

A STUDY OF THE HISTORICAL DEVELOPMENT AND
EDUCATIONAL WORK OF HASKELL INSTITUTE.

A THESIS

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G. G.

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CHAPTER I.

INTRODUCTION

Every since the landing of the Pilgrim Fathers, "The American Indian and what to do with him" has been a subject under repeated consideration and discussion and it is one that is still open for debate. But the chief object and aim in the past seems to have been to get rid of him and take possession of his great domain; and upon this point the whites, with rare exceptions, have agreed with a unanimity that is all but startling.

However, philanthropists and others interested in the welfare of the American Indian have long held the idea that by education only could the question be completely and satisfactorily answered. The government of the United States was exceedingly slow in adopting education as a means of civilizing the Indian. And it was not until the establishment of mission schools in various reservations through private contributions of money, had demonstrated the possibility and practicability of Indian education, that the government awoke to a realizing sense of its obligation to its wards. In fact, as recently as 1880 the entire appropriation for Indian schools was \$75,000 only, barely sufficient to keep 1,250 out of 7000

children in boarding schools or about twice that number in day schools. In 1882 the forty-seventh congress by an appropriation of \$150,000 made possible the founding of Indian training schools; the purpose of these schools as set forth in the Enabling Act was to further instruct and civilize Indian children west of the Mississippi River.

The purpose of Indian education according to Capt. R. H. Pratt, former superintendent at Carlisle Indian Industrial School is :

The kind of education that will end the Indian Problem by saving the Indian to material usefulness and good citizenship, is made up of four separate and distinct parts, in their order of value as follows:

First: Usable knowledge of the language of the country.

Second: Skill in some industry that will enable successful competition.

Third: Courage of civilization which will enable abandonment of tribes and successful living among civilized people.

Fourth: Knowledge of books, or education so-called.

In justice to itself the government can have but one aim in all it may do for the Indians, and that is to transform them into worthy productive American citizens.... Give them schools in the environment of civilization; but better still put them into civilization schools.¹

The new policy of the government according to Dr. Wilbur, Secretary of the Interior is:

The assimilation of the Indian has been a policy of the Government for a hundred years. Despite that policy

¹ Capt. R. H. Pratt, "Education of Indians," PUBLIC OPINION, Vol. XVIII, June 1895, p. 730.

the Indian has remained a people apart clinging to the old life, languishing into poverty as his former hunting grounds have disappeared. Yet the Indian stock is of excellent quality and can readily merge with that of the nation.

To bring this about it will be necessary to revise the educational program into one of practical and vocational character and to mature plans for the absorption of the Indian into the industrial life of the nation. The Indian boy and girl will be given the normal education of our American boys and girls. Indian schools shall in no respect partake of the nature of reform schools. He shall not be prepared for dependent wardship but upstanding and independent manhood.²

The purpose of this study is to determine whether Haskell Institute has fulfilled the obligations placed on it by the Federal Government.

The secondary material for the study was secured from Kellogg Library, Kansas State Teachers College of Emporia, Kansas, the library at Haskell Institute, Lawrence, Kansas, Kansas State Historical Association Library, Topeka, Kansas, bulletins and catalogues from the Department of Interior, Washington, D.C. The primary material was secured from interviews with officials and faculty members at Haskell Institute, and from a questionnaire sent to four competent judges asking their opinion of the success of a random sampling of graduates from the classes 1920-1929.

² Ray Lyman Wilbur, "Uncle Sam Has a New Indian Policy," SATURDAY EVENING POST, Philadelphia, Pennsylvania, Vol 201, June 8, 1929, p.5.

CHAPTER II.

HISTORICAL BACKGROUND.

ENABLING ACT.

The Indian Training School which was later named Haskell Institute had its origin in an act passed by the forty-seventh congress, May 17, 1882, making appropriations for the current and contingent expenses of the Indian Department. One provision of this act is:

And for the purpose of further instructing and civilizing Indian children dwelling west of the Mississippi River and in the states of Minnesota, Wisconsin, and Michigan and not belonging to the five civilized tribes in the Indian Territory, or as many thereof as may be practicable, in industrial schools other than those at Carlisle, Hampton and Forest Grove, supported in whole or in part from other funds so appropriated and for purchasing stock for herding purposes for such industrial schools, and also for the placing of such children with the consent of their parents under the care and control of such suitable white families as may in all respects be qualified to give such children moral, industrial and industrial training, for a term of not less than three years under arrangements in which their proper care, support, and education shall be in exchange for their labor, the sum of one hundred fifty thousand dollars is hereby appropriated to be expended under such rules and regulations as the Secretary of the Interior may prescribe.¹

ESTABLISHMENT OF THE SCHOOL.

The Hon. Dudley C. Haskell was then Representative of the Second Kansas District, and because of his very valuable work on the House Committee of Indian Affairs, of which he was act-

¹ Public Laws of United States of America passes by the Forty-Seventh Congress Session I, Vol. XXII, 1881-1883, p.86.

ing chairman, he was permitted to suggest a location for one of the schools. Lawrence was selected because it was not only his home town, but was the seat of the State University and had excellent public schools. Also the location was central, the surrounding country beautiful and fertile, and the railroad service adequate.

The work on the buildings for the school was started in August, 1883, on land which had been donated by citizens of Lawrence and vicinity. The completion of the work was delayed on account of part of the funds being adjudged in-applicable and the following joint resolution of the forty-eighth congress February 25, 1884, allowed a further expenditure of money:

Resolved by the Senate and House of Representatives of the United States of America assembled, That the Secretary of the Interior be, and hereby is, authorized to expend so much of the one hundred and fifty thousand dollars appropriated for the purpose of further instructing and civilizing Indian children dwelling west of the Mississippi River and so forth, in an act entitled "An act making appropriations for the current and contingent expenses of the Indian Department and for fulfilling treaty stipulations with various Indian tribes for the year ending June thirtieth eighteen hundred and eighty-three, and for other purposes," approved May seventeenth, eighteen hundred and eighty-two, as he may deem necessary for the purpose of erecting, furnishing, and repairing such school buildings as are now in course of construction, or for which contracts have been made."

Under the direction of Major James M. Haworth, the first super-

²The Statutes at Large of the United States of America from Dec. 1883 to March 1885, Vol XXIV, p.269.

intendent of Indian Schools, the construction of the buildings was carried through to completion and they were accepted by the Government July 10, 1884.

OTHER LEGAL ACTS.

The six hundred and ten acres known as Haskell Institute in 1889 were secured by the consent and ratification of the State of Kansas by the following acts:

Be it enacted by the Legislature of the State of Kansas:

Section 1. The consent of the State of Kansas is hereby given and granted to the United States of America to purchase for the Haskell Institute and Indian Industrial School the following- described real estate to wit; the southwest quarter of the northeast quarter of section eighteen, in township thirteen south, of range twenty east of the sixth principal meridian; also the southeast quarter of the northwest quarter, and the southwest quarter of section seven, township thirteen, range twenty east of the sixth principal meridian; also the south ten acres of the northwest quarter of section number seven, township and range last above named, all lying and being in the county of Douglas, state of Kansas; and hereby ratify and confirm the action of the United States of America in the purchase of said premises for said purpose.

Section 2. This act shall take effect and be in force from and after its publication in the official state paper. Approved March 4, 1887.³

Be it enacted by the Legislature of the State of Kansas:

Section 1. The consent of the State of Kansas is hereby given and granted to the United States of America to purchase for the Haskell Institute and Indian Industrial School the following- described real estate, or

³ Kansas, "Session Laws of 1887," ch. CLXIII, p. 231.

or any portion thereof, to wit: the northwest quarter of the northeast quarter of section seven (7) and the northwest quarter of section (18) in township thirteen (13) in range twenty (20) east of the sixth principal meridian-allying and being in the county of Douglas, state of Kansas; and hereby ratify and confirm the action of the United States of America in the purchase of said premises for said purposes.

Section 2. This act shall take effect and be in force from and after its publication in the official state paper. Approved March 2, 1889. ⁴

EARLY BUILDINGS

The first buildings made of native limestone consisted of two large dormitories, one of which was used for large boys, and the other for small boys and girls, and a school building, each sixty-two feet by one hundred twenty-two feet and three and one-half stories high. The total cost was approximately fifty thousand dollars. All of the employees including the superintendent and faculty were housed in the two dormitories. There were also two small frame buildings, one used for a paint shop and the other for a shoe shop. Many other buildings were added to the original plant. The south half of what is now the carpenter shop, and which was used then for a boiler plant, was built in 1886. The frame hospital was erected about the same time and is now used for employees quarters; in 1891 the hospital was thoroughly overhauled, enlarged, furnished

⁴ Kansas, "Session Laws of 1889, ch. CLV, p.224.

throughout with steam-heating apparatus, and supplied with city water. A long, low stone building made from Kansas limestone, which is the only building on the campus built from stone quarried on the Haskell farm, was used as a harness, tailor, steam-fitters, and plumbing shop. It was built by school employees and students in 1888 while Governor Robinson was superintendent. In 1889-1890 the large three and one-half story dormitory for the girls was built at a cost of \$35,000. During the same year an addition to the power plant was built as well as a home economics building. The superintendent's residence and several cottages for employees were added to the group of buildings in 1898. ✓

SUPERINTENDENTS AND EARLY FACULTY.

The first superintendent was Dr. James Marvin, for more than twelve years chancellor of the University of Kansas. This was a fortunate choice, for he was especially well qualified not only as an administrative officer, but also as an educator in the broadest sense of the term. He established standards and traditions which in the history of Haskell have never been broken. Best of all, his life was ideal. His very presence inspired one to do his best. The first principal was J. L. Du Mars who had established the high school at Vineland, Kansas. James L. Murie, a Pawnee Indian, was one of a number of

Indians who were early employees.

Dr. Marvin because of ill health and political reasons resigned in 1885 and Colonel Arthur Grabowski was appointed as his successor. He is remembered for his strict military discipline. Quite a large appropriation was secured during his regime but only a small portion of it was expended.

In January 1887, Colonel Grabowski was succeeded by ex-Governor Charles Robinson of Kansas.

The school at this time was so unpopular in the territory that it was a question in the minds of the authorities of the Indian Departments whether to carry out their plans in making Haskell Institute, the leading industrial school, or to appropriate the funds for it to Chilocco.⁵

Mr. Robinson managed to secure the good will and confidence of the Indians and a larger number of pupils were soon enrolled.

Governor Robinson has abundant reason to be happy in the consciousness of success, in a cause to which he brings not only a warm and generous heart filled with sympathy for children, but also an experience in the conduct of affairs to which few ever attain.⁶

Mr. H. B. Peairs became a teacher of first and second grades in Haskell Institute during Governor Robinson's administration.

At this time, Miss Hamilton, a successful kindergarten teacher

⁵ Editorial, "Haskell Institute," LAWRENCE JOURNAL, Lawrence, Kansas, Dec, 25, 1890.

⁶ John Brown, Jr., "A Kansas School for Indians," THE REPUBLICAN, March 22, 1888.

in the school was influential in bringing students from the Cheyenne and Arapaho tribes to Haskell.

