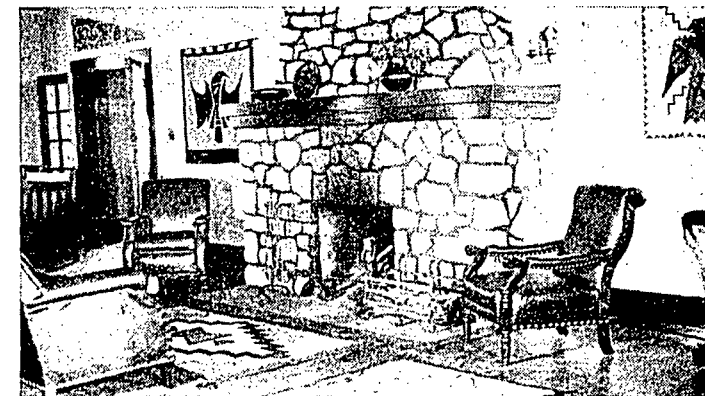
All materials used in clothing classes as well as some patterns are furnished. The girls buy their own trimmings and accessories, as belts, etc. The garments are issued to the girls as soon as they are satisfactorily completed. In units in construction of garments in clothing classes the attempt is made to develop high standards of line, style, material, selection, care, and workmanship.

The majority of the ninth grade girls have had little or no sewing. A thorough foundation, therefore, of the fundamental construction processes is given in this class. There is also practice in cutting and fitting, and in the use of commercial patterns and the sewing machine by setting-up simple sewing projects. The first unit is on under-garments. Selection of appropriate underclothing, hygienic qualities, laundering, and care are stressed. A simple French pantie is made using the flat-fell seam, plackets, fitted yoke or facing, worked buttonholes, and various types of trimming and finishes for the edges. A fitted slip is then made. A more difficult construction problem of the same type is a two-piece gym suit made next. This includes such processes as tailored seams, hems, faced openings, set-in sleeves, darts, the bound collar, and edge finishes.

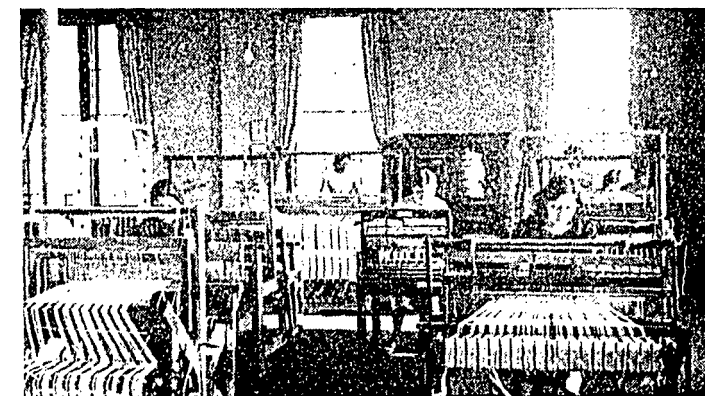
In each tenth grade course the gymnasium suit is presented as the first construction problem, as many of the girls are new and need the suit for physical education class. Others exchange their much-used ones for new ones. Those not taking physical education make white hospital uniforms. The second problem is the making of pajamas of outing flannel, white dimity, or crossbar, trimmed in prints. This problem offers construction problems in flat-felled seams, fitted yokes, and bias or other trim. The simple cotton dress is made from the prints furnished by the school. Special trimmings, buttons, and buckles, however, are furnished by the girls themselves. Commercial patterns are used as many of the girls have little previous experience in clothing. Emphasis is placed on good construction processes as well as neatness and style of the finished garment.

The first construction problem of the eleventh grade clothing class is a two-piece gymnasium suit. The tailored blouse of white gives the girls an opportunity to make tailored seams, set-in sleeves, and tailored collar. The black shorts are also tailored with eyelets for laces. The second problem is a print dress. Each girl plans her own design and drafts her pattern or combines several to get the desired effect. Then she selects the color most becoming to her. Special attention is given to nice finishes as well as the style of the finished garment. The wool problem is presented as a skirt and bolero. Special emphasis is placed on correct tailoring, neat finishes on all seams, well-fitted plackets, and well-tailored finished garments. To complete the wool dress, each girl makes a sheer blouse, of dotted swiss. Some are simple tailored designs, while others are the truly feminine type with full sleeves and dainty trimming. The final problem is a sheer summer dress of organdy, dimity, or other dainty cotton. The girls are allowed to select or draft their own pattern and choose the material most suited to them in color and design. They are made in varying lengths, depending upon the girl's own wardrobe.

A shop coat which serves as a uniform tailored problem is made by all the girls in the senior clothing class. This gives the girls experience in making tailored buttonholes, and fitting the notched coat collar in particular before making their wool suit. A two-piece tailored or sport type wool suit is made with a silk lining in the jackets. Emphasis is placed on preparation of the material by shrinking it properly, as well as on pressing throughout, fitting, seam finishes, tailored buttonholes, set in pockets, and good tailoring



● Fire Place in Home Economics Building



● Weaving



● Clothing Class

in general. A sheer dimity blouse or guimpe is made to complete the ensemble. Other suitable accessories are studied. The last problem is a silk print dress.

FOODS

The foods course has been planned with a twofold purpose: to train the student to become a homemaker, and to be better able to earn money should the student desire to do so. The courses have been planned as practical as possible to meet the needs of the girls. The laboratories are equipped with different types of stoves in each unit. The class is divided into two groups rotating from one unit to the next.

The chief aim of the ninth grade course has been to create a more abundant life in each girl's home as it exists at the present time. To accomplish this purpose, instruction has been given in the proper health habits and attitudes, wise selection of foods, and the proper preparation and serving of such foods. The ninth grade girls spend two periods every other day during a semester in the foods laboratory. The unit stressed during this period is the preparing and serving of various types of breakfasts suitable for the family of an average income. The points which are emphasized are: (1) selecting food in relation to her individual needs and those of the family, and (2) planning, preparing, and serving wholesome breakfasts according to the family requirements and income.

All the tenth grade girls are enrolled in foods the second semester. The class is divided into four sections, which meet every other day for two forty-five minute periods. The textbooks used are "Everyday Foods" by Harris and Lacey, and "Foods and Home Making" by Greer, as well as numerous reference books.

The classes study and prepare the simple breakfasts and advanced breakfast projects. The remainder of the course is devoted to the study and preparation of luncheon foods. Three types of luncheons are planned, prepared, and served—light, medium, and heavy. The problems involved are making the menu, working schedule, marketing list, and cost. The project is given as a family group consisting of father, mother, and children.

The eleventh grade girls are divided into three groups, two meeting during the first semester, and one the second semester. The work for the first semester consists of the food preservation unit, the luncheon

unit, and dinner unit. The food canned is used by the various foods classes throughout the year. The second semester girls spend more time in food preparation and meal planning and serving. The second semester course is completed with a picnic lunch.

The twelfth grade girls are divided into two groups, one meeting the first semester, the other the second. The first semester girls can fruits, vegetables, pickles, and make jelly to be used for their class meals and senior dinners. The second semester girls have as one of their outstanding units the luncheon project in which each girl is allowed one dollar to purchase food for four people. She has full responsibility in planning, buying, preparing, and serving the luncheon.

The senior girls are called to help with many special meals downtown, as well as the campus functions. Another interesting event in the senior class was entering the contest sponsored by the Kansas Potato Growers association in which the girls won eight prizes out of the twelve offered.

The senior girls have a general course in foods completing the work with a senior dinner which serves as a practical test of the girl's ability in meal planning, preparation, and serving of food. This includes the planning, inviting the guest, preparing, and serving the meal.

CHILD CARE

Child Care is offered in the sophomore year. The primary aim is to develop an intelligent interest in the physical well being of the child. The care, protection, and rights advocated in the Children's Charter are stressed in this course.

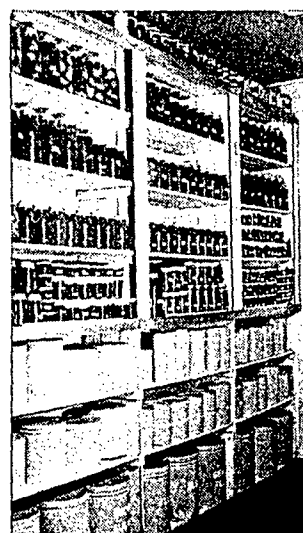
CHILD DEVELOPMENT

Child Development is given in the senior year. The main objectives in this course are to teach an appreciation of happy normal child development and to teach the importance of helping the child to solve his own problems.

Some of the topics studied are parents, home, neighborhood habits, mental health, fear, anger, jealousy, emotional adjustment, social development, discipline, praise and rewards, respect for ownership, story telling, and books and pictures for children. The child development laboratory is the nursery school.

NURSERY SCHOOL

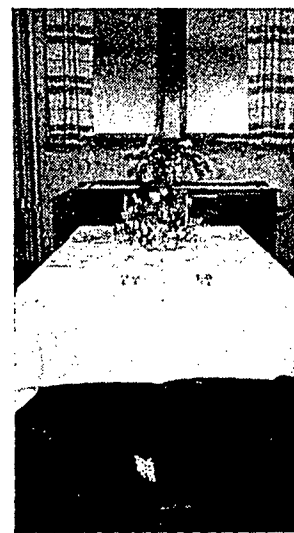
The purpose of the work here is to give the girls of the child development class an opportunity to learn important factors regarding the supervision of children; to develop in these girls an intelligent interest



● Foods Store Room



● Marketing Class Food Exhibit



● Senior Dinner Table

made of discarded materials, materials within the reach of Indians living on the reservation; and to give the girls experience in food preparation for pre-school children, and an opportunity for them to study feeding problems.

Results hoped for the children are evidence of social adjustment, formation of right habits through proper consciousness of environment, formation of right habits through play, emotional development, physical development, development of interest-drives, and the development of motor and sensory control.

The nursery school year consists of two fourteen-week terms. Some time is given the child development student for instruction in nursery school routine the first of each semester before actual work is begun with the children. Menus, cooking schedules, and daily supply lists are made out before the beginning of the nursery school term.

Formerly nursery school enrollment was limited to children whose parents were staff members. As there are but three this age living on the grounds at the beginning of the second semester, however, eleven Lawrence pre-school children were admitted.

PRACTICE COTTAGE

Thirty girls have enjoyed the privilege of living in the practice cottage this year. Six girls together with the instructor and an assistant comprise the family group in each six-weeks period. The girls share the duties and responsibilities of the home. Each week they assume a different part of of the work. One of the largest responsibilities is that of planning, preparing, and serving two meals a day. The one responsible for the cooking keeps careful record of all food supplies used and figures the cost of the meals at retail prices.

Caring for the house, laundering the table linens, and mending the household linens are duties which the girls assume in turn.

Each group has a number of social func-

in the welfare of children; to give them an opportunity to observe the formation of right habits through play; to study pre-school children at play in a desirable environment, an environment in which expense is kept very close to the minimum; to give them an opportunity to observe children playing with a desirable equipment which the students of the child development class have constructed; to give the girls an opportunity to see the children playing with desirable and popular toys and equipment

tions, including a slumber party for their girl friends, a buffet supper, and several guest dinners to which employees are invited.

CIVICS

This course is offered to senior girls and the central purpose is to help the student to know, to love, and to serve her community and to assist in solving its problems. There is kindled within her an appreciation of the duties and obligations as a citizen not only of the community but of the United States as well.

ENGLISH

The English courses for the eleventh and twelfth grades have been planned along lines as practical as possible for the girl who will go on to school or not. For both grades there is a grammar review and required outside reading for reports. For the eleventh grade, which continues the entire year, other units include those in conversation, explanation, outlining, use of the library, reading for comprehension, use of the dictionary, and oral and written composition. The twelfth grade has one semester only and besides those units mentioned, its course includes the writing of articles for *The Indian Leader* and the fundamentals of dramatic work. This latter unit culminated in a declamation contest during the last week of the semester.

EVERYDAY LIVING

The main objective in this course is to develop an intelligent interest in the factors which are important to healthful efficient, satisfying, and wholesome living.

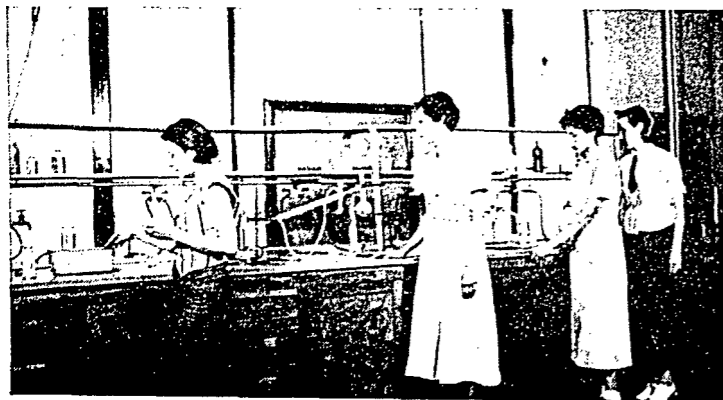
The topics studied were positive mental and physical health, communicable diseases, characteristics needed for success in any type of work, leisure time activities, courtesy and manners, getting along with other people, the home, heredity and environment, responsibility to the child in the home, planning work save time and energy, balance in work and leisure time activities, the need for saving, and general suggestions concerning investments.