When Governor Robinson retired in December, 1888, Colonel O. E. Leonard of Lawrence, Kansas was persuaded to accept the position of head of the institution. Under his direction the school prospered, but in account of his large business interests he insisted on resigning as soon as a suitable successor could be secured.

On October 1, 1889, Dr. Charles F. Meserve of Springfield, Massachusetts, assumed charge. He was an able scholarly man and his administration was on a high plane. In shaping the destinies of the children Superintendent Meserve was careful alike in their moral and religious training as well as their comfort and happiness. And it was his aim to secure a corps of assistants of the highest character, ability, and skill in their various departments. That he was well fitted for the work was evidenced by less disobedience and infraction of rules in the school and the remarkable progress made in educating these Indian youths. In March 1894, Dr. Meserve resigned to become president of Shaw University, Raleigh, North Carolina.

April 1, 1894, John A. Swett, who had been assistant superintendent succeeded Dr. Meserve and gave four years of faithful, conscientious service to the school. It was during his administration that the normal and commercial departments were established.

Hervey B. Peairs, assistant superintendent and principal, was promoted to the position of superintendent and assumed control on April 1, 1898, and remained until February 1, 1910. During these years the domestic art, domestic sciences, and manual training departments were established; Curtis Hall, (the only building on the campus that is named), the hospital, mason shop, manual training building, superintendents' residence and employees cottages were erected; and additional farm land was purchased.

Superintendent Peairs was promoted early in 1910 to the position of Supervisor of Indian Schools and Mr. H. H. Fiske, of Massachusetts, took charge as superintendent. He was a capable manager, cultured, and highly educated but resigned in April, 1911 to enter private business.

The succeeding superintendent was John H. Wise, who was transferred from Chilocco Indian School, in Oklahoma to the Kansas institution.

Mr. Wise spent many years in the Indian Office at Washington, D. C. and therefore is perfectly familiar with the Indian problem from that point of view. His years of experience at Carlisle as assistant superintendent and at Chilocco as superintendent have given him the other side, so that he is well fitted to carry on the good work that Haskell has already laid the foundation for by over a quarter of a century of successful preparation.

⁷ Editorial, "Concerning Haskell Institute," INDIAN LEADER, Haskell Institute, Lawrence, Kansas, Vol. XVI, No. 33, June, 1920. p.1.

It was during his administration that the equipment for burning fuel oil was installed in the boiler house, the carpenter shop rebuilt, first sleeping porches added to the small boys' home and much shrubbery set out in the campus.

In April 1917, Mr. Peairs returned as superintendent. Improvements were made each year. Sleeping porches were built on both the girls' and large boys' homes, duplex houses built, Superintendents home added to and renovated, domestic science cottage enlarged and newly equipped, an addition to Curtis Hall constructed and many other things accomplished. In 1921 Mr. Peairs was appointed chief supervisor of Indian Education which position he filled in addition to that of superintendent of Haskell with head quarters at Haskell Institute. Again in 1926 his duties as Chief Supervisor took him away from Lawrence and Mr. C. M. Blair was appointed superintendent serving until July 1, 1930, when Mr. Peairs returned the second time to take up the work of resident superintendent.

(EARLY STUDENT BODY.)

School opened September 1, 1884, with fourteen pupils in attendance - all boys, twelve of them belonging to the Ponce tribe. On the sixteenth of the month three boys and five girls arrived from the reservation near Ottawa, Kansas, so at the time of the public opening on September 17, there were twenty-two pupils present. Ten years after the opening of the school in 1895

the enrollment was five hundred four, thirty-five tribes being represented. Since the institution was established, there has been a total enrollment of two thousand. They gathered from Wisconsin, Michigan, Indiana, South Dakota, Kansas, Indian Territory, Oklahoma Territory, Arizona, and New Mexico.⁸

For a few years the majority of the students were Cheyennes⁷ and Arapahoes although it has been the policy of the institution to have as many tribes represented as possible. With many tribal groups on the campus there is less likelihood of students speaking their native language instead of the required English. Also the influence of the graduates is felt in more localities thus lessening the tribal differences and increasing the tendency to intermingle.

The characteristics of Indian pupils are quickness to observe through the eye and ear, slowness to manifest any emotion, and an aversion to cleanliness, their disregard of all laws of health makes the care of them very trying; they sometimes seem to have a feeling which one of them expressed when remonstrated with for some carelessness which the nurse said a white person would not do, "because a white man is afraid to die, but the Indian is not," was the reply.

One of the prominent traits of the Indian child is obedience to his superiors. The Chief of the tribe requires unquestioned obedience to his commands; respect for his authority is inculcated from earliest youth. The Indian child is therefore tractable and easily managed; this is the rule and few exceptions are noted; kindness and firmness except in rare instances, are the only weapons needed. They are very sensitive to ridicule and resent an injury, real or fancied, very quickly. But in spite of

⁸ Editorial, "Haskell Institute," MEMORIAL ALBUM, Lawrence, Kansas, May 30, 1895, pp. 42-43.

past deficiencies and existing ignorance they have proved more amenable to discipline than an equal number of average white boys, and in striking contrast to Caucasians of similar birth and early environment.

The opinion which generally prevails that the Indians as a race are physically strong is erroneous. Where so much immorality and lewdness exists, together with utter disregard of all sanitary laws, living on dirt floors, exposed to rain, and always in wet weather going with wet feet, and their use of improper and imperfectly prepared food, cannot fail to produce impoverished and debilitated constitutions.

When the Indian youth comes here he finds a slightly different climate; he changes his clothing and his food, and all his habits, and begins a more confining life; work and studies all day and entirely gives up the free, indulgent life of the territory; yet in spite of everything there is reason to believe that if anything, their health improves year by year.

The change of habits and modes of life from camp to the school requires extra sanitary supervision to prevent sickness. The general health of the scholars has been good, aside from a tendency to consumption and scrofula, diseases so prevalent among the Indians. A great many of the children have the germs of one or the other or both lurking in their systems and very often it is fatal before they reach the meridian of life usually allotted to man.⁹

"The greatest trouble we have," said Mr. Peairs, is to teach the Indian that the time is coming when he must dig for himself; that the government's annuities and rations will some day be cut off. We try to make them realize that they must and can compete with the white man. That's one reason why we encourage athletic contests with the colleges; the Indian who has learned that he can play football or baseball as the white man may be taught that he will be as good a farmer or carpenter as his white competitor.¹⁰

⁹ Editorial, "Waifs of the Forest," TOPEKA DAILY CAPITAL, Topeka, Kansas, March 16, 1890.

¹⁰ Editorial, "Reservation Boys and Girls at Haskell Institute," KANSAS CITY STAR, Kansas City, Missouri, Dec. 11, 1904.

EARLY INDUSTRIAL AND VOCATIONAL WORK

Along with the school work, Haskell aims to give each student a practical knowledge of some trade by which he can, in the future, earn a living for himself. Since the first and most important step toward the absorption of the Indians is to teach them to earn their living, the Indians are prepared for industrial, business, and domestic pursuits.

The first trades established at Haskell Institute were: farming and gardening for the boys and housekeeping for the girls. The Indians desired to be able to do those things which were necessary for the ordinary work of the farm and home. To the original trades have been added: painting, papering, exterior and interior furnishing, blacksmithing, forging and ironmaking, wagon making, wheel wrighting, tailoring, harness making, engineering, steam fitting, machine shop practice, electrical work, printing, baking, nursing, brick and stone masonry, plastering and cement work. The work of the trades and business courses is taken up by the students after they have finished the common school branches and this work continues over a period of two years, fitting the student for an industry or some kind of clerical work.¹¹

The work connected with the farm such as caring for the stock, cultivating the land, and running the various industries is done by the boys and girls under the direction of competent and experienced heads of departments.

All of the hay consumed is produced on the farm, besides a large amount of fruit and vegetables. There are several fruit bearing orchards containing apple, peach, pear, cherry and plum trees, to the number of one thousand.

¹¹ Editorial, "Haskell Largest Indian School," LAWRENCE JOURNAL, WORLD, Lawrence, Kansas, July 24, 1915.

and two hundred or more besides a great variety of small fruits such as strawberries, blackberries, raspberries, etc.¹²

During the spring of 1891 nearly one thousand shade trees, shrubs, and vines were set out. A large quantity of wagons and harness have been manufactured, and at the present time, in the tailor shop a dozen suits are being made for prominent Arapahoes at Darlington, Oklahoma. All of the clothing and boots and shoes worn by the children have been made at the institution. Wagonmaking will begin in fall. One hundred and sixty acres of grass land were purchased a few months ago and negotiations are nearly made for the purchase of ten acres additional near the entrance. This will give the institution six hundred fifty acres and in a few years the Haskell Institute farm ought to be as good as any in the state. Last year there was sixty acres in corn, thirty-five in oats, fifteen acres in potatoes and a vegetable garden of ten acres. All of the improvements that have been made during the year, with the exception of the new buildings, have been accomplished by the Indian boys.¹³

Since the beginning of the school, girls have been taught to sew, wash and iron, but as most of the cooking in so large an establishment has to be done by steam, on a very extensive scale, there has been no opportunity for girls to learn housekeeping, except as they work in the families of the employees. The organization and equipment of a home-making department, to meet this long-felt want in the education of the girls, is one of the greatest, if not the greatest, improvement in the institution. Moreover, the department has been placed under the management of a practical and enthusiastic housekeeper, which insures its success. The girls themselves are delighted with the lessons and each spends two hours and one-half a week learning the importance of habits of order, promptness, neatness and thoughtfulness, as well as how to cook food, in an appetizing way and to serve it daintily. The equipment of this department is very perfect.¹⁴

¹² Editorial, "The Haskell Institute," DIRECTORY OF CITY OF LAWRENCE AND DOUGLAS COUNTY FOR 1893-1894.

¹³ Editorial, "Haskell Institute Closes," KANSAS CITY TIMES, Kansas City, Missouri, June 24, 1891.

¹⁴ Editorial, "Haskell Institute," INDIAN LEADER, Haskell Institute, Lawrence, Kansas. February 1899. copied from LAWRENCE JOURNAL, Lawrence, Kansas.

EARLY INCIDENTS.

As an evidence of the progress made by these children the writer reproduces herewith a letter from Frank Eagle:

Haskell Institute, Lawrence, Kansas, July 29. Sir:
At the request of my teacher I will write for you the following brief letter concerning my home and my school life. I live in the northern part of the Indian Territory on the boundary line of the Cherokee strip, about thirty miles from the Kansas line. I was born and raised in the northern part of Nebraska but the government moved the tribe to our present home in the Indian Territory. There is only a small number of the Indians in this tribe but they are industrious and are making rapid progress toward civilization, however, they still love their native customs and have their different dances and feasts of all kinds.