GARDEN

Early in April an opportunity was given to a group of girls to develop individual garden plots. Twenty girls elected this course, some coming from homes where gardens are maintained and others simply desiring to learn how to develop their own garden. A garden plot 9 x 116 feet was allotted to each girl, some



● Family Dinner



● Household Chemistry

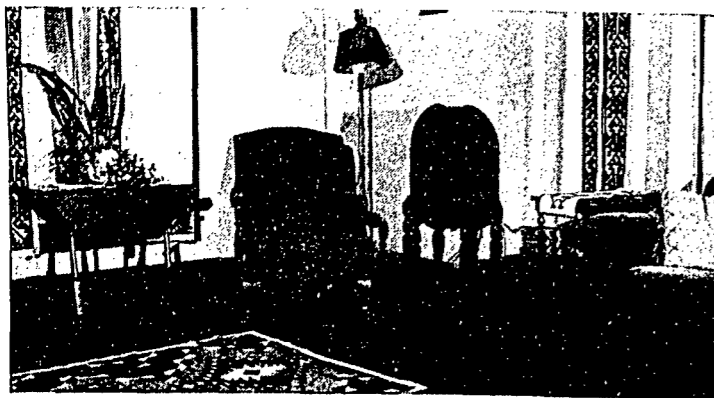
of whom will remain during the summer until her garden produce is cared for.

MARKETING

Everyone, sometime or another, has the problem of food selection and not everyone has the problem of food preparation. In order to bring about improvements in food habits, we must stress the urgent need of carefully selecting foods. Marketing is one of the most important activities of the home, and the modern housewife still retains her position as purchasing agent for her household. As of old she is responsible for bringing her foods from distant parts. Every time she purchases any food item, she is consciously or unconsciously influencing marketing conditions of food commodities. For these reasons the following objectives have been considered:

1. Historical background of the marketing situation.
2. Recommendations for improving our marketing machinery.
3. Information she should know in order to make the most intelligent food selections.
4. Her responsibility as a buyer.
5. The market and standardized products.
6. Factors involved in producing and distributing essential commodities.
7. A study of marketing—its services, agencies, and cost.
8. To teach an appreciation of the cost and value of the services performed in providing modern comfort, opportunity, and convenience.

At the close of each semester's work, the members of the class have an exhibit which they have planned and carefully worked out. This has been open for inspection to all other home economics classes and



● A Corner in Kolati Living Room

others who are interested in such display. At the close of the semester in January, 1937, the exhibit was one which showed a comparison of the quality and costs of various grades of fruits and vegetables. Included in this was a display of the various retail cuts of meats which were available at the school store room. For the May, 1937, exhibit two distinct marketing features were shown, namely—the wholesale containers for as many fresh fruits and vegetables as were obtainable and the display of the standard weights and measures of most of our common food articles.

SCIENCE

The science courses required in the eleventh and twelfth year are one semester of household physics in the eleventh grade and two semesters of chemistry in the twelfth grade.

The household physics course is a study of the mechanical devices found about the home and the principles involved in their use. Scissors, ice cream freezers, refrigerators, electric irons, household ranges, and heating systems for the home are some of the topics studied.

A course in general chemistry occupies the twelfth grade for the first semester. This course includes such topics as burning, chemical changes, solutions, water, oxygen, hydrogen, metals, atomic theory, common acids, alkalies, neutralization, ionization, and valence.

The second semester's work is principally applied chemistry, dealing with such things as mineral salts, coal and diamonds, hard water and how to soften it, washing soda, baking soda, baking powder, fuel gases, liquid fuels, alcohol, acetic acid, soap, sugars, starches, cotton and linen, and the digestion of food.

OCCUPATIONS

The main purposes of this course are to develop interest in and to stress the importance of planning for the future, to obtain some knowledge of the work desired after leaving school, and to determine as far as possible fitness for the work in which one is interested.

The United States Census Bureau classification of occupations is used with a study of one representative occupation from each of the nine groups.

Characteristics needed for success in any type of work are stressed.

Some study is made of the child in the home; posture and health; posture and appearance; posture and energy; grooming; personality; use of leisure; "Minimum Standards of Children Entering Employment;" finding a job; getting a job; mechanics of letter writing; laundering; cleaning and care of cleaning equipment.

Written and oral reports were given on homemaking, the first and second choice of occupations, and on the lives of persons who have been successful and outstanding in their professions.

VOCATIONAL MATHEMATICS

This course is offered for one semester to the eleventh grade girls. It consists of

a review of the fundamental processes of arithmetic followed by a unit on foods including kitchen weights and measures, cost of meals, cost of recipes, and economical marketing. A unit in clothing follows, including cost of materials, cost of ready-made garments and personally-made garments, etc. Next comes a unit on home and family finance, with the final unit being a study of the economics of health.

LAUNDRY

The laundry is an essential part of the department. All the institutional linens from the four student halls, the hospital, kitchen and dining rooms, bakery, various shops, and some personal clothing for all students are cared for each week by the laundry.

This year there is a student apprentice in the laundry. She spends her entire day there, and she has gained experience which will enable her to assume the responsibilities of a laundry.

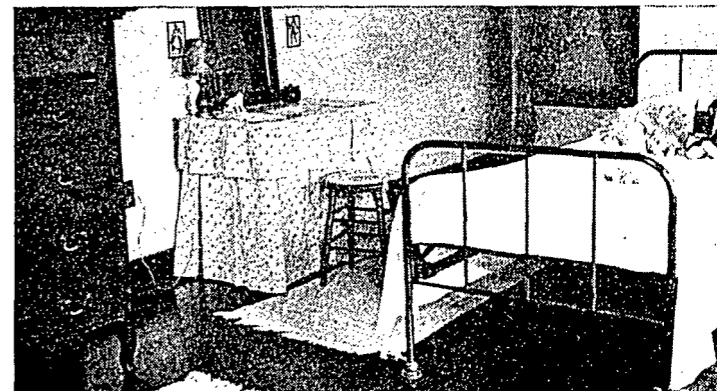
There is one employee to supervise, who is regularly assisted by both boys and girls.

FOOD SERVICE DEPARTMENT

Food service is the most important morale building factor in any institution and can do more to retard or strengthen students than another single activity within the organization. Our student dining room exists for the benefit of our students. The ultimate aim of those responsible for the preparation and serving of the food is to give the students food of the greatest nutritive value, considering the amounts available, well prepared, and for a minimum price. Our idea is to serve such food attractively and amid pleasant and sanitary surroundings so as to encourage the student to eat normal, adequate meals, and in the proper manner.

The personnel of this department falls into three distinct units, namely: dietitian, chef, and the dining room matrons. Each unit has a regularly employed person in charge and under the supervision of each. There are student assistants—some from the university and others from the current graduating class at Haskell. The purposes of this training are to teach the capable student certain responsibilities when assuming charge of a unit, to relieve the person directly responsible for the work, and to prepare students for a position if one presents itself.

Another rather recent change within the organization has been the employment of a commercial chef who supervises the preparation of all foods for the dining rooms, the cleaning details of definitely assigned areas, and who prepares food for special occasions. To assist him a part-time employee has been secured who supervises the cutting of meats, issues food to all other departments, takes the weekly inventory, and checks all supplies received from the post warehouse and local concerns.



● Girl's Room at Kolati

We have served this year six hundred twenty-five students daily and have endeavored to give them as nutritious a meal as possible, considering the foods and money available for such purposes. The current economic conditions and the rapid rise in costs have necessitated the closest economy of all food materials in every department.

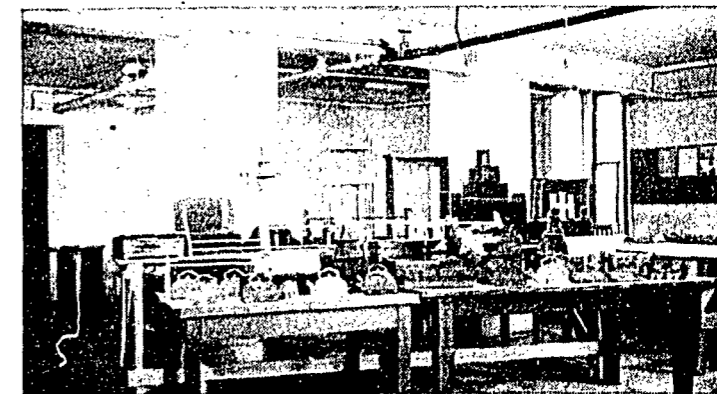
Some of the extra occasions for which food is prepared and served are daily K. U. lunches, special athletic meals, refreshments for various organizations connected with the school, and special meals. This year on May 12, food was served for the annual Campus Day. On May 15 and 24, special luncheons were served to approximately four hundred persons at each occasion.

THE SEWING ROOM

During the year of 1936 and 1937 the sewing room operated on a three-period basis, with an average of six senior and seven junior girls.

The work in the sewing room seldom became monotonous, due to the variety of problems. The new projects were always of interest, such as the music room curtains, designed with a border of music notes. Costumes for the operetta provided interesting work on gypsy blouses and boys' dance costumes. Campus Day called for a dozen clown suits. Even the wild animals in the parade had to be costumed.

Other production problems consisted of 200 wardrobe curtains, basketball shirts, basketball trunks, colored bands on the track shirts, chair-back covers for the "shack," white uniforms, colored aprons, bread-



● Wood Work for Girls

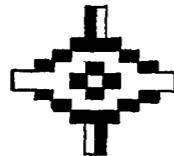
covers, caps for the bakery, curtains for the guest rooms, ironing board covers, fender covers, seat covers, coveralls, paint covers, drop curtains for the paint shop and coats.

Besides all these projects the girls made 2,736 tea towels, 740 hand towels, 81 pairs of curtains, 240 wash cloths, 203 pillow slips, 151 dresser scarfs, 200 bath towels, 330 table runners, 244 napkins, 209 table cloths, 25 bits, for nursery school, 10 head bands, 48 dish

cloths, 36 dust cloths, 16 sheets, and hemmed 102 window shades.

In the mending projects the aprons for upper dining room, lower dining room, kitchen and bakery totaled 1,475, bakery trousers, 127, football pants 160, besides the many miscellaneous items as tablecloths, bedspreads, bakery bags, and H club banner.

The girls detailed to the sewing room have co-operated splendidly in getting the work out as quickly as possible.



THE VOCATIONAL DEPARTMENT

By G. Warren Spaulding

Head of Vocational Education

AT THE close of each business year all merchants make a practice of taking inventory in order to determine what profits, if any, have accrued from the business. It likewise is perhaps valuable for us as teachers to take stock of our accomplishments and failures once a year in order to measure the effectiveness of our educational programs. Another school year has just closed at Haskell Institute, the value of which may be judged only partially at this time. The real effectiveness of the school year with respect to the lives of our students may be little apparent until a later time, although there are many accomplishments which may even now be evaluated.

The vocational department operates primarily to provide training in several trades to the end that students may achieve a capacity to earn a livelihood. A secondary part of its functions is to maintain the school plant. Fortunately both aims co-ordinate because the necessity of maintaining a large plant involves work of all kinds providing hundreds of practical jobs, each of which contributes to the education and experience of the student.

During the past year thirteen vocational courses were offered at Haskell Institute, including: auto mechanics, blacksmithing and welding, baking, cabinetmaking and carpentry, drafting, electricity, gardening, leathercraft, masonry, painting and decorating, plumbing and sheet metal, power plant operation, printing. Brief descriptions of these departments together with mention of their accomplishments follows:

AUTO MECHANICS AND TRANSPORTATION

The auto mechanics department occupies a large, well-lighted room in the new shop building and is well equipped with most of the modern automobile

repair machinery and equipment. Adjacent to and a part of the auto mechanics department is the transportation division. The transportation division takes care of the storage, greasing, fueling, and operation of all cars, trucks, and tractors. The function of the auto mechanics department is particularly that of maintenance and repair of automobile vehicles.

Over three hundred jobs have been completed in the shop since the opening of the school year, including those of major importance requiring complete overhauling of the vehicle, as well as those of minor nature requiring only partial overhauling. In many cases worn parts were salvaged by means of work done in the welding or machine shops. Considerable emphasis has been placed on rebuilding of motors, including reboring, fitting of pistons, reconditioning of valves, refitting of crankshafts, overhaul of fuel pumps and carburetors, and the accomplishment of almost every type of automotive electrical work.

Attention is directed to shop safety and safety in driving by means of regular safety lessons. Students learn to properly lubricate the vehicles and to keep them clean and polished. Cars and trucks are painted each year by the spray paint process.

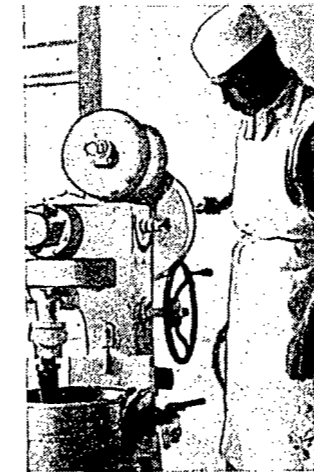


● Repairing Tractor

At the close of the year seven young men were graduated and two received certificates for special courses. The department is in charge of Fred W. Canfield, auto mechanics instructor, who is assisted by Charles M. Dodd, in charge of transportation.

BAKING

The baking department occupies the first and second floors of a wing in Curtis hall, the second floor being divided into storeroom, bread storage and slicing room, classroom and general laboratory. The first floor houses the proofing room, oven, and flour storage.



● Pastry Mixing

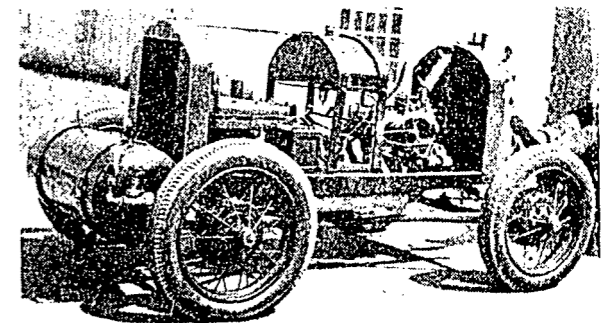
During the past school year, a larger assortment of raw materials made possible a greater variety of products. All the products of the department are used in the adjacent student dining rooms, thus providing continual practice for students in their trade. New equipment now being added will make it possible for this department to make new ventures into the field of sweet goods and fried goods. Regular classes in related trade knowledge are carried on, covering the technical side of baking, such as the study of materials, their uses, reasons for use, and effects on other ingredients. Other interesting subjects are studied such as ratio and proportion, trouble shooting, and analysis of failures.

Five students successfully completed the work in this department and were graduated. The department is in charge of Charles Y. Rummage, instructor of baking.

BLACKSMITH AND WELDING

The blacksmith and welding department is located in the new shop building, Pontiac. It is a large shop and well equipped with the latest types of modern welding equipment, both electric and acetylene gas. Blacksmith forges, screw cutting lathes, press drills, trip hammer, grinders, and other machines are also available for student use. This department does almost every conceivable type of welding in ferrous and non-ferrous metals by both gas and arc processes. A number of very interesting projects have been carried on during the year most notable of which was the construction of a large air compressor which was built up on an automobile chassis, utilizing two motors for the production of over one hundred cubic feet of compressed air per minute. This machine is used for the operation of a demolition tool, which in turn is used for pavement breaking and other duties in connection with cutting of concrete and stone. Another interesting project was the construction of thirty-foot towers on which were mounted flood lighting reflectors for the lighting of two tennis courts.

At the conclusion of the course, jobs were waiting



● Air Compressor built in the blacksmith and welding department

for all graduates in local manufacturing centers at attractive wages. Six students received diplomas from this department. Last September the new instructor, James Davis, assumed charge of this department.

CABINETMAKING AND CARPENTRY

The cabinetmaking and carpentry department also occupies a large shop room in the new trades building. This department is equipped with modern woodworking machinery, including planer, mortising machine, circular saw, cut-off saw, band saw, router, shaper, tenoning machine, and jig saw.

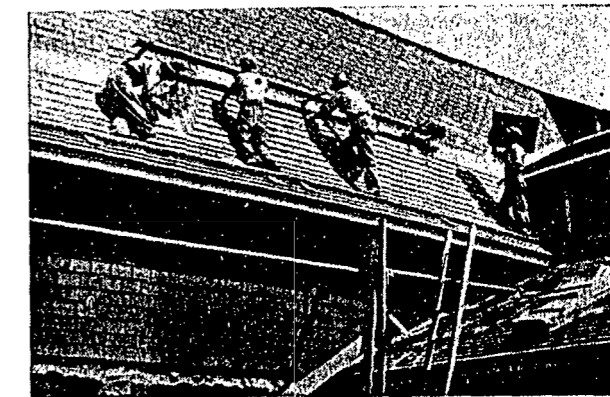
The beginning students, interested in woodwork, come into this department where they are taught the rudiments of the trade, including the care of tools, fundamental tool processes, and operation of machinery. At the conclusion of the basic work the advanced carpentry boys are promoted to the maintenance department where advanced work in building carpentry is carried on.

The students of the cabinetmaking and carpentry department do minor repair work to buildings, repair equipment, and construct items of furniture for use in the various buildings. They also build cabinets, make window shades, and construct outdoor furniture.

This department is in charge of Thomas L. Bessire, instructor of shop subjects, senior high.

DRAFTING

The drafting department operates both for the purpose of providing related training in drafting for students of the various trades, as well as for the purpose of providing specific training as a vocation. During the past year one student has majored in vocational draft-



● Shingling a Barn

ing, and all junior students of the various trades have received some work in related drafting. The work is likewise elective to senior students, a number of whom have chosen to continue in this interesting line of work.

The work covers a wide variety of drawing intended to assist the individual student in his own trade. The carpenters have made plans, elevations, and details of a cottage. Students in other departments have made drawings of various projects related to their trades, including sheet metal drawing, machine design, sections, plate plans, etc.

The course outlined for the various trades includes the fundamentals of drawing, such as lettering, lines, angles, scales, and dimensioning. Interesting work is carried on in orthographic projection, layout of patterns in sheet metal work, stair details, and automobile cooling and wiring systems.

In order to carry on this work, the continuous use of mathematics is necessary. Therefore, shop mathematics has been assigned to the drafting instructor, and all students of the drafting department take regular classes in shop math. It has been found very practicable to tie the two courses together and advantageous to the student. This department is in charge of Haskell A. Hansberry, instructor of drafting.

ELECTRICITY

The electrical department is housed in the new shop building and is equipped with various electrical devices necessary for the teaching of this subject. This department is charged with the repair and maintenance of all electrical equipment, all electrical wiring, and service lines. The course is intended to prepare students for work incidental to house wiring and general electrical work associated with line maintenance.

During the Christmas holidays, the students provided an unusual electrical display on several of the Haskell buildings which drew thousands of visitors to the campus. The electrical department has taken over the mechanical end of the visual education program, especially with reference to the showing

of motion pictures to the various classes. During the past semester, they showed pictures to classes totaling 6400 students, and arranged various visual programs for all vocational departments. Students of this department maintain all motors and check wiring and switching devices. All antiquated wiring and protective devices are being replaced with modern types. A portable direct current generator operated by a gasoline engine has been installed in the shop, making it possible to experiment with direct current electricity.



● Electrical Trouble Shooting

Seven students were graduated from this department which is in charge of William Welfeldt.

GARDENING

This department is responsible for a number of operations, including the care of campus, garden, live stock, and poultry. A regular course in landscape gardening provides technical information and practice to all students who enter this department. Each year approximately one thousand chickens are raised. The vegetable garden provides all the usual garden truck for the use of the student kitchen. The trees are sprayed, shrubbery cared for, flowers planted, and lawns trimmed by the boys as part of their practical work. The department is equipped with farm machinery, tractors, and trucks. Various farm buildings are used, including large poultry houses, and an excellent horse barn. The course is intended to provide practical types of general farm garden, livestock, and landscape garden work. The instructor is Frank O. Anderson, who has been assisted by Warren Fields on the campus.

LEATHERCRAFT

This department is located in the new shop building and is equipped with modern shoe repair machinery. During the past year, 4,470 pairs of shoes were repaired, representing all the practical types of jobs found in commercial shops. At the beginning of the second semester, a course in furniture upholstery was added to this department, including the studying of furniture coverings, furniture construction, spring typing, webbing, padding, and cushion building. A number of excellent jobs of upholstery have been turned out. Seat covers and awnings are also made in this department. Another interesting type of work carried on by the instructor of this department is that of art metal. Eight students enjoyed this eighteen-weeks course. Regular related trade knowledge classes were carried on in addition to the practical work, and the close of the year found three young men graduating. The instructor is Gordon H. Brown.



● Stitching Soles

MAINTENANCE

The maintenance department was opened last year for the express purpose of providing a department, the major aim of which would be the maintenance of plant buildings. Since the vocational objective of the advanced carpenters co-ordinated so nicely with the aim of this department, they were placed in the maintenance department for their senior year in order to provide all the practical work possible along the line of their trade. Regular class work consisted of an out-

line of repair and frame house construction. The framing of regular and uneven pitched roofs was demonstrated by models. Considerable repair and improvement work was done in the various buildings. Outstanding was the completion of the maintenance shop itself, including the leveling and laying of floors, repair of ceilings, roofs, windows, and doors. Other major jobs completed included a new office in the commercial department and another in the kitchen, construction of an exhibit room in Pontiac building, and various repairs to employees' cottages, hospital, and dormitories. Construction of a six-room cottage has been started and will be completed during the coming school year. Four students were graduated from this department. The carpenter foreman in charge is Vier Cleek, who is assisted by George Gullickson and Charles Avey.

MASONRY

The masonry department occupies a room in the Pontiac shop building and offers a course of instruction to students who are attracted to this trade. The work consists of concrete masonry, brick laying, and



● Mason Laying Fire Stop

plastering. Students of this department learn how to proportion and mix materials both by hand and by means of machine process. Much of the work is done on actual projects necessary to the maintenance of the plant. As the walls in the various buildings require repairs or new plaster, the work is carried on by students under the direction of their instructor. The work in brick laying is limited but enough is done to give students a working knowledge of this important trade. A considerable amount of work is done in concrete, including footings, foundations, sidewalks, and concrete stuccoing. Regular class work is carried on, covering the subjects of plastering, brick laying, tile setting, stucco work, ornamental plaster, and ornamental concrete. The department is in charge of George Washington.

PAINTING AND DECORATING

The painting and decorating department is housed in the new shop building and aims to produce men capable of going out into the trade as painters. The work includes almost every type of interior and exterior work. Special attention is paid to the health of the student and safety education is emphasized. Students study the proper mixture of pigments and vehicles

both for interior and exterior painting. Some of the subjects receiving are exterior metal surface painting, care of equipment and brushes, colors and color harmony, floor finishing, spray painting, sizing, estimating quantities of materials, filling woods, graining, plastic paint-floor waxing, varnish removing, bleaching, and neutralizing.

This department never lacks for work because of the fact that the Haskell plant consists of many large buildings, all of which require continuous paint work for their maintenance. These practical jobs contribute greatly to the education of the students and provide the practical problems so necessary. Four students were graduated and one student earned a certificate. The painting department is in charge of Louis Shipshe.

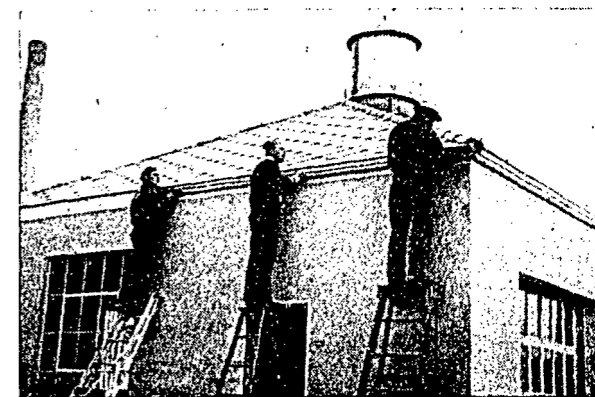
PLUMBING AND SHEET METAL

The plumbing department occupies a large room in the Pontiac shop and is excellently equipped both for the teaching of plumbing and sheet metal work. This department maintains all plumbing installations, water lines, both hot and cold, gas lines and equipment, the sewage system and disposal plant. Much of the work is of a practical nature with reference to the maintenance of plumbing installations in the various buildings. Each student learns to operate the disposal plant, as well as to do the various jobs required of the plumber. Interesting work is done in sheet metal consisting of gutters, flashings, and articles used about the school which are constructed of sheet metal. One of the features of the course, is instruction in wiping of lead joints.

During the extreme cold winter weather, the plumbers are called upon for unusual service when water mains freeze or break. They have a number of times proved themselves equal in every way to such emergen-



● Exterior Painting



● Sheet Metal Work

cies as ariso. Regular related trade knowledge classes have been carried on in addition to practice work. One student was graduated from this department and has gone out on a job. The instructor is George Lowry.

POWER PLANT

The course in power plant operation and machine shop work has proven very popular. The department occupies a large separate building which includes a



● Machine Work

boiler room, machine shop, office, and class room. It is charged with the production of steam for heating and for the operation of kitchen cooking devices and the laundry equipment. The power plant has five boilers, two of which are 185 h. p. water tube, one is a 300 h. p. Scotch Marine, and two are 150 h. p. return tubular boilers. Students are thus given an opportunity of acquainting themselves with the operation of all three types. Equipment in the machine shop is extensive, including six

lathes, three shapers, two planers, two milling machines, two drill presses, one surface grinder, one power saw, and two pipe threading machines capable of threading pipe from one inch to twelve inches. The course includes operation of boilers, return and feed pumps, machine shop practice, and steam fitting. Students are taught to fire the boilers, as well as to maintain all steam lines, radiation, and traps.

Self-reliance is developed in the students in this department by means of the assignment of regular engineer watches. Advanced students assume assistant engineer duties as soon as they are capable.

The department is run without assistance of any outside help, all work being accomplished by student help. This plan make it possible for the assumption of real responsibilities by the students. Interesting work is carried on in the machine shop in the overhauling and repairing of boiler, feed and vacuum pumps. All the boiler work, including the insertion of new tubes and building of boiler settings is likewise done by students. An enviable record in economy of heating has been maintained for several years. Complete records

of operation are maintained in a daily log. The engineer and instructor is Asher H. Jackson.