My father, White Eagle, is the head chief of the tribe and is looked upon as a leader in all the affairs of the tribe. In the year 1881 my father sent me to a government school at Carlisle, Pa. This, my first term school lasted three years, after which I returned home and stayed for some months, when learning that a government school had been established at Lawrence, Kansas, I determined to enter school there. Therefore, on the 26th of August, 1884, when Dr. James Marvin, who was the first Supt. of Haskell Institute, came to our agency to get children, I joined the party and have since been in school most of the time.

Very respectfully,
Frank Eagle.

Foot-ball, Atchinson, Kansas, Oct. 23. How unlike savages of old were the Indians who constituted the Haskell Institute foot-ball eleven which defeated the Midland College on the Midland gridiron this afternoon. Every one of them are big, handsome chaps, who are possessed of more than ordinary learning. The men from Lawrence were haggard looking when they arrived on a freight from Leavenworth this afternoon. They missed connections with the passenger train at Leavenworth, and rough riding on the freight almost did them up. It was worse than playing foot-ball. The two teams lined up at 3:30 o'clock and stalwart men of Midland were soon pushed past the touch down line. Wind made a touch down for the Indians just two minutes after play was begun. Big Keller failed to kick goal. The ball was put into play again and Sweat-on-the-Nose soon carried the pigskin to a touch down. Keller kicked the goal, and first half ended. Haskell, 10;

Midland, O.

When play was resumed in the second half the Indians get possession of the ball, and in two minutes Sweat-on-the-Nose had carried it to another touch down. Keeler kicked the goal. The Indians made another basket in about ten minutes, and Keeler was successful in kicking the goal. Keeler also made the touch down. The game ended without Midland making a score. Haskell 22; Midland 0.

Livers was hurt in the game and Hoeverson was substituted. His injury consisted of a sprained ankle. The Indians objected to Strogard on account of his uncontrollable temper, but he was allowed to play. Swett of Haskell umpired the first half and Leamer acted in the capacity in the second half. Swett and Leamer each refereed a half. Midland's defeat was partly due to poor team work. A more gentlemanly lot of fellows never came to Atchison than the Indians who represented Haskell Institute. They were highly pleased with the treatment they received at the hands of the Midland players. The Indians lined up as follows: Keeler, right end; Edsall, right tackle; Ellis, right guard; Wells, center; Swamp, left guard; Sweat-on-the-Nose, left tackle and captain; Welles, left end; Vandal, quarter back; Dugan, right half back; Morris, left half back; Wind, full back.

-St. Joseph Daily Gazette, Nov. 1897.

One of our Indian Soldiers- August 1898- One of our former pupils who has been with the Rough Riders in Cuba has something to say in the Kansas City Star of August 8, that will be interesting to his old schoolmates. We are proud of Henry and anxious to see him and hear him tell of his army life. This is what the Star says:

"Henry Meagher, one of Teddy's Terrors- the first one who has been in Kansas City since the assault on San Juan hill- passes through here last evening on his way home to El Reno, Oklahoma. He is of Captain Houston's company and was wounded in the attack on San Juan. While he waited for his train at the Union depot he told of his experience in the fight and of the way Teddy led his Terrors.

"It was a tough fight," he said, "but Colonel Roosevelt was right in with us, waving his pistol above his head and urging us to follow him and never once stopping to dodge a bullet. They were falling pretty thick all around us, too, and every minute or two one of the boys would stagger and sink to the ground. The Colonel didn't stop for anything. Why we'd a' followed him anywhere. He's the finest fellow you ever saw."

Trooper Meagher says that when he was hit in the right shoulder by a Mauser bullet he was knocked down.

"At first I didn't know just what had happened. Then I felt the blood running down my side and I began crawling down the hill. How I ever managed to get to the hospital I don't know. It seemed like it was a hundred miles I had to walk and there were no ambulances. Then I was sent to Key West and now I am going to spend thirty days at home. At the end of that time I will go to New York to rejoin my regiment."

An Indian Orator. The editorial association recently visited Tacoma, Washington, and Matthew Seattle, who was graduated from the Haskell normal department in June, made the address of welcome. The Tacoma News has the following to say of him:

Matthew Seattle, one of the younger Puyallup Indians, son of John and Mary Seattle, both typical, full-blood Puyallups, made a short address at the park, welcoming the editors, on behalf of the native Americans, who were here before Sir Francis Drake or the Hudson Bay company first discovered the evergreen state. Mr. Seattle has barely reached the age of twenty-one, and is a law student in this city, where he was one of the leading students in the high school, and a figure in social circles.

The News gives the address in full. The explanation of the origin of the name of the grand mountain overlooking the city is so interesting that we take the liberty of copying it:

"Ladies and Gentlemen: You have this day condescended to visit the most beautiful spot on the face of the earth--the home of those who desire to enjoy the sweets of life without the unnecessary troubles which attend the preparation for an extended pleasure trip.

"All these things which are yours to see have been prepared by Nature to welcome you to the shores of Puget Sound and to the City of Destiny. The preparations of man are but insignificant in comparison with the work of the artist of the dim ages of the past. From here you have a view of that beautiful mountain called by the Indian, 'Takebid,' meaning to him 'near to the Eternal.'

"The explanation of the origin of this name is a long one, and I do not wish at this moment to take up too much of your time. But you will allow me to say right here that an erroneous idea, has possessed the white man, and he has called it 'Rainer' in the honor of some almost unknown adventurer. But when you return to your homes and have

forgotten those who have figured in this respect, may it ever be remembered that you heard one of the aborigines call that revered mountain by its true name.

"In the dim ages, where the traditions of the Indian sink far into the realms of the 'long age,' the mountain was called 'Takobid,' TA, meaning 'that' or 'the', and KOBID, being a derivative from the word KO, meaning water.

"The legend is that here was the last place that the 'DOKIBAH' stood and looked over the wonderful changes that he had made, and here it was that he carried and left the water that he had for a long time used in the bettering of all things. The word DOKIBAH means, as near as I can interpret, 'The Changer of All Things.'

"The Indian of these past days, fearful of scaling the awful height of this mountain, called it the name which shall cling for all time to some, other names given to it by the white man, notwithstanding.

"Today it looks to you in its silent grandeur, as if asking you that this wrong may be adjusted and that its name be handed down to all ages as 'TACOMA.'"

The greater portion of the address is an appeal for the Indian, that he may be given better preparation for citizenship by mingling more freely with those who have been blessed with the advantage of a cultured life, that he may be made to depend upon himself, etc. Mr. Seattle does not believe that the Indian is on the verge of annihilation but that he has become lost in the growth of the nation, though he retains his individuality.

Reservation Boys and Girls, Dec. 1904.— Often the new pupils arrive at Haskell with blankets as the principal articles of apparel. Pictures showing the change brought by a year or two at school are striking. What do the parents think about it? In some cases, at least, they seem to be proud of their reconstructed sons and daughters. There are many photographs of proud fathers in war bonnet, the center of a group of their offspring in store clothes. Over Mr. Peairs' desk is a large photograph of an old Indian in fringed buckskin, with one feather standing defiantly from his head. The old man, in face, dress, and expression is the ideal type of the Indian of other days. At his side stands a young man in white man's clothes. He is as tall as his sire and his shoulders are as broad. The old man uses an Indian name. The son, William Pelleck, was orderly to Col. Roosevelt,

of the "Rough Riders" and his commanding officer praised him as a faithful soldier and a brave man. Pellock was graduated from Haskell and entered the University of Kansas. A year or two ago he died of pneumonia. The old warrior father still lives.

Fine Band Concert, 1904.- The above is a part of the heading in a Parsons' newspaper and under it was the following article: No musical aggregation ever visited Parsons that elicited such warm praise as has the Haskell Indian band that has given three classical concerts at the Edwards Theatre. It is universally conceded that this band is superior to the famous Banda Rosa and many are firmly convinced that it occupies a sphere of excellence equal to or greater than that accorded John Philip Sousa's. All agreed that the Haskell band is the finest that ever visited Parsons and whenever manager John Hammitt and Prof. Dennison Wheelock decide to play a return engagement they can rest assured that an enthusiastic welcome awaits them.

At each of the concerts the numbers were vigorously encored and in some instances the auditors persisted until the third and fourth selection had been rendered. Following the natural and patriotic trend of America the audience fairly went wild when the strains of the national airs swelled from the instruments of the great band. A selection that pleased immensely was the Indian war dance.

Aside from their musical ability the Haskell boys are all well educated and are as gentlemanly a lot of strangers as ever visited the city. Many of the young men were entertained yesterday by Parsons' residents who considered the opportunity and honor. About half of them attended various places of worship yesterday instead of carousing as one seemed to expect of the Indians. This lot of forty original Americans have proved by their conduct since they arrived in Parsons, that there is more to the Indians than a great many think, who have never studied the character and needs of this much abused race. The generation of Red men now growing up are, as a rule, educated and equal to the better class of the whites. The time is not far remote when the Indian will occupy a distinguished place of honor among his white brethren.

Lawrence, Kansas, Haskell Institute, Dec. 1, 1904.
Mr. A. A. Sales, My dear Father:- I expect that when this

letter reaches your hands it will find you all well. We are all well, thanks be to God. I am going to write this letter because it is letter writing day. So I will let you know something about us. Ave and Fina are well. They are going to school. Ave is in the fourth B class and Fina is in the third A class. I am in the seventh A class. I am working in the blacksmith shop as I have written before. I like it very well. I go to work in the morning and to school in the afternoon. I was told that here it was cooler than in New Mexico I have found it isn't for when I started from home, we had snow on the ground and here we don't even know what snow is this year. By the way, I had forgotten to tell you that the girls changed details and Ave is working in the cooking class and Fina. I don't know what she is doing yet. I don't know what else to tell you only that this place is so beautiful that I just can't picture it for you, especially when the green leaves are on the trees and the green grass is on the ground. You ought to come and see us some day. You will be proud to see and know what a good institution we are in. You only know it is good, but I wish you could see it your self.

Yesterday I received your letter. We were very glad to hear from you, but you must tell me to write me a letter once in a while and also tell brother Julian and Bone to write to us. Tell them I have written to them and haven't had an answer yet, but I hope I'll get one pretty soon. One thing, I'll promise you is that I won't go far away from here till I learn something for it is very important to know a little of something.

We have to write this letter in English, so the teachers will correct it; that is the reason I don't write it in Spanish. I shall close my letter with regards to all from all.

I remain your loving son that wishes to see you,
 Manuel A. Sales.

CHAPTER III.

PRESENT PHYSICAL EQUIPMENT

BUILDINGS

The auditorium was completed in 1900. It is a two story building which was commenced under the administration of Superintendent Swett. The seating capacity is about eight hundred. The cost was \$18,500. Two lavatories were also built for the two boys' buildings each forty by thirty-two feet and two stories high. A similar system of lavatories had previously been put into the girls' building. The equipment for these lavatories includes spray and plunge baths. The total cost was \$10,320. The present hospital was built in 1900; it is a large two-story brick building, with sanitary equipment in wards and operating room. A trained nurse is on duty at all times and the school physician is constantly within reach. An addition to the school building in 1900-1901 gave ample class room space for the increasing enrollment. The building of the gymnasium in 1915-1916 was done by student labor with the exception of the heavy stone work. The stadium, the money for which was donated entirely by Indians, friends and alumni of the school, was dedicated, free of debt, October 1926.