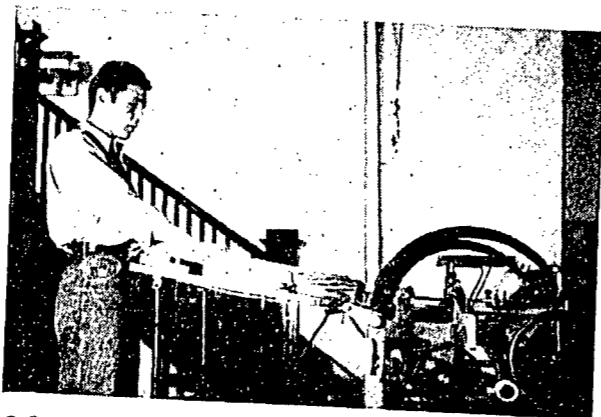
PRINTING

The printing department follows the lessons issued by the United Typothetae (master printers organization of America) for the general course and for the linotype course lessons furnished by the International Typographical union are used. Hand composition, job and cylinder press work, linotype, monotype, bindery work, and the addressograph are studied during the three-year course.

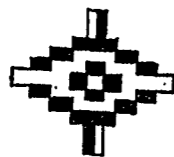
Practical experience is afforded the printing students through institutional forms of various kinds and occasional jobs for the Washington office and the field. Haskell's budding Ben Franklins are especially proud, from the production standpoint, of the organization number of "Indians at Work" (25,000 copies), and four issues of the Education division newsletter, "Indian Education" (23,000 copies). Both jobs provided valuable problems in composition, presswork, binding, and shipping which were efficiently solved. "The Inland Printer," leading technical journal of the graphic arts, gave Haskell printing a boost by praising the Christmas number of the *Leader*.

Our equipment is modern, including two cylinder presses, four job presses (one automatic feeder), power paper cutter, saw-trimmer, folding machine, monotype and caster, and two linotypes. This summer a new power paper cutter with the latest safety devices, a vertical cylinder press, a jobber, dustproof roller and ink cabinets, and the latest in bindery machinery will be added to our equipment.

Four boys were graduated from the department this year. The instructor is Allan Shepard, who is assisted by Oliver Duffina.



● Operating Folding Machine



AN INDIAN GIRL IN OPERA

● Lushanya Mobley, American Indian girl of the Chickasaw tribe, made her debut in opera tonight, singing the title role in "Aida."

Miss Mobley, whose family lives in Ardmore, Oklahoma, came to Italy after spending the last two years studying voice in New York. She is believed to be the first American Indian girl to appear in European opera.—The Kansas City Times, May 22, 1937.

THE COMMERCIAL DEPARTMENT



● Commercial Graduates of 1937

FROM all indications, 1938 will demand better trained people in the commercial field than any year thus far. That is not all. We are on a steady



climb upward in business which has inspired us to press our curriculum in the commercial department to the end that our young Indian men and women may be prepared to meet life squarely, well prepared to enjoy living in a democracy built on the thesis that everyone has a right to an education that enables him to live

to earn and to earn to live. Our modern complex society makes certain demands which these young Indian people cannot escape. Competition is keen. The time has arrived when every person must be able to use a typewriter at least occasionally and be able to interpret intelligently a set of figures.

We here at Haskell are not only attempting to give these students the training and experiences that they need in order that they may be able to find and hold a job, but we want them to have the privilege of learning to do better those things that they need most and that they will have to do anyway as they go on living.

This year again we stressed the personal-use and social values as well as the commercial values in each phase of our work. In the bookkeeping classes the student made his own budget and controlled his own expenditures so that he might better satisfy his personal needs from his small earnings. In the junior year the girls set up a budget and kept a set of books for a small family, working out the costs of household management, while the boys studied prices of farm products, production control, farm credits, and co-operative marketing and worked with business papers and

bookkeeping records in determining the cost of each farm commodity.

A group of the students from the junior bookkeeping classes entered a nation-wide bookkeeping contest conducted by "The Business Education World" last January. All those who entered the contest from Haskell placed and were complimented on their neat and accurate work, and were saluted as "A" students. We congratulate our bookkeepers!

Classes in corporation accounting and cost accounting were offered for the advanced students this year, giving them an opportunity to apply their workable fund of bookkeeping knowledge in setting up books for a corporation and in recording the transactions completed by the Ben Franklin Printing Press in ascertaining the total cost of merchandise manufactured and the unit cost of each article.

Regulations concerning the organization and operation of Indian co-operative associations, regulations for loans from Indian credit associations to individual Indians, and other Indian legislation was some of the new material covered in the commercial law classes this year which the students found very interesting as well as instructive.

We found truth in the statement that "one picture is worth ten thousand words" when visual education aids were used in the department for the first time this semester. Films on travel in all parts of the world and others on geography and science were very popular with the students. We hope that more stress will be placed on visual education aids next year and that a large selection of films will be available for the department.

In our English classes reports on world events and general reviews of the topics of the day have helped our students to realize that business training is a live subject, and has stimulated their interests in current

problems. They have increased their fund of general knowledge, and have enlarged their vocabularies. This has all been in addition to the training they have received in grammar, punctuation, and composition reviews, and in syllabication.

Our students are given individual instruction in the use and care of such office equipment as they may be called upon to use in the ordinary procedures in an office. We have tried to acquaint them with the use of as many machines in business as possible, and where and how each machine fits into the business picture. Our students have practice in both machine and manual-bookkeeping record keeping. The senior typewriting classes this year cut stencils and turned out thousands of copies on the mimeograph for the various offices of the institution in addition to the material used for instruction in the commercial department classes. One-hundred and twenty-five separate ditto jobs were completed also, making a total of two-thousand-sixty copies.

Our secretarial students are trained by contact with, and by conduct of, actual tasks common to the secretarial field. In the directed-secretarial-training work, students are assigned as secretaries to the heads of departments and to the various offices on the campus. This training gives these students actual experiences in almost every task common to any phase of office work. It is a training period which includes all types of typing, dictation, record keeping, checking, duplicating work, filing, listing, telephone-attendant, receptionist work, and numerous other tasks. After such experience our students are ready for job consideration, and should be able to take their places in most business offices with little or no break between the school and actual business routine.

The climax of our year's work was on May 20 this year when forty-seven of our seniors took their first non-competitive Civil Service examination. The juniors

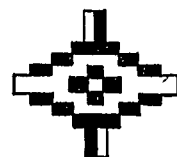
left the class rooms in the department to the seniors that day and went to work on the programs and decorations for the social "high spot" in the school year year—the Junior-Senior Prom. The celebration for the senior girls came that night with a midnight supper and an all-night slumber party at Pocahontas hall.

Today the major objective of our Indian education is the production of self-supporting and self-respecting citizens, and our measure of its achievement is the successful placement of our students in jobs for which they have been trained in order that they may have the stability of character which rests upon the security of self support.

It has always been our policy to keep in constant contact with our graduates and to encourage them to use the department in which they received their training as a clearing house for all their difficulties in finding employment, in securing recommendations, and in fact, in solving any of the problems which might confront them in securing and in holding their first positions.

Last year we made a special survey of our graduating class, which showed that 98 per cent of the members of that class was gainfully employed in the work for which we had trained them. This year eight of our students were placed in good positions before graduation and another group is to be placed by the first of July.

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 in this department.



ROBERT MARSHALL LEAVES INDIAN SERVICE

ROBERT MARSHALL, director of the forestry and grazing division of the Indian Office, has been released by Secretary Ickes to the United States Forest Service, where his position will be that of director of recreation. Mr. Marshall's four years in the Division of Forestry and Grazing of the Indian Office have been a time of swift achievement, involving participation by him in all the constructive programs of the service and not of forestry alone. He is released with unmixed regret, but with an appreciation of the need for the new work which he will do.

One of the central preoccupations of Mr. Marshall,

as a forester and as a humanist, is the wilderness. He is the boldest of the advocates of the preservation of wilderness values. This interest unites Mr. Marshall with the most ancient of the Indian heritages, and keeps him as the battling protagonist of a difficult cause whose success or failure will influence the spiritual and imaginative future of America—of the world. Many factors combine, in these days, to annihilate what Mr. Marshall has called the "vanishing wilderness." A resourceful minority has arisen to defend it. Mr. Marshall is leader of this minority.

Mr. Lee Muck, Assistant Director of Forestry of the Indian Office and Regional Forester at Spokane, Washington, long an advocate of the range and timber conservation policies which Mr. Marshall has insisted upon, has been detailed to Washington as Acting Director of Forestry.—J. C. in Indians at Work.



● Girls' Glee Club

MUSICAL ORGANIZATIONS

"Of all the arts, music is the most universal, the most spontaneous and immediate expression of human emotion, the most sensitive and elastic medium."

—Harold Bauer

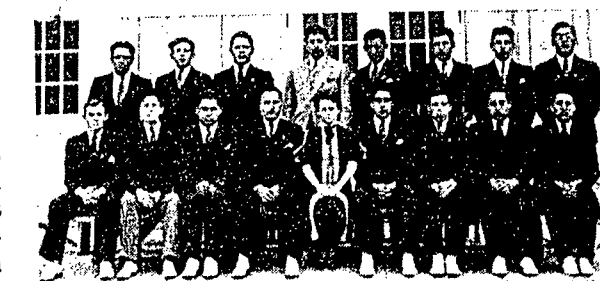
MUSIC has always formed an integral part of the life of the Haskell student, and the year 1936-37 has been no exception in his attitude toward this phase of school life.

The vocal section of the department, in charge of Miss Corrine Bemis, consists of the boys' and the girls' glee clubs, the mixed chorus, and the choir. Each of these organizations, as well as the boys' quartet and various solo performers, has appeared a number of times at the Sunday evening chapel services. In addition some of the groups have received requests for outside programs in Lawrence. The reception always accorded these groups is gratifying, and the experience for the students is valuable. A course in general music is offered to the ninth and tenth grade students.

The instrumental division has been under the direction of Mr. Phil Cato, who came to Haskell last fall from the public school system of Lawton, Oklahoma. The concert orchestra and the band have developed admirably. The orchestra has served at the Sunday chapel services during the entire year, as well as at special school programs, as the operetta and the senior play. It appeared in joint recital with the vocal department and has also had a number of outside request programs. In addition there were a number of lawn concerts during commencement week and excellent work in the baccalaureate and commencement programs. The band of over 40 members held a special concert in the auditorium and was frequently in demand for performances away from school.



● Haskell Quartet
Left to right, Evelyn Tildmore, Edward Peters, Toccoa Baker, Benedict Ashes



● Boys' Glee Club



● Haskell Concert Orchestra

the student to the award pin presented at the annual award program.

Two groups of students have formed dance orchestras for the student parties and during the year have proved invaluable in that particular field.

It is gratifying to know that some of Haskell's music students are able to step into good positions that call for their particular talent.

Among the students whose ability will be missed another year in musical circles are the seniors, Jimmie Ellison, Nellie Cosgrove, Anna Mandan, Cecelia Teeple, Mildred LeCompte, Lorraine LeMieux, Gertrude LeMieux, Alice LaRoche, George Nullake, John Bosin, Benedict Quigno, Howard Windlowe, Bryan Locust, Andrew Yankton, Roland Miller, Elmer Lincoln, Lawrence Hill, Elsie Captain, Helen Cornelius, Carmen Eagleman, Joanna Hauser, Anna Mike, Alvina Teeple,

Lena Rose Vale, Gladys White Eagle, George Smith, Raymond Tudor and Prentice Tiger. To them, to the entire student music group, and to their able instructors is due the grateful appreciation of the student body and faculty for their perseverance in making Haskell a pleasanter place to live.

USEFUL EVERY MOMENT

I am a little thing with a big meaning. I help everybody and hurt no one. I unlock doors, open hearts, dispel prejudice. I create friendship and good will. I inspire respect and admiration. Everybody loves me. I bore nobody. I violate no law. I cost nothing. Many have praised me, none have condemned me. I am pleasing to those of high and low degree. I am useful every moment of the day. . . . My name is Courtesy.—The Rail.



● Haskell Institute Band

HASKELL LIBRARY

THE shelves of the library are again filled with books evincing the fact that school has closed and the books have come home for a period of rest and repair. A glance over the shelves soon indicates which books have been used most extensively during the school year. The fiction section consisting of 874 volumes looks ragged and worn. An examination of the circulation reports for the nine months shows that 6188 books have been checked out from this section, and the shelf cards in the pockets of these books reveal the fact that some of the most popular books in this section have gone out of the library between forty and fifty times each during the school year. Encyclopedias and the general reference books also indicate that they too have had their share of hard usage.

During the closing days of the school year and the week following an attempt was made to call in every book on the campus that had been accessioned and catalogued into the library. Several of the "lost" volumes appeared but there are still far too many books that cannot be accounted for. The Haskell library is organized on the "open shelf" plan so that students may have direct access to every book, and in this way become acquainted with the library as a whole. Here each student is placed upon his honor with reference to taking books from the library without checking them out in the proper manner. The majority of students have proved themselves worthy of this trust, but some have yet to be trained in their respect for library regulations and for the rights their fellow students have to use the library materials.

Seven junior commercial girls have worked half of their detail time in the library during the past school year. Among them were Ethelyn LaPointe, Anna Beth Wyatt, Fern Uken and Genevieve Brown, all of whom had had library experience in the Flandreau Indian school. The other three girls, Elnora Wilson, Toccoa Baker and Wanda Gray, came from various schools in Oklahoma where they, too, had assisted in their school libraries. Leo Martell, a former Haskell high school student who had worked previously in the Haskell library and who attended the University of Kansas during the past school year, worked his entire detail time in the library during the past year. These eight library assistants under the supervision of Miss Breeze spent a busy year in reorganizing the entire library, checking all books with the card catalogue and in bringing this catalogue up to date. This work has been done in addition to the regular desk work, accessioning and cataloguing new books and repairing many worn books. The completion of the main card catalogue meant many hours of tedious checking, removing all cards for books no longer in the library and typing and filing into the card catalogue a few more than 5000 new cards which were needed to make the catalogue complete.