The glory of the Original Americans today found expression in the dedication of the new \$250,000 football Stadium at the Haskell Indian Institute.

The playground, made possible by gifts of Indians in all parts of the country, was presented to Haskell students by Senator Curtis, of Kansas, Republican floor leader of the United States Senate, whose maternal ancestors were Indians, ruling over the prairies that now are part of the state which he represents in Washington.

Some two thousand Red Men of three score tribes, and three times as many pale face friends heard a young Sioux William Jacobs, deliver a forceful oration accepting the stadium in behalf of his fellow students. Jacobs assured Secretary Work, of the Interior Department, and the other white fathers that the new generation of Indians will ever strive to be useful to the America of tomorrow.

Secretary Work pointed out that the stadium project was the first united effort of the Indian race to advance in the sports. "Now that the Indians themselves have realized the wisdom of providing for physical education," he said, "it is safe to prophesy still greater progress".

The cabinet member said the American people understand and appreciate the Indians, and therefore will insist that the government give them the best educational opportunities.¹

The stadium and land has not been transferred to the Federal Government but is owned and directed by an organization called Students Activities of Haskell Institute, Incorporated; it is incorporated under the Kansas laws and Mr. George Shawnee is director of the board of management.

The Home Economics Department moved into its new quarters in 1930; the building was formerly a warehouse but has been completely renovated and well equipped for the work of the department.

The original scheme was a circle of buildings around a large ellipse, which was to be a playground, park and campus.

¹ Newspaper, "Haskell Stadium Given by Braves from Sixty Tribes," TOPEKA CAPITAL, October 31, 1926.

The designers of Haskell, hopeful as they were, could not believe that it would in a few years outgrow the ellipse. It long ago got away from the grassy, tree-shaded circle, and the big industrial buildings, hospital and cottages for the Superintendent and teachers are now scattered over a good quarter section of land. The original three buildings still stand but the number has been increased to nearly fifty.

FARM AND GROUNDS

The farm and grounds at Haskell Institute has been enlarged since 1900. In 1902 during Mr. Peairs first administration the following land was purchased: the southwest fractional one fourth of section eighteen, township thirteen, range twenty, one hundred fifty-two and forty-one hundredths acres and west eighty-five acres of the southeast one fourth of section eighteen, township thirteen, range twenty, making a total of two hundred thirty-seven and forty-one hundredths acres, costing \$21,000. Also the east seventy-five acres of the southeast one-fourth of section eighteen township thirteen, range twenty and a part of the east one-half of the north east one fourth of section nineteen, township thirteen and range twenty, sixteen acres, making ninety-one acres was purchased at a cost of \$9,000.

Again in 1925 a plot of land was added to Haskell on which the stadium was erected and the athletic field laid

out. This amount was approximately twelve acres. The last purchase made in 1930 included the north thirty acres of the northwest one-fourth of the northeast one-fourth of section seven, township thirteen, south, range twenty, East sixth prime meridian in Kansas, less the south four hundred thirty-five feet thereof extending from Barker Avenue to the Santa Fe railroad which had previously been purchased for the athletic field and stadium site.

✓ The present size of Haskell farm and grounds is approximately one thousand acres, which furnishes an abundance of land for experimental plots, for stock raising and for large-scale farming. The school is supplied with a large portion of its subsistence from the farm and gardens. The milk for the students is furnished by the Haskell dairy which has one of the most modern and sanitary dairy barn in the state. With its good soil, modern equipment, and modern methods, the student can get an excellent start in agricultural activities.

CHAPTER IV.

PRESENT FACULTY AND STUDENT BODY

FACULTY

The present superintendent is Mr. Hervey B. Peairs who has been in the Indian service continuously since 1887 and has held various positions at Haskell with the exception of eleven years. Because of forty-three years of earnest and persistent work with the Indian no man could be found more thoroughly acquainted with the needs and possibilities of Indian education.

Mr. Raymond E. Staley, the present assistant superintendent and principal has served but one year in his present position. His familiarity with school problems makes him especially efficient in the handling of the many phases of work connected with his position.

Mr. George Shawnee, a Shawnee Indian, came to Haskell as a student in 1891 and has been employed at the school since 1897 as teacher, issue clerk, and chief clerk. During the thirty-three years of efficient service he has been interested in both school and civic affairs.

The total number of employees is approximately one hundred, including administrative officers, instructors in the

academic and vocational departments, clerical and dormitory employees. Fifteen of the employees have been in the Indian service over twenty years, thirty-five from five to twenty years, and fifty less than five years. Three have been at Haskell more than twenty years, thirty-two from five to twenty years and sixty-five less than five years.

Since the high school at Haskell has been placed on the accredited list by the State Board of Education of Kansas, all academic teachers with the exception of the commercial teachers hold a degree and a Kansas certificate.

STUDENT BODY * ELIGIBILITY

¹ Indian youths under the age of twenty-one who are not less than one-fourth Indian are eligible for enrollment at Haskell, provided they do not have suitable school facilities of proper grade near their homes. All applications for enrollment must have the endorsement of the reservation authorities where the applicants live. Students are not eligible for transfer to Haskell Institute from another Indian school until they have completed the entire course offered at the school where enrolled. In exceptional cases pupils having home school facilities will be admitted upon recommendation of the home reservation authorities where it is clearly shown that the home conditions are such as to warrant it. Only pupils in good standing in the community and at the school last attended are eligible for enrollment at Haskell, unless exceptional circumstances exist which make it reasonable to expect good conduct at Haskell. Record of the last year of school work and recommendation from the superintendent of last school attended should accompany all applications. High school students should send complete transcripts of grades.

¹ "A Government School", CATALOGUE OF HASKELL INSTITUTE, Sept. 1, 1925 to June 9, 1926. pp. 18-19.

ENROLLMENT.

Laws relating to enrollment and transfer of Indian children from reservations and schools provide, in part:

"Hereafter the Secretary of the Interior is authorized to make and enforce such rules and regulations as may be necessary to secure the enrollment and regular attendance of eligible Indian children who are wards of the Government in schools maintained for their benefit by the United States or in public schools. (Act of Feb. 14, 1920, 41 Stat. L., 410.) Regulations pursuant to this provision have been promulgated under date of Feb. 28, 1921.

"That no Indian pupil under the age of fourteen years shall be transported at Government expense to any Indian school beyond the limits of the State or Territory in which the parents of such child reside or of the adjoining State or Territory." (35 Stat. L., 781.)

The rules provide, in part, that:

"Pupils shall not be enrolled in nonreservation schools without a duly executed certificate of transfer in form prescribed by the Indian Office. Pupils shall not be transferred from one nonreservation school to another, nor admitted in a nonreservation school if they have enrolled previously in another nonreservation school, except for good reasons shown, supported by recommendation from the superintendent of the former school and upon express authority granted by the Commissioner of Indian Affairs.

"Superintendents must exhaust all resources of information to ascertain the facts as to previous enrollment. (Amendment 119a.)

"There shall not be enrolled in Government nonreservation schools any Indian children who are not under Federal supervision, without prior authority from the Commissioner of Indian Affairs. (Amendment 9a.)

"Except as to reservation schools supported from tribal funds or under specific treaty stipulations, Indian pupils who have ample financial resources or whose parents have such resources sufficient for the payment of all or part of the expenses of the pupil's education, whether or not the parents are wards of the Government, shall be required to pay their transportation, and all or part of the actual cost of their support and education, not to exceed \$2000 a year, or at the rate of \$20 a month for a fraction of a year. Superintendents will enforce this regulation. (Amendment 9c.)

"All pupils above the sixth grade entering a vocational school shall be enrolled for four years or for a sufficient term to complete the vocational course provided by the school." (Amendment 9d.)²

Since 1910 the responsibility of securing students for the government school has been placed upon the superintendents of the agencies. One plan that has been used to interest Indian youths in higher education is "Educational Campaign Week," the last week before the close of school in the spring. This method has furnished recruits for the student roll in the Indian schools; the campaign has been a decided success and has entirely done away with the former method of soliciting students by persuading parents to send their children to school.

Haskell has definite regulations for the enrollment of her students:

Applications for enrollment may be made at any time. Blanks will be furnished whenever requested and these forms should be filled out completely giving all the information required thereon. These applications should have the approval of the superintendents of the jurisdiction where pupils live.

It is the purpose of this school to serve those who are most in need of the help that we can give them, and when pupils who have facilities at home are enrolled here, it means that others who are in greater need can not be admitted. The cooperation of agency superintendents in this matter will be a great help to the school in serving the purpose for which it is intended.

Students are accepted only for terms of not less than four years, or until graduation. Recommendations of home superintendents is always obtained before students are accepted, so it would be well to take the matter up

² "Laws of the United States Governing Indian School Enrollments," CATALOGUE OF HASKELL INSTITUTE, Sept. 1, 1925 to June 9, 1926, p. 69.

your home superintendent, who will be able to advise you, and give you additional information and furnish blank forms on which to make application for enrollment at Haskell.

In order to be sure of a place at Haskell, applications should be sent in as early as possible. We have a long waiting list, and applicants who wait till mid-summer to enroll will probably find no room left. Applications should be in by June 30. In special cases late applicants can sometimes be accommodated because of some having been released on account of sickness or for other special reasons.

Children living within reach of a public school, if the State laws permit them to attend public school, are ordinarily not eligible for enrollment at Haskell. If there are special circumstances which prevent attendance at public schools, these must be fully explained and certified to by the home superintendent who indorses the application for enrollment at Haskell. Completion of all the work offered in the public schools within reach, lack of facilities or opportunity to obtain special training at home, such as our normal and business courses offer, or other special conditions or circumstances, may be offered as legitimate reasons for being considered eligible to enroll at Haskell.

Students should be at Haskell on the day set for registration. Failure to arrive on time may mean that your place will be filled by another on the waiting list. On the other hand, if for some reason you are unable to arrive on time, a line to us will reserve your place for you a reasonable length of time. ³

There are exceptions to these regulations, one of the principal ones being in regard to orphans. Since they are wards of the Federal Government and are homeless, they must be cared for at Haskell, a boarding school, regardless of existing rules.

TRIBES.

Boys from the Ponca tribe made up practically the first student body in 1884. For a number of years many of the students

³ "How to Enroll," CATALOGUE OF HASKELL INSTITUTE, Sept. 1, 1925, to June 9, 1926, p. 72.

came from the Cheyennes and Arapaho tribes. In 1913 there had been one hundred twenty-eight tribes and bands represented from twenty-seven different states and Alaska. At the time of the last official catalogue of Haskell Institute in 1925-1926 there were students enrolled from seventy-two different tribes coming from twenty-eight states and Alaska as shown in Table 1 on page 33. The number of students enrolled at Haskell by states is shown in Table 2 on page 34 and the number by tribes in Table 3 on page 35.