By re-arranging the encyclopedia and general reference cases, space has been made available for about 1200 more books in the library.

The present Haskell library consists of 5590 accessioned and catalogued volumes distributed as follows: Encyclopedias, 142; other general works, 75; philosophy, psychology, ethics and religion, 158; sociology,

economics, education, customs and folk lore, 722; natural science, 211; useful arts (including home economics and boys' vocational books), 893; fine arts, 149; language, English and literature, 713; history, 372; biography, 428; travel, 274; fiction, 875; Indian collection, 200; Birch memorial, 38; Children's collection, 270. In addition to these, the library also contains much unaccessioned material including pamphlets, Bureau of Ethnology reports and bulletins, bound volumes of the *Indian Leader* for each year that it has been published and many other bound magazines.

During the past school year 109 students have paid their library over-due fines with labor, and this work has been done largely in the downstairs book rooms, sorting, counting, and arranging the several thousand reference and text books that are not accessioned and catalogued into the main library.

The fine money collected during the school year has furnished the library reading table with four daily newspapers and also provided other small items along as they were needed in the library. The newspapers seemed to be in great demand at all times and the entire student body should feel indebted to those students who paid library fines which made these papers available.

A total of 591 students checked out one or more books during the school year. Library records show that eleven students checked out forty or more books during the school term. These are as follows: Owen Walkingsky, 66; Melessa Cody, 52; Dorothy Butterfield, 48; Marianne Irving, 48; Willard Nanegos, 45; Lorraine LeMieux, 45; Catherine Buffalo, 45; Rosie Brown, 43; Roland Roy, 42; Lillian LeMieux, 41; Merry Ruth Jones, 40. Mention should be made especially of Owen Walkingsky who led this list in number of books checked out and yet during the entire year never had an "overdue" book.

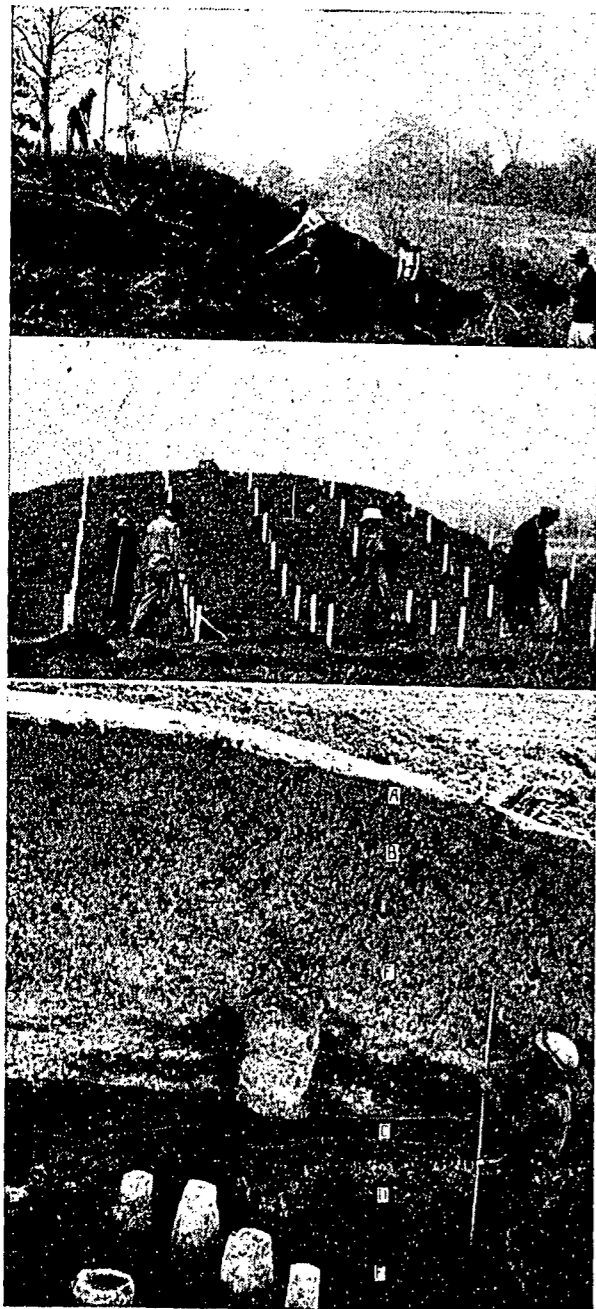
The circulation report for the year shows that 8148 books were checked out of the library on time charges, 6188 of which were books of fiction. This number does not include those books checked out to staff members "indefinitely" for use in their classroom work. A number of other books were also held on the "reserve" shelf for special assignments and used only in the library.

The library staff wishes to thank the boys' vocational department for the many improvements made during the year in the library reading room. The carpentry and paint shops have provided several new book cases among which is the case holding the "Birch memorial" cabinet and its contents. The lower part of this case now contains the "Indian" collection. New magazine racks have also been made which have aided materially in taking care of the large number of periodicals received by the library.

It is hoped that the many hours that Haskell students have spent in the library during the past year have been pleasant and profitable. To those who are not returning and whose absence will be keenly felt due to their frequent visits to our library, we bid farewell and hope that they will find good library facilities wherever they may go. To those who are returning next year or coming to Haskell for the first time, we offer the results of our re-organization work of the past year and trust that they may use the library to better advantage than has been possible during the year just closed.—LIBRARY STAFF.

TENNESSEE MOUNDS YIELD INDIAN LORE

Mounds are "fallen housetops" of Earliest Americans . . . All Indians did not live in Tepees



● Workmen clearing earth mound preparatory to excavating
● Beginning excavations in first trench of earth mounds
● Showing a method of measuring soil strata in the vertical profile

ALABAMA archaeologists have discovered that the American Indians were early advocates of "sit-downs" in the burying of their dead.

Recent excavations of numerous village sites along the banks of the Tennessee and that river's tributaries in the Pickwick and Guntersville dam basins, have revealed scores of burials with skeletons in sitting postures.

Of course the archaeologist does not refer to them as "sit-down" burials. The term, despite its present day popularity, is too unscientific. Archaeologists call them "flexed burials," which means that the limbs were flexed and the person buried in that position.

Various reasons for the flexing of the bodies of the dead have been advanced. Dr. Peter A. Brannon, curator of the Alabama State Department of Archives and History, stated that flexed burials were a definite custom of the early part of the nineteenth century and that the Indian did not change the custom until long after the coming of the white man.

Convenience also was a major consideration Dr. Brannon said. Indians buried their dead close to home so they would not be burdened with carrying the bodies for an unnecessary distance. The bodies were flexed, it is believed, to save labor in digging graves, since implements for grave digging were crude, and laziness was no more of a virtue than it is today. The bodies were placed in bags or crates before burial. Most burials were made within the village, as shown by excavation of the numerous mounds in North Alabama.

The mounds, represent the fallen housetops of the Indians. Contrary to folk-lore, some histories and the modern wild west shows, the Alabama Indians did not live in tepees or wigwam tents. Most of them constructed houses with poles and brush and used dirt for a roof. As these homes were destroyed, others were built, with the result that mounds were formed from the fallen roofs.

Only in recent years have efforts been made towards establishing something of the history, culture and habits of these pre-historic Americans, and in the light of modern knowledge each burial or mound provides an interesting record for the archaeologist to interpret. A piece of glass, a fragment of bone, or a tiny clay vessel will tell the archaeologist an interesting story of the life and habits of the people who lived hundreds of years ago.

The excavation of mounds in the Tennessee valley area was begun to preserve for science and history knowledge of the lives and customs of the Indians of that area, before the valleys were flooded with back water from the Guntersville and Pickwick dams.

The work is being done as a cooperative project between the Works Progress Administration, the Tennessee valley authority and the Alabama museum of natural history. Workmen are supplied and paid by the Works Progress Administration. Supervision is provided by the Tennessee valley authority with the assistance of the Alabama museum of natural history.

The first scientific archaeological work was carried on in the Tennessee valley in 1914. Clarence D. Moore, of the Philadelphia academy of science, made explorations along the navigable part of the Tennessee valley, and his initial findings were published. Again in 1920,

work was done on a small scale by Gerald Fowke, of the bureau of American Ethnology, under sponsorship of the Tennessee valley historical society, in an attempt to salvage something from the prehistoric village sites in the areas now flooded by backwater from Wilson dam.

In 1930, the Alabama museum of natural history sent a party into the field to inaugurate the first preliminary archaeological survey of the state of Alabama, and to accurately locate, map and describe all aboriginal sites along the banks of the Tennessee. Much was accomplished during the summer, but a large area remained uncharted. Another expedition was sent into the region during the following summer and was made possible by a grant-in-aid from the National Research Council. The expedition completed the survey during the fall of 1933, having traversed both banks and principal tributaries of the Tennessee within the boundaries of the state.

From interesting relics on the earth's surface the archaeologists determined certain key sites for excavation, since it would not have been possible to explore all of the 800 village sites soon to be inundated.

In 1934, with the cooperation of the Civil Works Administration, the Tennessee valley authority and the Alabama museum of natural history, work was begun in the area to be flooded by Wheeler dam. Six months were spent in the field with 400 men working at one time in five counties.

David L. DeJarnette, assistant archaeologist of the TVA who has supervised the greater part of the work, reports that the "work was not completed, nor could it have been completed in the time available." The numerous sites of this basin, even with such a large crew, could not have been excavated during the short work period. However, the selected key sites were

finished and a great deal was added to the story of these people. The results of this work have been written and are now ready for publication.

Today the work is being carried on in the Pickwick basin, embracing Colbert and Lauderdale counties and the Guntersville basin, embracing Marshall and Jackson counties.

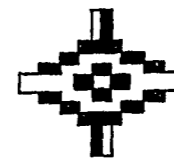
In one mound in Lauderdale county 15 burials were uncovered, most of them from pits below the mound floor, although some of the burials were included in the mound proper. With the skeletons were found ceremonial offerings of copper, greenstone and galena (lead ore). In another site near Brush creek island in Lauderdale county 90 burials were uncovered, with much material, including potsherds, animal bones, flint artifacts and bone implements.

From the bone implements and other materials many facts about Alabama's wild life centuries ago were gleaned by archaeologists.

According to William S. Haag, junior archaeologist of the TVA, the preponderance of bones showed the Virginia deer constituted the primary source of fresh game for the Indians, and many of the bones served for the manufacture of implements. The "cannon bone" (long bone of the foot) was split and made into awls and needles for working leather. They were also used to extract snails and mussels from the shells and were made into arrow points.

Bones of the opossum, the ground hog, the grey fox, the grey squirrel, the eastern cottontail, the raccoon, and the wildcat occur in great numbers. Although the red fox is found in many localities of the state now, it was unknown this far south in pre-history according to Mr. Haag.

Other fur-bearers common to the aboriginal sites are the Carolina beaver, the panther and timber wolf.



THE BUFFALO IS HUNTED AGAIN

JUST as in the old days when Indians hunted the buffalo, and that massive animal roamed the western Canadian prairies in millions, so during last November the Canadian government hunted and killed off about a thousand of these animals to make fur coats for the famous Royal Canadian Mounted Police. Incidentally, the bodies supplied meat for the Indians and the Eskimos of the Far North.

This meat is dried in the sun or by fire, and made into pemmican, once the staple food of western Canada, when its only inhabitants were fur-trappers, explorers and Indians. Now pemmican goes to all police-posts in the north for emergency supplies for police,

Indians and Eskimos, when hunting in the far north is not good. The restaurants of western Canada and the western United States also procure a supply of the meat, and buffalo-steaks are a choice item on the menu in late autumn.

Near Wainwright, Alberta, the Canadian government maintains a game-preserve, Buffalo national park, and on its two hundred square miles over six thousand bison roam at large. When the animals were nearly extinct, about thirty years ago, Canada bought the last seven hundred. Today's thundering herds near Wainwright are the descendants of that last band.

Since the herd had grown too large for the preserve, two thousand animals were shot during the previous year, because there is grazing-land for only five thousand. Expert hunters pick them off as they stampede at various points in the preserve. Only the buffalo with the best fur coats and the largest supply of meat are taken, no young animals are killed.—Young People.

ATHLETIC ACTIVITIES

By Sleigh Runner

SHORTS FROM LOCAL SPORTS

THE Haskell Indians of 1936-37, under Coach John F. Carmody, former Midland, Nebraska, college, athlete, in his first year at the helm of the Brave's athletic destinies, called it a season with the playing of the Haskell-Rockhurst baseball game, May 22, a non-major sport activity. Football, basketball and track sports were handled by the little Haskell skipper. The fourth major sport, boxing, was under the guidance of James H. Raport of the University of Kansas faculty. Harry Jones and Newton Rose, former Haskell athletes, assisted Coach Carmody in football. Now that the personnel of the athletic coaching staff has been re-introduced the records of the various teams come up for a final going over.

ONWARD HASKELL!