TUITION, FEES, INCIDENTAL EXPENSES

The government pays all the expense of the school, including railroad fare coming to the school and returning home, food, clothing and medical attention. Pupils who are financially able to pay tuition, and where the same is recommended by the home superintendent, will be charged tuition not exceeding \$270 per year. If they are financially able to pay part tuition, but not full, they will be required to pay in accordance with their ability as recommended by the home superintendents. Tuition pupils will always pay their own transportation. Income rather than assets will be the basis of judgement as to whether or not a pupil is able to pay tuition. Tuition pupils will have the same accommodations and in every way share the same treatment and privileges at Haskell as all

TABLE 1. CLASSIFICATION OF TRIBES AT HASKELL ACCORDING TO STATES OR TERRITORY, 1925-1926.

Alaska	Montana	Wichita
Eyak	Blackfeet	Caddo
Arizona	Crow	Kiowa
Apache	Flathead	Apache
Mojave	Grosventre	Osage
Havasupai	Assiniboin	Iroquois
Navajo	Chippewa	Pawnee
Pima	Sioux	Ponca
Maricopa	Nebraska	Otoe
Papago	Omaha	Wyandotte
Hopi	Sioux	Shawnee
Delaware	Winnebago	Seneca
California	Nevada	Peoria
Paiute	Washoe	Sac and Fox
Klamath	Paiute	Kickapoo
Mission	New York	Oregon
Pomo	Seneca	Chippewa
Tejon	Mohawk	Klamath
Shoshone	New Mexico	Umatilla
Colorado	Mescalero	Paiute
Ute	Apache	Pennsylvania
Florida	Creek	Seminole
Shoshone	Pueblo	Pueblo
Idaho	Navajo	South Dakota
Bannock	Zuni	Sioux
Shoshone	North Carolina	Chippewa
Nez Perce	Cherokee	Texas
Iowa	Catawba	Choctaw
Sac and Fox	North Dakota	Utah
Kansas	Arickaree	Ute
Potawatomi	Grosventre	Washington
Sac and Fox	Sioux	Skagit
Kickapoo	Mohawk	Shohomish
Sioux	Chippewa	Nisqually
Muncie	Ohio	Lummi
Chippewa	Chippewa-Ottawa	Yakima
Michigan	Oklahoma	Wisconsin
Chippewa	Arapaho	Winnebago
Ottawa	Cheyenne	Chippewa
Skagit	Creek	Oneida
Minnesota	Cherokee	Menomonic
Chippewa	Choctaw	Stockbridge
Mississippi	Chickasaw	Potawatomi
Choctaw	Seminole	Wyoming
	Delaware	Shoshone
	Creek-Seminole	
	Comanche	

TABLE 2. NUMBER OF STUDENTS AT HASKELL INSTITUTE ACCORDING
TO STATES AND TERRITORY, 1925-1926.

Alaska	1	New York	2
Arizona	82	North Carolina	29
California	15	North Dakota	39
Colorado	7	Ohio	2
Florida	2	Oklahoma	333
Idaho	15	Oregon	6
Iowa	2	Pennsylvania	4
Kansas	104	South Dakota	103
Michigan	16	Texas	1
Minnesota	32	Utah	10
Mississippi	11	Washington	9
Montana	72	Wisconsin	64
Nebraska	25	Wyoming	9
Nevada	7		
New Mexico	38	Total	1040

TABLE 3. NUMBER OF STUDENTS AT HASKELL INSTITUTE ACCORDING
TO TRIBES, 1925-1926.

Apache	14	Navajo	32
Arapaho	11	Nez Perce	5
Arikarae	4	Nisqually	1
Assiniboin	6	Omaha	8
Bannock	4	Onsida	20
Blackfeet	18	Osage	12
Caddo	4	Otee	2
Catawba	1	Ottawa	6
Cherokee	112	Palute	5
Cheyenne	11	Papago	3
Chickasaw	8	Pawnee	12
Chippewa	91	Peoria	2
Chippewa-Ottawa	2	Pima	29
Choctaw	47	Pomo	1
Comanche	14	Ponca	3
Creek	51	Potawatomi	105
Creek-Seminole	2	Pueblo	30
Crow	13	Sac and Fox	11
Delaware	4	Seminole	3
Eyak	1	Seneca	12
Flathead	12	Shawnee	22
Grosventre	16	Shoshone	18
Havasupai	1	Sioux	119
Hopi	1	Skagit	2
Iroquois	2	Snohemish	3
Kickapoo	4	Stockbridge	4
Kiowa	6	Tejon	1
Klamath	8	Umatilla	1
Lummi	1	Ute	17
Maricopa	1	Washoe	4
Menomonie	15	Wichita	4
Mescalero	1	Winnebago	14
Mission	6	Wyandotte	9
Mohawk	2	Yakima	3
Mojava	5	Yuma	1
Muncie	1	Zuni	1

other pupils.

Pupils desiring to take special music lessons, vocal, piano, violin or other instruments will be charged a tuition for such lessons, except as taken in connection with regular band, orchestra, or choir work. This tuition amounts to \$25 per year, and includes cost of books and music.

Parents and guardians are requested not to send large amounts of money directly to students at Haskell. In fact, it is desirable that all money for pupils be sent to the disbursing officer to be placed to the students account in the school bank, with instructions as to the amount per week it is desired the pupil should have for spending money and clothing. Money deposited by guardians and parents, or pupils may be withdrawn in whatever amounts desired for necessary clothing, in accordance with the desires of the parents and the ability of the pupil to use it legitimately. Money transferred by home superintendents however, must be withdrawn in accordance with Government regulations, which throughout the year would be in most cases not more than at the rate of \$8.00 per month. The regulations provide that not more than \$100 per year may be disbursed from the Government account of any student for incidental expenses. To exceed this amount students must obtain special authority from the Commissioner of Indian Affairs.

LEAVES OF ABSENCE, SUMMER VACATIONS

No leaves of absence will be granted at the Thanksgiving or Christmas holiday season, as regular work will be suspended for only one day.

Experience has shown that leaves of absence during the school year are a detriment to the pupil and to the general discipline of the school. Therefore, no leaves of absence at any time during the school year will be granted except in emergencies within the discretion of the superintendent, and then only upon recommendation of home superintendent of pupils. Where it is desired that pupils come home on account of sickness or death of members of the family such requests should come through the home agency superintendent. Requests that come direct from relatives will be referred to home superintendent for recommendation.

Pupils must report to the superintendent, disciplinarian, or head matron at Haskell immediately upon arriving in the city. Any unnecessary delay from time pupils leave home till reporting at Haskell will result in disciplinary action.

The academic term of school usually closes about the second week in June. Ordinarily pupils who are in good standing are permitted to return to their homes for a part or all of the summer vacation period providing they do not live too far away and can afford the expense. As a rule the girls who go home are permitted to stay the entire summer vacation, while the boys will be required to spend one-half the summer at Haskell to assist with the farm work and repairs and improvements on the school

buildings that must be done during the summer months. Every boy in good standing is entitled to six weeks vacation at home or working outing to earn some money, while the other six weeks belong to Haskell. The National Guard boys are usually required to remain at Haskell and help with the institutional work the first six weeks after school closes and are granted leave or outing privilege the last six weeks, during which the annual National Guard Camp at Fort Riley is usually held.

Pupils going home for vacation must pay their own traveling expenses, and a deposit for return fare to Haskell from home is required to insure prompt return at the expiration of leave. This deposit is important, and sufficient money should be sent at least a week before the close of school if it is expected that pupils will leave promptly. Pupils may stay here for the summer if preferred.⁴

The outing system has been successfully established during the last few months. Quite a number of young men are out at work on farms within a few miles of Lawrence and several also, in Butler and Pottawattomie Counties. The farmers in the east in the vicinity of the Indian school at Carlisle, Pennsylvania, take very kindly to the outing system. There is, however, more or less of an idea in Kansas that the Indian is not only unwilling to work but is physically incapable of rendering continued service. Both of these ideas, the superintendent states, are far from the truth. The farmers thus far, are pleased with them and numerous requests during the last week have been made for additional pupils. The superintendent's desire is to have, during the season of out-of-door work, several hundred pupils scattered among the farmers of Kansas.⁵

The educational system at present is making special endeavor to try experiments in socialization. Mrs. Ruth Muskrat Bronson, a graduate at Haskell and the University of Kansas, has now a group of Haskell graduates whom she has taken to Kansas City and put into different homes.

⁴ "Summer Vacation," CATALOGUE OF HASKELL INSTITUTE, Sept. 1, 1925 to June 9, 1926, p.67.

⁵ Editorial, "Haskell Institute Closes," KANSAS CITY TIMES, Kansas City, Missouri, June 25, 1891.

to see how far they can be assimilated into white people's ways of doing and thinking and to give them a consciousness of worth on their part and the right attitude of mind toward surrounding civilization, and on the other hand to study the reaction of the people of the dominant race toward those of the backward race. With most of the Indians the consciousness of inferiority, or of such difference from the white people, makes a gulf which cannot be easily closed. This will be greatly lessened by changing into a realization of worth, value and independence.⁶

The Government has established a permanent residence in Kansas City to be used as a temporary home for the outing girls when they are not employed, or when board and room are not furnished by their employers. Mrs. Ruth Muskrat Bronson has been transferred from Haskell and will be resident matron in Kansas City.

Every summer the girls who remain at Haskell have the privilege of attending a summer camp established by the Haskell authorities for the girls. Last summer a beautiful site was chosen for this camp in a picturesque grove of majestic trees on the bank overlooking Lake View, a small lake located about seven miles from Haskell. The camp was maintained throughout the summer and all the girls, in relays of thirty at a time, spent ten days at the camp. Swimming, boating, fishing, and hiking were among the many pleasures enjoyed daily by the

⁶ Frank Wilson Blackmar, "The Socialization of the American Indian," AMERICAN JOURNAL OF SOCIOLOGY, Vol. XXXIV, Jan. 1929. p.660.

campers, to say nothing of picnics, moonlight singing, camp fires, and games.

Some girls and boys are placed as unstructors or entertainers in summer camps. They teach Indian lore, legends, crafts, and arts in which they have received instruction during their Junior College years.

Every summer Company D and Troop C, made up entirely of Haskell boys, spends two weeks at the Kansas National Guard encampment. The boys get Regular Army pay while at camp, and the outing not only furnishes an opportunity to earn some spending money but gives the students an agreeable change from the routine of Haskell duties. At the camp they enjoy friendly competition with troops from all parts of Kansas as well as the free outdoor life characteristic of camps.

Company D, and Troop C are composed of one hundred fifty Haskell boys. Their headquarters are at Haskell Institute, where they hold drills in the armory weekly throughout the year, for which they receive pay from the State of Kansas and the United States Government. During good weather the weekly drill frequently takes the form of target practice with machine guns on the range near the armory, and the Haskell visitor often wonders what battle is being fought just over the hill where he hears the ominous "put-put-put-" of the Brownings

during target practice.

The boys of each outfit put on an elaborate banquet annually near the close of the school year, to which they invite their friends of the fair sex as well as distinguished visitors. Membership in the units is quite popular, and there is usually a waiting list of boys who desire to enlist as soon as vacancies occur.

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CHAPTER V.
CURRICULUM.

THE PAST CURRICULUM.

When the school was organized in 1884, the first five grades were taught. The first trades taught were farming and gardening for the boys and housekeeping for the girls. The students spent one-half day in academic and one-half in vocational work. The course of study by 1890 included the eight grades and in addition to these a two year business course for those adapted to that work and a two-year normal training course for those who wished to be teachers, as well as several lines of industrial work. A striking thing about this course is that pupils complete the grammar work in the same number of years that children in the public grade schools do and have the advantage of completing in a very thorough manner some vocation. Haskell's eighth grade graduates are admitted to high schools as readily as those from any public school, but in addition to being a graduate from the grammar course, the boy leaving Haskell is a competent carpenter, blacksmith or baker, while the girl has had very thorough training in cooking, dressmaking and all branches of housekeeping.

In 1921 the organization of a four-year high school was perfected and in 1923 an attempt was first made to meet the requirements of the State Board of Education of Kansas for an accredited high school, which was accomplished in 1928. The course was extended to include a junior college in 1927. The general plan of work was reorganized in 1926 and three-quarters of a day given to academic instruction and one-quarter to vocational instruction and application. The school day begins at 8:20 A.M. and ends at 4:10 P.M. Each student has one hour for recreation from 4:15 P.M. to 5:15 P.M. If regular duties must be performed during this hour, the student is allowed an hour at a different time. At present no students are accepted for grades below the eighth except a few who are in the first five grades. These grades are used as practice classes for the normal training students.

Table 4 on page 44 shows the courses offered at the Junior College level during 1929-1930.

The scope of the various high school courses offered in 1925-1926 is indicated clearly in the synopses which are outlined on the following pages, as prescribed by the Commissioner of Indian Affairs in the official course of study. It is thought that any students completing one of these courses satisfactorily will be adequately prepared to hold a position.

TABLE 4. COURSE OF STUDY IN THE JUNIOR COLLEGE, 1929-1930

YEAR I, JUNIOR COLLEGE				
MON.	TUES.	WED.	THURS.	FRI.
I. Public Speaking I	Rhetoric II	Public Speaking I	Rhetoric II	Public Speaking I
II. Physiology	Algebra	Physiology	Algebra	Physiology
III. General Psychology		General Psychology		General Psychology
IV.	Rhetoric		Rhetoric	Military Science
V.	Football	Indian Lore	Football after Scouting	Minor Sports
VI. Basketball	Principles of Gym.	Basketball	Principles of Gym.	Minor Sports
YEAR II, JUNIOR COLLEGE				
MON.	TUES.	WED.	THURS.	FRI.
I. Recreative Sports		Recreative Sports		Recreative Sports
II.	Public Speaking		Public Speaking	
III.	Ethics		Ethics	
IV. English Literature	Nature Craft	English Literature	Nature Craft	English Literature
V. Administration & Organization	Football	Indian Lore	Football Scouting	Minor Sports
VI. Track & Field		Track & Field		Track & Field

TABLE 4. COURSE OF STUDY IN THE JUNIOR COLLEGE, 1929-1930

YEAR I, JUNIOR COLLEGE

MON.	TUES.	WED.	THURS.	FRI.
I. Public Speaking I	Rhetoric II	Public Speaking I	Rhetoric II	Public Speaking I
II. Physiology	Algebra	Physiology	Algebra	Physiology
III. General Psychology		General Psychology		General Psychology
IV.	Rhetoric		Rhetoric	Military Science
V.	Football	Indian Lore	Football after Scouting	Minor Sports
VI. Basket ball	Principles of Gym.	Basket ball	Principles of Gym.	Minor Sports

YEAR II, JUNIOR COLLEGE

MON.	TUES.	WED.	THURS.	FRI.
I. Recreative Sports		Recreative Sports		Recreative Sports
II.	Public Speaking		Public Speaking	
III.	Ethics		Ethics	
IV. English Literature	Nature Craft	English Literature	Nature Craft	English Literature
V. Administration & Organization	Football	Indian Lore	Football Scouting	Minor Sports
VI. Track & Field		Track & Field		Track & Field

and abundant evidence is furnished by the numerous graduates holding excellent positions today that the course is adequate and the training provided at Haskell is thorough.

In addition to these courses given on the following pages there are courses offered in blacksmithing, carpentering, painting, printing, a business course, and a course for physical directors and disciplinarians.

THE PRESENT CURRICULUM

The curriculum of 1929-1930 offers three academic subjects of one hour class period with an elective which is a vocational subject. The vocational period is two hours in length. For the Freshman year or ninth grade the academic subjects are algebra, English and ancient history; for the Sophomore year, geometry, English, and modern history; for the Junior year, English, chemistry, and American history; and for the Senior year, English, physics and constitution and government.

In the nursing course, Junior year, elementary materia medica and drugs and solutions is substituted for American history. In the Senior year the course consists of English, bacteriology, nutrition and cookery, personal hygiene and physiology, and history and ethics of nursing. The vocational subject for these students is nursing technique which consists of two hours spent in the school hospital. Twenty girls are

HIGH SCHOOL

COURSE IN AGRICULTURE

Freshman Year (Ninth Grade):

General exercises, 40 weeks, 20 minutes daily.
 Algebra, 40 weeks, 40 minutes daily.
 English I, 40 weeks, 80 minutes daily.
 Ancient history, 40 weeks, 40 minutes daily.

Types and breeds of farm animals and poultry, including insects and insecticides, diseases, treatment and remedies, 40 weeks, 60 minutes daily.
 Farm practice, 40 weeks.

Sophomore Year (Tenth Grade):

General exercises, 40 weeks, 20 minutes daily.
 Plane geometry, 40 weeks, 40 minutes daily.
 English II, 40 weeks, 40 minutes daily.
 Agricultural botany, 40 weeks, 80 minutes daily.

Mechanical drawing I, 60 hours.
 Horticulture and stock judging, 20 weeks, 40 minutes daily.
 Farm practice, 40 weeks.

Junior Year (Eleventh Grade):

General exercises, 40 weeks, 20 minutes daily.
 English III, 40 weeks, 40 minutes daily.
 Agricultural chemistry, 40 weeks, 80 minutes daily.
 American history, 40 weeks, 40 minutes daily.
 Commercial geography, 20 weeks, 40 minutes daily.
 Bookkeeping, 20 weeks, 40 minutes daily.

Field crops, including insects and insecticides, diseases, treatment and remedies, 40 weeks, 40 minutes daily.

Field work, on experimental farm, 40 weeks.

Senior Year (Twelfth Grade):

General exercises, 40 weeks, 20 minutes daily.
 English IV, 40 weeks, 40 minutes daily.
 Agricultural physics, 40 weeks, 80 minutes daily.
 Citizenship, 20 weeks, 40 minutes daily.

Rural economics, 20 weeks, 40 minutes daily.
 Commercial law, 20 weeks, 40 minutes daily.
 Soils and soil fertility, 20 weeks, 40 minutes daily.
 Feeds and feeding, 20 weeks, 40 minutes daily.
 Field work on experimental farm, 40 weeks.

COURSE IN AUTO MECHANICS

Freshman Year (Ninth Grade):

General exercises, 40 weeks, 20 minutes daily.
 Algebra, 40 weeks, 40 minutes daily.
 English I, 40 weeks, 80 minutes daily.
 Ancient history, 40 weeks, 40 minutes daily.

Mechanical drawing I, 60 hours.
 Engineering III—
 Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

Sophomore Year (Tenth Grade):

General exercises, 40 weeks, 20 minutes daily.
 Plane geometry, 40 weeks, 40 minutes daily.
 English II, 40 weeks, 40 minutes daily.
 General science, 40 weeks, 80 minutes daily.

Mechanical drawing II, 60 hours.
 Engineering IV—
 Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

Junior Year (Eleventh Grade):

General exercises, 40 weeks, 20 minutes daily.
 English III, 40 weeks, 40 minutes daily.
 Chemistry, 40 weeks, 80 minutes daily.
 American history, 40 weeks, 40 minutes daily.

Shop mathematics, 20 weeks, 40 minutes daily.
 Bookkeeping, 20 weeks, 40 minutes daily.
 Mechanical drawing III, 60 hours.
 Auto mechanics I—

 Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

Senior Year (Twelfth Grade):

General exercises, 40 weeks, 20 minutes daily.
 English IV, 40 weeks, 40 minutes daily.
 Physics, 40 weeks, 80 minutes daily.
 Citizenship, 20 weeks, 40 minutes daily.
 Rural economics, 20 weeks, 40 minutes daily.

Mechanical drawing IV, 60 hours.
 Auto mechanics II—
 Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

COURSE IN ENGINEERING

Freshman Year (Ninth Grade):

General exercises, 40 weeks, 20 minutes daily.
 Algebra, 40 weeks, 40 minutes daily.
 English I, 40 weeks, 80 minutes daily.
 Ancient history, 40 weeks, 40 minutes daily.

Mechanical drawing I, 60 hours.

Engineering III—

Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

Sophomore Year (Tenth Grade):

General exercises, 40 weeks, 20 minutes daily.
 Geometry, 40 weeks, 40 minutes daily.
 English II, 40 weeks, 40 minutes daily.
 General science, 40 weeks, 80 minutes daily.

Mechanical drawing II, 60 hours.

Engineering IV—

Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

Junior Year (Eleventh Grade):

General exercises, 40 weeks, 20 minutes daily.
 English III, 40 weeks, 40 minutes daily.
 Chemistry, 40 weeks, 80 minutes daily.
 American history, 40 weeks, 40 minutes daily.

Shop mathematics, 20 weeks, 40 minutes daily.

Bookkeeping, 20 weeks, 40 minutes daily.

Structural drawing I, 60 hours.

Engineering V—

Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

Senior Year (Twelfth Grade):

General exercises, 40 weeks, 20 minutes daily.
 English IV, 40 weeks, 40 minutes daily.
 Physics, 40 weeks, 80 minutes daily.
 Citizenship, 20 weeks, 40 minutes daily.
 Rural economics, 20 weeks, 40 minutes daily.

Structural drawing II, 60 hours.

Engineering VI—

Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

COURSE IN MASONRY

Freshman Year (Ninth Grade):

General exercises, 40 weeks, 20 minutes daily.
 Algebra, 40 weeks, 40 minutes daily.
 English I, 40 weeks, 80 minutes daily.
 Ancient history, 40 weeks, 40 minutes daily.

Mechanical drawing I, 60 hours.

Masonry III—

Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

Sophomore Year (Tenth Grade):

General exercises, 40 weeks, 20 minutes daily.
 Plane geometry, 40 weeks, 40 minutes daily.
 English II, 40 weeks, 40 minutes daily.
 General science, 40 weeks, 80 minutes daily.

Mechanical drawing II, 60 hours.

Masonry IV—

Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

Junior Year (Eleventh Grade):

General exercises, 40 weeks, 20 minutes daily.
 English III, 40 weeks, 40 minutes daily.
 Chemistry, 40 weeks, 80 minutes daily.
 American history, 40 weeks, 40 minutes daily.