King Football at Haskell last fall saw a record of one victory, one tie game and six losses written down in the books. The Indians were playing under Coach Carmody for the first time and employed his Notre Dame style of play, which was altogether new to the young bucks, who in most cases were long-familiar with the Warner system. The lone Haskell win, the first since Gus Welch's Haskell "11" turned the tables on South Dakota in 1934, was the high spot on the football calendar. Ottawa U was the conquered. A tie game resulted in the Haskell-Bethany clash in the Haskell stadium. The Braves were first to score but the "Swedes" rallied to tie up the game 6 to 6. Then St. Benedict's, Emporia State, Iowa Teachers, Fort Hays, St. Ambrose and Oklahoma City unleashed their football strategy to gain victories over the touring tribesmen, in their own backyards. Facing another one of those tougher-than-nails schedules the young Braves took on each assignment with the good-old-fashioned Indian fighting spirit of do or die for "Ah! The Great Haskell."

ONWARD HASKELL!

HASKELL LETTERMEN: Walter Roe Hamilton, boxing, plans to be in West Virginia this summer at a boys' camp, where he will be a counsellor. . . Bill Butler, Clifford Madosh, Jack Schrimpscher, Tom Goslin, Andy Locust, ex-athletes, were back on the campus for Commencement. . . Kenneth House, football and basketball 1936-37, went on the job in Bonner Springs, Kansas, as a plumber. . . Luther Deere, football '35-'36, is practicing his trade at the Columbian Steel Tank company, Kansas City, Missouri, where he has secured employment as a welder. . . Andy Locust is playing for the Eastern Oklahoma hospital "9" at Vinita.

Basketball, under Coach Carmody, started off with three lettermen and a squad of promising freshmen, all of whom possessed promising court talents. In the opening game Ottawa U was pressed to defeat the Braves. In the next two games Kansas City Junior college and Kansas Wesleyan scored wins over Haskell. And then Kansas City J. C. was beaten here in a game which was thought to be the turning point in Lo's cage fortunes in view of the lacing the Jucos handed them in the first game. Ottawa, Omaha and the College of Emporia then scored wins over Haskell. American Beauty Rose, an independent team, was the next Indian victim. Again it was generally thought that the Braves had hit their stride for sure, but, soon took off on their season's longest losing streak with six defeats assessed against them. It was during this stretch that the Haskell quintet played their cloudiest and best basketball. St. Paul's, who was not conceded a chance, upset the Indians in Missouri. Levin's walloped the red men. And then St. Benedict's came to town to furnish the opposition, and how that game sizzled! But it wasn't Lo's night and the Ravens triumphed. C. of E., undefeated at the time, was extended before winning over the Haskell five in a thriller from start to finish. Then in an out-of-town game, up at Atchison, the Indians fell prey to a Raven, who was "hotter than a pistol," for their most on-sided defeat of the season. Levin's scored their second win over Haskell in a return game that saw a tame Indian in action. A CCC team from Oskaloosa, and St. Paul's were turned back by Carmody's aborigines in the final pair of games. The Indians really scalped St. Paul's.

ONWARD HASKELL!

DID YOU KNOW?—That at the end of the 1937 football season the Haskell Indians will have played 116 different football organizations since 1898? . . That Haskell has played five of the Big Ten teams: Minnesota, Wisconsin, Illinois, Purdue and Chicago? . . That Haskell has played every member of the Missouri Valley conference which includes Drake, Washington, Washburn, St. Louis, Tulsa, Grinnell, Oklahoma A. and M. and Creighton? . . That Haskell will have played every member of the Kansas and Central conferences? . . That Haskell has played as far west as San Francisco, as far east as Boston, as far south as Tampa and New Orleans, and as far north as Grand Forks, Spokane and Boston? . . That Haskell has played Texas, Arkansas, Texas A. and M., Baylor, Rice and Texas Christian of the Southwest conference? . . That Haskell scored less points, 15, in 1936 than any one of the 38 previous teams? . . That Coach Carmody is No. 22 football coach in the Haskell gridiron annals? . . That in 1905-06-07-08-09-10-11 Haskell had a new coach each year? . . That coaches Dr. A. R. Kennedy and "Dick" Hanley served the longest?

1936-37
Basketball
Team



Haskell in track, boxing, basketball and on the gridiron engaged in 'orty team meets this past school

Left to right, Tudor, Ghostbear, Wanageshik, S. Hill, K. House, Gregnon, Yellowhorse, J. W. Samuels, Ironwing, Stewart, J. Carney, John Carmody (coach)

year. Twelve of that number were scored as victories, twenty-seven as defeats and the remaining meet was a tie. Not including the tie, a football game, the Haskell all-sports winning percentage reads 312.

ONWARD HASKELL!

Jus' POPPIN' OFF: Swimming season is open. Come on in the water's f-f-fine—State Lake or the Jayhawk Plunge. . . Warner Coffin, *Potawatomi*, resident of Haskell, matriculating at Kansas U, received an athletic award from the Mount Oread school for playing on the varsity nine. . . Volney Ashford, former Missouri Valley college athlete, succeeds Henri Godfriaux as head coach at Missouri Valley. Godfriaux signed up at William Jewell. . . "Stormy Night" Deere was on the job but three days before a strike invaded the plant where he was working. . . Lewis Fields, a former "gym rat," now employed by the Hotel President, Kansas City, was a campus caller Decoration day. All major hotels in Kansas City were on strike; thus Field's vacation. . . Ray Williams, Haskell boxer, did the best 1936-37 long-distance advertising act for Haskell when he went to the Boston National meet.

ONWARD HASKELL!

FOOTBALL OBSERVATIONS: A nine-game grid card awaits the 1937 edition of the Haskell Indians starting September 24 in Ottawa, Kansas, against Coach Godloves' university "11" of that city. . . Homer Folsom, Mackey Kenyon, Lloyd Yellowhorse, Bernard Gregnon and William Washington are the 1936 lettermen who will be eligible for 1937 competition. . . Squad men who may be back: Joe Berger, Eli Christy, Dess Neal, Marion Miller, Paul Plume and Ben Shoemaker. . . The Columbia game, second on the Haskell schedule, will constitute the longest trip for the Braves. . . Three of the teams to be met by Haskell next fall, Columbia, Southwestern and Missouri Valley, will have new coaches. . . Omaha, Nebraska, will witness another Indian invasion when Haskell takes on Omaha U in that city. Creighton U, of the same town, at one time was a pet subject of Haskell grid triumphs. . . While the nation is observing Armistice day Haskell and McPherson will declare a 60-minute grid warfare in the Haskell stadium. . . The Kansas Wesleyan, McPherson and Omaha games loom up as the toughest games on the fall card.

HASKELL GRIDIRON HIGHLIGHTS: The 3 to 0 Haskell football victory over Ottawa university with John Carney starring in the hero's role by manufacturing the three points from placement. . . The Haskell-Bethany tie game on the Haskell stadium turf which featured the 85-yard goalward dash of Luther "Stormy Night" Deere that accounted for the Indian's six points. . . Robert "Sausage" Summers, an end, was named on the all-Kansas honorable mention. His punting alone gained high public favor in all of his appearances in the Haskell lineup. . . Haskell high school football, under Newton Rose, was the only Haskell sport to finish its season above the 500 mark. The "Papoose's" record consisted of 3 wins and 2 losses. The high schooler's win over Immaculata of Leavenworth was the season's prize plum.

ONWARD HASKELL!

Varsity track and field activities included seven meets—three being ran off before the home crowd in the Haskell stadium. Victories were registered over Kansas City Junior college, Ottawa U and Washburn college while decisions were dropped to College of Emporia, Emporia Teachers, Fort Scott Junior college and Baker U. Haskell's victory over the Ottawa "Braves" was the outstanding track win. Track sports were greeted by a crop of youngsters who had never tasted varsity competition with the exception of the two lettermen, Robert Summers and Clarence Chicks. As the season got underway George Rhodd and Pemberton Doxtator developed into Haskell's most reliable point getters by competing in the middle and long distance runs respectively. Doxtator will be back next year for further competition. Others returning for the 1938 season, who played no small parts in representing the Institute on the clinders, will be Solon Hill, Spencer Fire, John Willis and Howard Pahdopony.

• 1937 FOOTBALL SCHEDULE

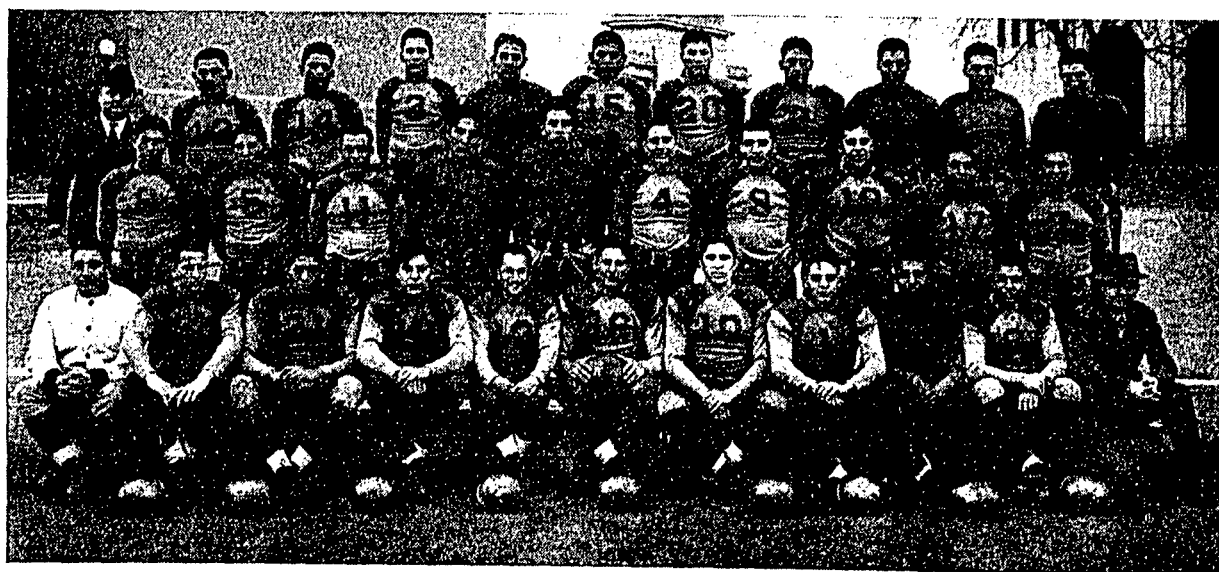
Sept. 24.	Ottawa university at Ottawa, Kansas.
Oct. 1.	Columbia college at Dubuque, Iowa.
Oct. 8.	Kansas Wesleyan at Salina, Kansas.
Oct. 15.	Omaha university at Omaha, Nebraska.
Oct. 22.	Baker university at Lawrence, Kansas.
Oct. 29.	Midland college at Fremont, Nebraska.
Nov. 5.	Southwestern college at Winfield, Kansas.
Nov. 11.	McPherson college at Lawrence, Kansas.
Nov. 25.	Missouri Valley college at Marshall, Missouri.



● Boxing Team

Back row, left to right, Ellis, Martin, Dextator, Halfmoon, Dubois, Miller, Keshick, Pappan, Dushane. Front row, John Carmody (head coach), Issues, R. Williams, Pushtonequa, L. Williams, Cornelius, Begay, Crow, Jimmy Raport (boxing coach)

Boxing got off to a hectic start with a squad of unseasoned ring gladiators representing the Purple and Gold. Meets were dropped to K. C. A. C., Kansas City and Pittsburg during the early Haskell seasoning period. And then the Topeka Golden Gloves, Chester Ellis, Kenneth Scott, Louis Williams, Lucian Jamison and Ray Williams won championships. At the Kansas City Star Golden Gloves, less than a week later, Ray Williams and Lucian Jamison were losers in the finals. In team meets next in order St. Benedict's was beaten twice, CCC of Valley Falls was annihilated as was Armourdale Community House. With team meet standings reading 4 wins and 4 losses Haskell journeyed southward to do battle with Chilocco. And as history records it the Chiloccoans were the victors. Mack Keshick was the lone survivor of the Kansas A. A. U. meet at Salina, where he won the state welterweight crown. At the Southwest A. A. U. meet in Wichita the Haskell team bagged nary a scalp. At the National A. A. U. meet in Boston, Massachusetts, Ray Williams, an alternate on the Kansas City Golden Gloves team, advanced to the semifinals before fading out of the picture.



● 1936 Football Squad

Top row, left to right, W. T. Johnson (manager), J. Carney, Holleyman, Folsom, Wade, S. Hill, K. House, Neal, R. House, Doctor, P. Berger. Middle row, J. Berger, L. Williams, L. Davis, P. Plume, Shoemake, J. Jones, Botone, Knight, Deere, F. Queton. Bottom row, Harry Jones (line coach), Kenyon, Yellowhorse, Gregnon, G. H. Smith, Robert Summers (captain), F. Jones, W. Washington, Christy, M. Miller, John Carmody (head coach)

LETTERMEN LOST BY GRADUATION: Luther Deere, George H. Smith, Chester Ellis, Dana Knight, George Rhodd, John Carney, Kenneth Scott, Francis Wanageshik, Robert Summers, Delos Botone, Roy House, Clarence Chicks, Edward Lincoln, Raymond Tudor, Louis Williams and Adolph Cadue.

ONWARD HASKELL!