Shop mathematics, 20 weeks, 40 minutes daily.

Bookkeeping, 20 weeks, 40 minutes daily.

Mechanical drawing III, 60 hours.

Masonry V—

Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

Senior Year (Twelfth Grade):

General exercises, 40 weeks, 20 minutes daily.
 English IV, 40 weeks, 40 minutes daily.
 Physics, 40 weeks, 80 minutes daily.
 Citizenship, 20 weeks, 40 minutes daily.
 Rural economics, 20 weeks, 40 minutes daily.

Mechanical drawing IV, 60 hours.

Masonry VI—

Instruction, 40 weeks, 3 hours per week.
 Application and production, 40 weeks.

COURSE IN NURSING

Freshman Year (Ninth Grade):

Algebra, 40 weeks, 40 minutes daily.
 English I, 40 weeks, 80 minutes daily.
 History, 40 weeks, 40 minutes daily.
 Domestic science, 20 weeks, 5 hours per week.
 Domestic art, 20 weeks, 5 hours per week.
 Application and production, 40 weeks.

Sophomore Year (Tenth Grade):

Geometry, 40 weeks, 40 minutes daily, or
 General Science, 40 weeks, 80 minutes daily.
 American history, 40 weeks, 40 minutes daily.
 English II, 40 weeks, 40 minutes daily.
 Domestic science, 20 weeks, 5 hours per week.
 Domestic art, 20 weeks, 5 hours per week.
 Application and production, 40 weeks.

Junior Year (Eleventh Grade):

English III, 40 weeks, 40 minutes daily.
 Chemistry, 40 weeks, 80 minutes daily.
 Elementary materia medica, 20 weeks, 40 minutes daily.
 Drugs and solutions, 20 weeks, 40 minutes daily.
 Nursing technique, 40 weeks, 4 hours daily.

Senior Year (Twelfth Grade):

English IV, 40 weeks, 40 minutes daily.
 Bacteriology, 20 weeks, 80 minutes daily.
 Nutrition and cookery, 20 weeks, 80 minutes daily.
 Personal hygiene and physiology, 20 weeks, 40 minutes daily.
 Nursing history and ethics of nursing, 20 weeks, 40 minutes daily.
 Nursing technique, 40 weeks, 4 hours daily.

NORMAL TRAINING

Junior Year:

English III, 40 weeks, 40 minutes daily.
 Chemistry, 40 weeks, 80 minutes daily.
 American history, 40 weeks, 40 minutes daily.
 Psychology 20 weeks, 40 minutes daily.
 Elementary psychology, 20 weeks, 40 minutes daily.
 Primary methods and observation, 40 weeks, 80 minutes daily.
 Teachers' music, 40 weeks, 40 minutes daily.

Senior Year:

English IV, 40 weeks, 40 minutes daily.
 Civics and economics, 40 weeks, 40 minutes daily.
 Grammar, review, 20 weeks, 40 minutes daily.
 Geography, review, 20 weeks, 40 minutes daily.
 Arithmetic, review, 10 weeks, 40 minutes daily.
 Reading, review, 10 weeks, 40 minutes daily.
 Methods and management, 20 weeks, 40 minutes daily.
 Practice teaching, observation, preparing lesson plans, and conferences with critic teacher, one-half day, 40 weeks.

selected from the Junior class to elect this course.

There are four courses beyond the regular high school. One of these is the business course which reproduces business office conditions and requirements as closely as a school can. It is a two year course open to high school graduates. A second course is normal training which prepares young Indian people to become teachers of their race. It is a two year course and high school graduation is required for entrance. The course of study follows closely that of other teacher training institutions. Throughout both years, the students are given work in the training schools consisting of observation for the first semester, participation the second, and regular class room practice throughout the second year. All the work is planned and closely supervised by the principal that theory and practice may be closely correlated and co-ordinated. A third course is home economics which offers a specialized training in home economics education. Indian girls who have finished high school in an accredited school are eligible to take this course. The fourth course is physical education which offers instruction in the coaching of the various sports.

A music supervisor is employed who has regular music classes and gives individual instruction to those who have special ability. In addition she directs the choir, girls

glee club and boys glee club. There is also a special teacher who directs the orchestra and band.

EXTRA-CURRICULAR ACTIVITIES

Athletics is the outstanding extra curricular activity of the school. Four full time and two part time instructors coach the boys' athletics and one physical training director has charge of sports for the girls. The sports are baseball, football, basketball, track and boxing. Intramural sports are participated in by the girls. Haskell has athletic teams which compete with the teams of many of the leading colleges.

The training of an Indian football team at Haskell that could win victories over the best teams in white men's colleges was of great importance in developing social consciousness of the Indians and in reducing the "inferiority complex". The culmination of its success appeared when a new, large stadium was dedicated, built and paid for by the Indians.¹

Haskell is a Government school and therefore nonsectarian. But the training of the will is a most essential part of every student's education, and Haskell stresses in every way the religious and moral training of the students. Every Sunday the various denominational groups attend Sunday morning church service in the churches in Lawrence. Those for whom transpor-

¹. Frank Wilson Blackmar, "The Socialization of the American Indian," in AMERICAN JOURNAL OF SOCIOLOGY, Vol. XXXIV, Jan. 1929, p.666.

cannot be furnished attend a chapel service on the campus in charge of the religious director. A special service is held on Sunday afternoons for all pupils and employees for which are obtained special speakers including out-of-town men of note, as well as the pastors of Lawrence churches. A mid-week religious service which all students are required to attend is held the second Tuesday of each month with the religious director in charge. Voluntary denominational groups conducted by the students are held on the fourth Tuesday evening of each month.

Some of the clubs of Haskell are Young Women's Christian Association, Girls' Reserve, Forum, class organizations, Dramatic Club, Art Club, Debating Club, Florence Nightingale Club, Civics Club, Home Economics Club, Business Girls Club, Business Boys Club, Agriculture Club and clubs of the various trades.

The Haskell students are organized on a military basis but the system is administered with the flexibility necessary to bring out the best in young manhood and afford the training desired to build character and develop habits of respect for lawfully constituted authority, obedience, punctuality, cleanliness, neatness, and order. Throughout the day from reveille to taps there are numerous roll calls whereby the

student is checked as being present and performing his duties. Each day of the week is definitely scheduled for every student and periods designed for the various duties, studies, and recitations of every individual. The Government maintains a troop of cavalry and a company of infantry composed of one hundred and fifty Indian boys at Haskell. Each summer the boys spend two weeks at the Kansas National Guard encampment and receive regular pay. Drills are held in the armory weekly throughout the year.

Haskell recognizes the importance of knowing how to get along harmoniously and at ease with others in a social way, as well as the need of boys and girls for healthful recreation and enjoyment. The Friday evenings of each month are reserved for the general group social gatherings where all pupils enjoy wholesome games. In addition to these, there are numerous parties and banquets by classes, societies and other groups, affording ample opportunity for that social enjoyment so necessary for young people.

During the winter season some of the best talent obtainable from the Lyceum Entertainment Bureau is secured for a series of five or six numbers including lectures, musical concerts and plays, the tickets for which are usually sold for about one dollar for the entire series. Frequent moving-picture entertainments are held in the auditorium, about half

of them being free for all the pupils. In addition to these, students have many opportunities to go to special entertainments, lectures, and concerts at Kansas University as well as at Haskell.

The manners of each student are carefully supervised in the dining room, in the dormitories, and social affairs, as well as during his school-day life.

CHAPTER VI.

THE DEGREE TO WHICH HASKELL INSTITUTE HAS SATISFIED THE PURPOSE SET DOWN IN THE ENABLING ACT,—"FOR THE PURPOSE OF FURTHER INSTRUCTING AND CIVILIZING INDIAN CHILDREN."

OPINIONS OF COMPETENT JUDGES (QUOTED).

The question most frequently asked concerning Indian education is "What becomes of the young people after they leave school?" This is a natural and legitimate question and should be expected from thoughtful people. When a business man makes an investment he does so with the expectation that within a reasonable length of time there will be a reasonable return or dividend. He at least counts on a return of capital invested with a fair rate of interest.

When citizens of a state or community tax themselves for the purpose of providing educational facilities for the youth it is with the thought that there shall be a better citizenship than there could possibly be without proper opportunities for training, and further, that this intelligent, trained product of the educational institutions will actually be able to return to the state or community the principal expended plus a good rate of interest.

The same principle should hold good with the expenditure being made by the Government for the education of the Indian youth. Naturally, then the question arises: What are the results?¹

The work at Haskell Institute has demonstrated that the Indian is good for something besides hunting and begging. It has been demonstrated that the native cunning which he possesses may be turned into useful channels. The young men have proved beyond question that with proper education and training they are capable of taking their places in any and every walk of life, and that under

¹ Hervey E. Peairs, "What Are the Results," INDIAN LEADER, Lawrence, Kansas, Vol. XVI, June 1920.

the influence of civilization they are as apt and as bright as any race which is given equal opportunities, surpassing in many cases the most sanguine hopes of their teachers and giving promise of most useful lives among their tribes.²

A few months ago Mr. Peairs, Superintendent of Haskell Institute, wished to know something more definite about the work of Haskell graduates. A questionnaire was prepared including these subjects:

What number are self supporting?

By what activities are they self supporting?

What is their standing in the community in which they live- good, fair or poor?

How many of each?

How many are regarded as successful? As total failures?

How many have received no benefit from their training?

Of the less than four hundred graduates concerning whom the questions were asked and the record checked, virtually all were self supporting except in cases of physical disability. Reports showed three hundred forty five were considered successful only three as total failures. All, with the exception of four graduates, had a good or fair standing in their communities. Of that number all but thirty-three were scored as good, the standing of only four being poor.

There is a wide range of activities listed by the self supporting graduates. It includes farming and clerical work as favorites. Then come bank cashiers, salesmen, ministers, railroad men, motor-car mechanics, postmasters, school disciplinarians, chicken raisers, bookkeepers, real estate and loan men, interpreters, milliners, telephone operators, construction supervisors, editors and owners of newspapers, abstract men, sales managers, millers, nurses, band directors, teachers including principals of schools, draftsmen, engineers, plumbers, electricians, matrons, tailors, printers, painters, fruit growers, stockmen, postal clerks, bakers, music teachers, merchants, carpenters, laundresses, shoe and harness makers, soldiers, sailors, foundry workers, blacksmiths, insurance solicitors, and superintendents of Indian schools.³

² Editorial, "Haskell Institute Closes," KANSAS CITY TIMES, Kansas City Missouri, June 24, 1891.

³ Chapman, E. B., "Haskell Institute, the India DEARBORN INDEPENDENT, Nev. 6, 1920, p.12.

What becomes of young men graduates of Haskell Institute, the largest Indian school in the United States? The answer, for the fifty-one boys recently graduated with the class of 1929m was given by Major Paul Cannady, advisor to boys, who worked out the future plans with each graduate during the past school year. The work in connection with placing the graduates was done by Major Cannady as an extra, self-imposed task in addition to his regular work as advisor.