In basketball Haskell was unable to hit a consistent style of play at any time. Their best games were played on the local court where all their victories were registered. . . The Haskell schedule of 16 games resulted in 4 wins and 12 losses for a winning average of 252. . . The outstanding feature of the Indian attack was the play of Bernard Gregnon, guard. He was a power on the offense and a strong cog on the defense. Joining the team after several games had been played he developed into the most consistent scoring unit and was shy but few points of overtaking the top scorer, Iron Wing. . . The offense of the Braves was much brighter than the defense that they had to offer. . . In the second K. C. J. C. game Jess W. Samuels, a forward, set the season's individual scoring record with nineteen points.

BIG HAWK RALLY TOPS BRAVES

THE Haskell Institute nine dropped their second game to Rockhurst college, in a game played on the Haskell diamond, Saturday afternoon, May 22, by a score of 9 to 8. This game, the second of a two-game Haskell-Rockhurst series, closed the Haskell season, which consisted of these two lone games.

Cain, the starting Hawk hurler, was the victim of the early-game scoring of the Braves. He gave way to Dunn in the third inning. Wanageshik, starting Haskell pitcher, wilted in the sixth after Rockhurst went on a scoring spree that left the bases loaded for Christy, his successor, to deal with.

Christy scored one run in the second inning for Has-

kell. Rozgay made the first run for Rockhurst in the third. Haskell's big third inning was made up of runs by Lincoln, Wishkeno, Carney and Christy. Poehler and Dunn scored two runs for Rockhurst in the fourth and followed up with another run, by Novosel, in the fifth. Haskell scored one run in the fifth, also, when Gregnon made a complete tour of the bags. Rockhurst then did the big damage in the first half of the sixth when Wanageshik and Christy allowed a parade of Hawks to score five runs. Bergman, Rozgay, Miller, Salerno and Dunn all scored. Haskell scored one in the seventh by sending Carney across home plate. Gregnon completed the Haskell scoring with a homer in the ninth. The score:

Haskell—8	AB H PO A	Rockhurst—9	AB H PO A
Ed Lincoln, ss . . .	5 1 2 2	Bergman, 2b . . .	5 2 3 1
I. Wishkeno, 2b . . .	5 1 1 5	Rozgay, ss	5 3 0 3
J. Carney, 3b	5 1 1 3	Miller, cf	5 3 4 0
Christy, rf-p	5 1 0 0	Salerno, rf	5 1 2 0
Gregnon, 1b	5 3 12 0	Novosel, 1b	5 1 10 0
York, cf	5 2 1 0	Koby, c	5 0 3 1
Cadue, c	5 1 7 0	Wilde, lf	5 1 2 0
Kruskie, lf	4 0 3 0	Poehler, 3b	5 0 2 0
Wanageshik, p . . .	2 0 0 1	Cain, p	1 1 0 1
Tudor, rf	2 0 0 0	Dunn, p	4 0 1 1
Totals	43 10 27 11	Totals	45 12 27 7
Rockhurst college	0 0 1 2 15 0 00—9		
Haskell Institute	0 14 0 10 101—8		

Runs—Haskell (Christy 2, Lincoln, Wishkeno, Carney 2, Gregnon 2); Rockhurst (Rozgay 2, Poehler, Dunn 2, Novosel, Bergman, Miller, Salerno). Errors—York, Lincoln, Wishkeno, Christy, Rozgay, Bergman. Two-base hits—Wishkeno, Carney, Gregnon, York, Bergman, Rozgay 3, Miller. Three-base hits—Gregnon, Novosel. Home run—Gregnon. Stolen base—Koby, Wilden. Double plays—Christy to Wishkeno to Gregnon. Carney to Wishkeno to Gregnon. Left on bases—Haskell 8, Rockhurst 8. Bases on balls—Off Wanageshik 1, off Christy 4, off Cain 1, off Dunn 2. Struck out—By Wanageshik 5, by Christy 1, by Dunn 4. Winning pitcher—Dunn. Losing pitcher—Wanageshik. Umpire—"Doc" Blice.

ONWARD, HASKELL!

(Tune: "On Wisconsin")

Onward Haskell! Onward Haskell!
This is our war cry.
Keep the good old name before you,
Never let it die.

Onward Haskell! Onward Haskell!
Fight for the dear old school,
Fight, Indians, fight for
H. I.'s dear old name.

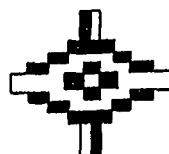
HIAWATHA—THE FOOTBALL COACH

*Hiawatha coached a ball-team,
But it was no laughing matter;
Some were fast as fork-ed lightning
Others slow as glue in winter.
Never could they stay together.
Always was the right-side off-side,
And the lazy left-side on-side.
Then to put the right side on-side,
Made the on-side left-side right-side
On the slow side on-side left side
Then he had a slow side right side
Just beside a fast side left side,
So that made the right side wrong side.
Turned the team-work outside inside,
Thus did Hiawatha de-cide
To become a hillside suicide.*

The Shortridge Daily Echo,

1936 FOOTBALL SCHEDULE

Sept. 25.	Ottawa university at Lawrence.	Won: 3 to 0
Oct. 9.	Bethany college at Lawrence.	Tie: 6 to 6
Oct. 16.	St. Benedict's college at Atchison.	Lost: 0 to 25
Oct. 23.	K. S. T. C. of Emporia at Emporia.	Lost: 0 to 41
Oct. 31.	I. S. T. C. at Cedar Falls, Iowa.	Lost: 0 to 21
Nov. 7.	K. S. C. of Fort Hays at Hays.	Lost: 0 to 13
Nov. 11.	St. Ambrose college at Davenport.	Lost: 6 to 21
Nov. 26.	Okla. City university at Okla. City.	Lost: 0 to 18



LOYALTY

A BIG business is a steamship bound for a port called Success. It takes a large force of men to operate this boat. Eternal vigilance is not the price of every other good thing, including steamboating.

To keep this steamship moving, the captain requires the assistance of hundreds of people who have a singleness of aim—one purpose—a desire to do the right thing and the best thing in order that the ship shall move steadily, surely and safely on her course.

Curiously enough, there are men constantly falling overboard. These folks who fall overboard are always cautioned to keep away from dangerous places, still there are those, who delight in taking risks. These individuals who fall off, and cling to floating spars or are picked up by passing crafts, usually declare that they were "discharged." They say the captain or the mate or their comrades had it in for them.

I am inclined to think that no man was ever "discharged" from a successful concern—he discharges himself.

When a man quits his work, say, oiling the engine or scrubbing the deck, and leans over the side calling to outsiders, explaining what a bum boat he is aboard, how bad the food is and what a fool there is for a Captain, he gradually loosens his hold until he falls into the yeasty deep. There is no one to blame but himself, yet probably you will have hard work to make him understand this little point.

When a man is told to do a certain thing, and there leaps to his lips or even to his heart, the formula, "I wasn't hired to do that," he is standing upon a greased plank that inclines toward the sea. When the plank is tilted to a proper angle, he goes to Davy Jones' locker, and nobody tilts the fatal plank but the man himself. And the way the plank is tilted is this: The man takes more interest in passing craft and what is going on on land, than in doing his work on board ship.

So I repeat: No man employed by a successful concern was ever discharged. Those who fall overboard, get on the greased plank and then give it a tilt to the starboard.

If you are on a greased plank, you better get off from it, and quickly, too. Loyalty is the thing!—Elbert Hubbard.

JOSEPH, MILITARY GENIUS

NEARER to the Fenimore Cooper ideal of the red man than any other historic Indian was Joseph, chief of the *Nez Perces*. Tall, straight as an arrow, fleetfooted, proud, eloquent, and wonderfully handsome, he was in every way a living rebuke to those who have criticized the Uncas and Chingachgok of the Leatherstocking Tales as exaggerations with no basis in actual fact. But to the romantic qualities of the Cooper Indian, Joseph added some other virtues distinctly his own. He became the tragic leader of an epic forlorn hope, he displayed a self-sacrificing patriotism to which it is almost necessary to go back to early Greece and Rome to find parallels, and finally, untutored and inexperienced he showed military genius so amazing that before he stepped off history's scene he had taught the best soldiers in the United States army lessons in tactics and had left a single campaign record which is little short of classic.

With this beguiling material Chester Anders Fee has written a book which is important as an addition to Americana and interesting even to those who have no especial background of western history from the sheer impact of its factual presentation, "Chief Joseph," published by Wilson-Erickson, Inc.

Known popularly as Chief Joseph, the great *Nez Perce's* real name was Hin-mah-too-yah-lah-ke-knt (according to the author's spelling of the phonetics of this name of many versions) indicating thunder striking through the mountains or from the waters. His father, Old Joseph, was one of the great leaders of his people, a tribe of mountain Indians, who hunted and fished west of the Bitter Roots of Idaho, yet in the old days made annual trips east to the plains of what is now Montana to hunt buffalo, thus obtaining many of the individualistic cultural characteristics of the plains Indians, including the teepee, the horse, and many of the customs, including that of the eagle-feather warbonnet as a mark of distinction and honor. Old Joseph died in 1872, at a moment when his people were beset by the gravest difficulties of their history. The white man's westward migration which followed the Civil War was at its height and every inch of valuable land was being grabbed by the immigrants. The *Nez Perces*, with a record of more than half a century of steady friendship for the white men, suddenly found themselves surrounded on all sides by engulfing myriads.

Old Joseph died, leaving an injunction which his son never forgot:

"My son, never forget my dying words. This country holds your father's body. Never sell the bones of your father and your mother."

TREATY NEVER SIGNED BY SOME

Within a few months the event which Old Joseph feared, took place. The beautiful Wallowa valley, last hunting grounds of the *Nez Perces*, proved irresistible to the land hungry. It was declared open for settlement and the *Nez Perces* were offered a treaty ceding it and agreeing to settle upon a small reservation at Fort Lapwai. Many of the *Nez Perces* signed this treaty, but the southern portion of the tribe did not sign. They have not signed to this day.

Fortunately for them, the *Sioux* war occupied the white soldiers until 1877. But then the inevitable happened and Gen. O. O. Howard was ordered to put them on the reservation. It is useless to go into the long negotiations which followed. By using diplomacy, some threats, and even force, Howard succeeded in at last obtaining from Joseph a promise to move his people to Lapwai.

But the *Nez Perces* took affairs out of Joseph's hands. On June 13, 1877, just after their chief had agreed to move them to the reservation, three young warriors, one the son of a man who had been killed by a drunken white, rode out from camp. Joined by some other irreconcilables, they raided the Salmon River valley. In two or three days they killed eighteen persons, including a rancher named Devine who had murdered the father of one of the raid leaders, and wounded many more.

Joseph was not in camp at the time. When he returned he found his people in a fighting mood. He protested in vain. Either he must go to war with his people or leave them. The young chief must have muttered something equivalent to Stephen Decatur's famous toast as he made up his mind to stay with his tribe.

TOOK COMMAND LIKE VETERAN

As has been said, Joseph had never seen a shot fired in anger. But within two days he had to face a detachment of troops under Col. David Perry, which found his camp in the White Bird canyon. The valley is slightly timbered and opens widely into the Salmon river. Joseph had hidden his village among the buttes and ravines at the mouth of this gorge. Scouts reported to him that a hundred soldiers were moving down the canyon. He took command in this battle as if he were the veteran of a hundred campaigns.

Perry, expecting little resistance, suddenly found himself in as a neat a trap as if it had been set by a West Pointer. Joseph's 200 warriors were divided. Part lined the buttes at the mouth of the valley. The rest, under Joseph's lieutenant, White Bird, hid in the brush at one side. A sharp roll of rifles broke out. As Perry concentrated his attention on the enemy ahead, White Bird struck him in the flank. At the charge of the howling *Nez Perces*, the white troops broke, began a hasty retreat which degenerated into a rout, and eventually were chased clear back to the settlement of Mt. Idaho. Lieutenant Teller and thirty-six of Perry's hundred men were dead. Many others were wounded. The *Nez Perces* loss had been almost negligible.

It was war to the hilt now, and Joseph at the time had only 200 warriors to oppose the resources of a great nation. Howard, with 700 men, marched to crush him. Joseph fought two skirmishes with scouting parties of his enemy, killing a dozen white men, then, leaving Howard entangled in the mountains, marched swiftly to a point where another remnant of his tribe, under Chief Looking Glass, was waiting to join him. This reinforcement raised his total fighting force to 250, and incidentally increased his baggage train and non-combatant list in proportion. Joseph was incumbered with 450 women, children and aged, and a herd of 2000 ponies, while his opponent had none of these embarrassments.

JOSEPH CHOOSES A BATTLEFIELD

Like a grim bulldog, Howard hung on the *Nez Perce* trail, and finally, on the banks of the Clearwater, Joseph deliberately chose a battlefield. Rude breastworks were thrown up. As the soldiers approached, the fire spattering of shots grew into a steady roar. There was some violent hand-to-hand fighting, and it was only the arrival of reinforcements which saved Howard from defeat. After a two-day battle, Joseph withdrew in masterly manner and retreated slowly northward. Thirteen soldiers were dead and twenty-seven wounded. The *Nez Perce* loss was larger—twenty-three dead and forty-six wounded, chiefly because of artillery fire. Joseph had lost no honors.

At Kamiah Falls, the *Nez Perce* chiefs debated their future course. Should they stay and fight or should they leave their country and try to reach safety elsewhere? Joseph decided on the latter course. The wrench it gave him is shown by his own words, "I said in my heart that I would give up my country. I would give up my father's grave. I would give up everything rather than have the blood of my people on my hands . . . A man who would not love his father's grave is worse than a wild animal."

The momentous decision involved a retreat of 2000 miles with certainty of pursuit. It meant hard fighting and harder marching. But once they reached the haven of rest, British Columbia, it meant safety. The only alternative was surrender.

Delaying Howard by a rear-guard action, he started up the Lo-lo Pass.

The Lo-lo trail, crossing the mountains at one of their most inaccessible points, is admittedly one of the most difficult in America. With jagged rocks, fallen timber, shoulders hanging over dizzy abysses, torrents and seemingly impassable forests, its natural difficulties were complicated by extremely nasty weather. Yet, through this slippery mountain-goat country, Joseph's people with all their handicaps, pulled steadily away from the troops.

COMMITTED NO DEPREDATIONS

Skirting a small fort at the mouth of the pass on the other side, the *Nez Perces* shifted southward, religiously refraining from committing any depredations upon the settler.

In leisurely manner, Joseph led his people through the Yellowstone Park, then moved out northward into Montana. The 7th cavalry, Custer's old regiment, under Colonel Sturgis, struck them at Canyon creek, September 13. It was a short but hot battle. Joseph had posted a rear guard to hold back the cavalry while the women and camp equipment could be gotten away. As the 7th galloped after the main body of Indians, seen a mile down the canyon, a rattling fire broke out from the ridges on each side. Saddles were emptied and all thoughts of catching up with the non-combatants departed. Sturgis dismounted his men and sent them swarming up the slopes. By night Joseph was again in retreat, but Sturgis, with a sizable hospital list, could not pursue.

A NEW FOE LOOMS

Westward and northward now rode the *Nez Perces*. Behind, exhausted or crippled, were three strong bodies

of soldiers, each outnumbering them, but beaten and out of the fight. Howard, Gibbons and Sturgis were disposed of, but a new enemy was ahead. The enormous advantage of railroad and telegraph worked for the white man.

Gen. Nelson A. Miles, with 400 men, two guns and a supply train, was marching at an angle calculated to cut off the Indian retreat. Joseph, through his peerless scouts, knew every movement of the enemies in his vicinity. But he had no way of knowing distant movements, so was ignorant of Miles' approach.

Past the Snow mountains and straight toward his long-sought goal, he drove his Spartan people at a killing pace. On and on they marched, with ponies dropping at every mile along their agonized path. At last they reached the Bear Paw mountains, just thirty miles south of the border. And here they stopped to rest.

Miles, with fresh troops, fresh horses and fresh scouts struck them there on the morning of October 3. The day was cold and stormy. Just at dawn came the first warning shot. The Indian camp lay in a cup-shaped ravine overlooked by high cliffs and bluffs. With what sickening despair Joseph must have watched as he saw the troops galloping toward him, spreading out like a mammoth fan. No chance to escape here. The *Nez Perce* knew his time had come. He was outnumbered four to one. Everything favored the soldiers.

On charged the cavalry. A sudden level sheet of fire cut them down. Posted on the bluffs the Indians made every shot count. The *Nez Perce* wolf was at bay at last, but he was going to make his end memorable.

A FIGHT TO THE FINISH

With a trail of dead and wounded behind them, the cavalry led by Captains Moylan, Godfrey and Hale, dismounted and began to scramble up the rifle-crowned steeps. Moylan and Godfrey went down and Hale was the only captain left in the battalion. Lieutenant Biddle dropped dead. Under the storm of lead the troopers wilted like autumn leaves, but the survivors kept on. Over boulders and through underbrush they went. Then Hale was killed. Lieutenant Erickson was the only officer left. At last, climbing right into the heated muzzles of the *Nez Perce* rifles, the battalion carried the hill.

But at what a cost! Fifty-three had been killed or wounded out of the 115 who began the charge. Meanwhile Joseph, cool headed, seeing everything, withdrew his men at just the right moment to ridges behind the camp and nullified the whole attack.

Early the following morning a white flag was raised and at sunset Joseph gave himself up.

"Hear me, my chiefs, my heart is sick and sad," he said as he handed his rifle, butt first to Miles, "From where the sun now stands I will fight no more, forever."

It was the end. Joseph, who never commanded more than 300 warriors, had opposed 5000 soldiers besides hundreds of civilians. He had actually met in battle 2000 troops. Of these he had killed or wounded 266. His own loss, including women and children, had been 239 killed and wounded.—Kansas City Star.

THE INDIAN LEADER

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- Allan Shepard, *Printing Instructor*, Manager.
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- All mechanical work accomplished by student-apprentices of Haskell Institute.

NOTES OF INTEREST

Supt. R. M. Kelley was in Missouri several days this month interviewing prospective Indian Service teachers. G. Warren Spaulding was acting superintendent during his absence.

Miss Ida Holmes, Springfield, South Dakota, is spending the summer with Mr. and Mrs. Allan Shepard and son, Bill. Miss Holmes is the sister of Mrs. Shepard.

Mrs. Thelma Haas is at her home in Chandler, Oklahoma, on annual leave.

Superintendent Herbert C. Calhoun of Pierre Indian school was a Haskell visitor during the month of June.

Born to Mr. and Mrs. J. Russell Hunter, former students, at Phoenix, Arizona, on May 20 a son, John Russell. Mrs. Hunter was formerly Vera Alexander. Congratulations to the proud parents!

Miss Marcella Aven, Springfield, Missouri, was the visitor of her mother, Mrs. Bertha Aven, on June 12 and 13. Miss Aven will attend Springfield State Teachers college this summer.

Miss Lillian Roe Cloud and Miss Bobbie Rainman, both of Wichita, Kansas, were the guests of Miss Carrie Sadongle during the University of Kansas graduation exercises.

George E. Nelson and family stopped at Haskell recently while en route to Pawhuska, Oklahoma, where Mr. Nelson has been transferred from Pierre, South Dakota. Mr. Nelson was formerly a clerk in the Haskell office.

Fred Skeeter, Sapulpa, Oklahoma, former Haskell student, has been visiting on the campus recently before leaving for Liesburg, Indiana, to be a councillor at Camp Crosley.

Miss Sibyl Malm, teacher in arts and crafts, sailed June 15 from New York City for Europe, where she will spend her vacation. Prior to her sailing Miss Malm visited at her home in Glen Lake, Minnesota, and in various cities en route to New York. While in Paris Miss Malm will attend the International Congress for Art Education and Applied Arts. She will also make a study of marionettes in various European countries.

Harold T. Schilling, educational field agent, was a Commencement visitor.

Miss Harriet Kimmel is assisting in the vocational office as stenographer.

Mr. and Mrs. E. L. Sperry, Mayetta, Kansas, were campus visitors during Commencement week.

G. Warren Spaulding was in Kansas City Thursday on official business.

William Bitting, Tahlequah, Oklahoma, was the Commencement guest of his daughter, Gertrude.

Sullivan "Sox" Miller visited recently with Leonard Frazier while on his way to Jacksonville, Florida.

James LeMieux, Cloquet, Minnesota, was present for Commencement exercises, the guest of his daughters, Gertrude and Lorraine.

Miss Belva Coates, girls' placement officer, Oklahoma City, Oklahoma, was a Commencement visitor and the guest of Mrs. Margaret P. Speelman.

The Haskell club was closed on June 1, to be re-opened August 15. The "Shack" is also closed for the summer.

Miss Inez Ecoffey, Kansas City, Missouri, was the guest of her brother, Joe, during Commencement week.

Mr. and Mrs. Gay Baybee, Portland, Oregon, were recent guests of Mr. and Mrs. W. T. Johnson. Mr. Baybee is a cousin of Mr. Johnson.

Mr. and Mrs. Matthew Botone, Ft. Cobb, Oklahoma, were present for the graduation of their son, Delos, from the commercial department.

Mrs. G. Warren Spaulding has returned to her home from the hospital and is steadily recovering from her illness.

Elnora Crow and Christine Crowe, Haskell graduates, of Kansas City, Missouri, were Commencement visitors.

Robert Welch, University of Kansas student, left on June 10 for Camp Crosley, Liesburg, Indiana, where he will serve as a camp councillor for the summer.

Mr. and Mrs. Ralph Grinnell, Belcourt, North Dakota, were Commencement visitors. Mrs. Grinnell was formerly Alice Monnette, home economics class of '36.

Among those graduated from the University of Kansas June 8 were Richard Condelario, Milton James, Carrie Sadongle and Maxine Brueninger, all well known on the Haskell campus. Many of the Haskell residents attended the graduation exercises.

Mrs. W. G. Lessert, sister of Mrs. G. Warren Spaulding, and Mr. Newell Sherburn, after attending the K. U. commencement exercises, returned to their homes in Flandreau, South Dakota, Tuesday, June 8. They were accompanied by Miss Lois Lessert who was recently awarded the Rankin scholarship in the school of fine arts at the University of Kansas.

Haskell commemorated Memorial Day with a brief but impressive program Sunday morning, May 30. Reverend Russell Carter gave the invocation, the Haskell band offered two marches, the assembly joined in singing "America," Mr. Rose gave the speech of the day, and a squad of Haskell guardsmen fired a salute to the honored dead.

Inez Scritchfield and Alice Soocey, Mayetta, Kansas, were Haskell Commencement visitors.

Corbin Robidoux, former student, of Kansas City, Missouri, was a Commencement visitor.

Mrs. Louise Lindsey visited last week in Neasho, Missouri.

Mrs. Ethel Stewart and daughter, Grace, are spending their vacation at Mooris, Oklahoma.

Haskell students and employees were entertained Friday night, June 11, by a dance recital given by the students of Miss Dorothy Briedenthal of Lawrence.

John Rose of Anadarko, Oklahoma, visited his brother, Newton Rose, of the Haskell advisory staff during the week of June 13-19.

Mr. and Mrs. John F. Carmody recently entertained with a picnic at which Mr. and Mrs. Allan Shepard, Mr. and Mrs. A. H. Jackson, and Mr. and Mrs. J. E. James were guests.

Mr. and Mrs. Carlos (Juanita Folsom) Mestas, Haskell graduates, visited in Lawrence and Haskell, Monday, June 14, while on their way to Mrs. Mestas' home at Bokoshe, Oklahoma. They live in Fort Defiance, where Mr. Mestas is employed in the Indian Service.

The following men are working in the various vocational departments on maintenance: Iroven Avey, Raymond Channel, Frederick Nightingale, Raymond E. Brown, all from Lawrence; and Raymond D. Cleek, Cheeryvale, Kansas.

Mr. and Mrs. John Allen, Flandreau, South Dakota, attended Haskell Commencement activities and visited their son, John Jr., a University of Kansas student, and daughter, Margaret. Margaret returned home with her parents.

Ruth O'Jibway, commercial '36, and Elsie Ross of Belcourt, North Dakota, and Rita O'Jibway, Detroit, Michigan, visited Haskell during the week. Tuesday evening the Misses O'Jibway and Ross visited Austin and Phillip O'Jibway at Silver Lake, Kansas, where the boys are employed.

Mr. and Mrs. J. E. James and daughter, Frances, Chemawa, Oregon, were house guests of Mr. and Mrs. Asher H. Jackson during the University of Kansas commencement activities. Mr. and Mrs. James were present for the graduation of their son, Milton, from the university School of Engineering.

Miss Marguerite Cosgriff is vacationing at her home in Fulda, Minnesota.

George Washington is spending his vacation in Cherokee, North Carolina.

Miss Retha E. Breeze is spending her vacation at her home in Olwein, Iowa.

William Welfelt is spending a part of his vacation studying electrical motor winding in Topeka, Kansas.

Mrs. Louisa White is spending her vacation visiting her sister, Mrs. Simon P. Needham, in Ft. Hall, Idaho.

George Lowry left for his home in Savannah, Oklahoma, Saturday, June 12, to be gone a week on annual leave.

Miss Martha Umland, matron at Winona hall, is vacationing at her sister's home in Embarrass, Wisconsin.

Mr. Maurice Z. Skelton of the commercial department helped the advisers during part of the month of June.

Mr. and Mrs. Louis Shipshe and sons, Louis and Vernon, are spending their vacation at Oklahoma City, Oklahoma.

Mrs. Margaret Pearson Speelman is at Cherokee, North Carolina, to stage a pageant with the Indians of North Carolina at the Great Smokies celebration.

Mr. and Mrs. Robert L. King left early Saturday morning, June 12, for Pine Ridge, South Dakota, where Mr. King is teaching "Guidance of Youth" at the Indian Service summer school from June 14 to July 23.

Miss Mabel Morrow of the Flandreau Indian school, Flandreau, South Dakota, stopped at Haskell Sunday, June 13, en route to Tahlequah, Oklahoma, where she will teach arts and crafts at the Indian Service summer school at Sequoyah Indian school.

ACADEMIC HONOR ROLL

FOURTH NINE WEEK'S PERIOD

Ninth Grade: Dorothy Butterfield, Cecile Dailey, Corrine Koshiway, George L. Veix.
Tenth Grade: Cecelia Antoine, Elizabeth Dailey, Ruth Delaney, Jacqueline Englehart, Bertha L. Norman, Verna M. Peplon, Lorena Sanders.

MAKE NO LITTLE PLANS!

They have no magic to stir men's blood and probably themselves will not be realized. Make big plans; aim high in hope and work; . . . a noble, logical diagram will never die, but long after we are gone lives on with evergrowing insistency.—Daniel H. Burnham.

THINK BIG!



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