Twenty junior college and high school boys have also been placed in temporary positions for the summer months by Major Cannady. These Indian youths will serve as camp counsellors at Hi-Y and Boy Scout camps.

Major Cannady recently returned from Lansing, Michigan where he had made arrangements for ten youths to enter the Rec Auto Company's apprenticeship school. The Indian youths will take a two-year course in this school and are guaranteed a position with the Rec Automobile Company at the end of the period.

In the group placed with the Rec Company, nine different tribes and eight different states are represented. One of the ten graduates placed with the Rec Company is Ralph West, president of the 1929 senior class.

Ten of the members of the class will start their life work in the field of electricity. They have been placed with the Westinghouse Electrical and Manufacturing Company at East Pittsburg, Pennsylvania. They will take a two-year apprentice course and are guaranteed a position with the company at the end of the course.

Ten of the graduates plan to enroll in Haskell Junior College next fall to continue their education in the school's commercial classes. Eight youths will enroll in the Junior College for regular work with special training in physical education. Three will return to Haskell for further work in studying industrial trades. Four of the group plan to enter the University of Kansas next fall.

Six members of the class have taken civil service examinations for United States government positions and are now awaiting results of the examinations. Four youths will go to Miles City, Montana where they will take a special course arranged by the United States Indian department at the government live stock experiment station. These graduates will be given special training in the care and handling of live stock and will study farm methods.

The twenty camp counsellors, who for the most part are junior college students have been given special training during the past school year, will be scattered over the following states this summer: Florida, Tennessee, Ohio, Pennsylvania, Colorado, Indiana, Arkansas, and North Carolina.

During the past school year the counsellors were given training in horsemanship, rifle marksmanship, Indian lore and story telling, military drill organization and phases of leadership. The thirty-second cavalry horses at the Institute were used in giving the horsemanship training which was held under the direction of Major Cannady and Capt. Frank Dunkley, a graduate of the cavalry school at Fort Riley. Sergeant Roy Martin, regular army, who is attached to the National Guard unit at Haskell assisted in the rifle marksmanship training. Major Cannady directed the training in military organization and the phases of leadership while Frank W. McDonald, director of athletics gave the youths training in Indian lore and story telling. The twenty include several prominent Haskell athletes.⁴

H. B. Peairs said in part: "I wish I could tell you what I know about the graduates of Haskell. It would make a very large book. I have been in the field three and one-half years.... In traveling about now, from ocean to ocean from reservation to reservation, from state to state, I have had the greatest pleasure of a lifetime.... I scarcely ever go on an Indian reservation or to an Indian school without meeting Haskell graduates and ex-students and they are making good. I want to say to you today that I do not believe there is an institution in this land, be it grammar school, high school, college, or university that can show better results as far as the success of its students are concerned than Haskell Institute.

I took a list of the graduates the other day and in just a few moments time I checked off the names of graduates of the business department alone whom I seen and whose work I had examined during the past three years. There were one hundred twelve, every one doing well, and they are from just one department. Every where I have gone the graduates have been ready to receive me cordially.... Down at Osage, Oklahoma, there is a group of twelve or fifteen Haskell graduates. What might they not do for

⁴ Major Paul A. Cannady, "Haskell's Youths Get Good Places," LAWRENCE JOURNAL-WORLD, Lawrence, Kansas, June 22, 1929.

the betterment of the Osage tribe? Down at Kiowa, there are seven or eight young men and young women who are graduates of Haskell. They have a splendid opportunity to do much for the Indians of that community. At Muskogee I saw seven Haskell young people. I find them here and there, all over this country, numbers of them, in groups of that kind, and I believe that those young people should so exert their influence in their neighborhood as to be of tremendous assistance to their people.⁵

I wish it were possible to flash before the eyes of the long list of splendid officials who have served in the Indian Bureau in Washington during the past quarter of a century, and before the thousands of faithful field-workers, a moving picture of the Indian young people who have gone out from the schools throughout the country and have taken upon their shoulders the responsibilities of life. The film would be a continuous source of surprises, pleasure, joy and encouragement, marred occasionally with scenes of failure and disappointment, but overwhelmingly of pictures which would be cause of rejoicing.

As the writer reviews the scene as he has observed it during the past two years, he is glad indeed that he has had a part in helping to make such a picture a reality in actual living among the Indian people of this country.

As he looks at the returns in actual dollars and cents to himself, they are small indeed, but as he thinks of the strong, progressive, noble, ambitious, conscientious, loyal young men and young women quietly and faithfully, but surely, making their way up-stream against the currents of superstition, ignorance, habits and customs of their own race, and overcoming the prejudice, selfishness and greed of the white race, the returns for the years of labor are splendid. The only regret is that it is not possible for interested people everywhere, in and out of the service, to have opportunities to get a glimpse of the general results. If it were possible the encouragement thus gained would lead to a much more liberal investment of money, time and talents during the next few years and thus an early closing out of the business of maintaining racial schools, at least so far as the red race is concerned. Certainly there are many individual failures among returned students but in a broad, general way the progress is steady and sure.⁶

⁵ Hervey B. Peairs, "Haskell Institute, Its History and Students," INDIAN LEADER, Lawrence, Kansas, June 1913.

⁶ Hervey B. Peairs, "What Are the Results," INDIAN LEADER, Lawrence, Kansas, June, 1920.

One of the difficulties arising from our education in the Indian high schools under the direction of the government, is that these people, when prepared for their work seek employment by the federal government. Here for illustration I give you the record of all Haskell graduates for 1926. (See Table I). With the exception of three, all of the one hundred twelve regularly employed on salary were employed by the government, which shows more and more the institution of Indian service and will continually grow greater and increase its momentum power through the generations unless something can be done to stir Indians to independent action.

TABLE I[#]

	GIRLS	BOYS	TOTAL	INCOME RECEIVED
Teachers	10	1	11	\$9900,
Clerks	12	8	20	18000
Seamstresses	7	0	7	5580
Matrons	2	0	2	1560
Laundresses	2	0	2	1380
Asst. discip.	0	2	2	1800
In school	23	19	42	
Home working	6	8	14	
Married	1	0	1	
Health	2	0	2	
Misconduct	3	0	3	
Unknown	0	0	0	
	<u>58</u>	<u>44</u>	<u>112</u>	<u>\$57320</u>

[#]By courtesy C. M. Blair, Superintendent.⁷

That Haskell graduates are "making good" is proven by the large number who are found employed in the Indian service, in schools, and at agencies, in different parts of the United States. Others are engaged in other occupations. In answer to a questionnaire sent out some time ago it was learned that with few exceptions all are self supporting. Only three are classed as total failures. The majority have a good or excellent standing in the community in which they lived. Farming and clerical work were the leading occupations mentioned but there was a

⁷ Frank Wilson Blackmar, "Socialization of the American Indian," AMERICAN JOURNAL OF SOCIOLOGY, Vol. XXIV, Jan. 1929, p.657.

great variety of others- cashiers in banks, ministers, railroad employees, postmasters, automobile mechanics, editors and owners of papers, milliners, teachers, nurses, millers, real estate and loan agents, a sales manager, draughtmen, plumbers, merchants, superintendents of Indian schools, carpenters, and many more. The largest salary reported by a graduate was \$7800, which has since been increased. Another, an employe of an oil company, receives \$5700; a normal graduate, now employed by a lumber company, receives \$4000 per year. At least four hundred fifty students and ex-students were in the Army and Navy during the World War, the majority of them volunteers. It is estimated that approximately one-half of these were commissioned or non-commissioned officers.⁸

v Nearly one thousand graduates have gone out from Haskell. The percentage of failure is, contrary to popular misinformation, very small, indeed. They are scattered all over the land as farmers, laborers, tradesmen and mechanics, housekeepers and nurses, teachers, physicians, lawyers, clerks, stenographers, bookkeepers, merchants, etc. Of the approximately six thousand under-graduates who have left the school, a good percentage have also succeeded. The "back-to-the-blanket" movement is principally confined to the Sunday supplements of metropolitan newspapers. In the first place, there are very few blanket Indians now. Thousands of foreigners live within the borders of this country in as great or greater state of ignorance and insanitation. We have but to compare the status of the Indians forty years ago, before the beginning of the government Indian school system, with their conditions today to appreciate the long strides which have been made. There is much to be done yet, but the progress is evident and real. Haskell has had an honor able part in the progress.⁹

Mr. Thorne while at Haskell was private secretary to Supt. Peairs; he sent letters to many of the officials in the field soliciting information as to what percent of returned students adopted the garb of their forefathers.

⁸ C. E. Birch, "Haskell Institute," THE WEEKLY KANSAS JOURNAL OF EDUCATION, Vol. XII, Nov. 6, 1917.

⁹ CATALOGUE AND CALENDAR, Haskell Institute, Lawrence, Kansas, 1923-1924.

Mr. Thorne tells the result of his information in the "Southern Workman".

To get accurate information the writer sent out a number of letters to employees in the Government Indian Service; persons whom he knew had had years of experience on Indian reservations and among Indians tribes. These letters went to practically every state where there is an Indian population. A majority of the people written to have been heard from; their replies bring out two important facts: (1) That returned students who resume the dress worn by the people of the reservation do not necessarily go back to all the habits and customs of their forefathers; (2) that a very small per cent of Indian children who have received even a full eighth grade grammar school course do as much as return to the wearing of clothing similar to that worn by the older people on the reservation....

The real question is whether Indians who have received the benefits of education really do return to the dress and customs of the older people. The wording of the query to the superintendent of Indian Agencies in regard to this matter was as follows:

From your observation and experience what per cent of Indian children who have taken a full eight-grade grammar-school course in either a Government, mission, public, or private school return to the blanket?

Of the letters received in answer to the question stated, there is only one in which the report is discouraging, and the reason is given that the Indian children cannot be persuaded to go to school. Of course Indian education cannot be criticized in this case for the obvious reason that it has not been given a fair chance. The other replies, in the main, are more than encouraging. Several are given here, with the request that the reader bear in mind that they cover practically the whole Indian field and are written by men who have had many years of experience in Indian education:

1. I never saw Indians wear blankets, except in Washington, D. C. on dress parade.

2. There is not one Indian, returned student or other wise, on the or reservations that wears a blanket.

3. I believe it could be said that none really have completed the eighth grade, could in spirit be classed as blanket Indians.

4. I have yet to learn of any person who has completed the eighth grade in any school and has then resumed wearing the blanket.

5. I find that it is seldom that returned male students of reservation who have passed the six-year course, ever return to the blanket.

6. It is my observation that none of those who acquire the literary training, which could fairly be called a full eighth grade course, ever return to the blanket.

7. Referring to the Indians under my charge here, about two thousand in round numbers, I have to say that we do not have any blanket Indians at all. Speaking generally, the Indians here are as progressive as their white neighbors.

8. As to the boys, I should say that practically none of them return to the blanket. There may be possibly five percent who occasionally wear it. A large number of the girls, possibly twenty-five percent, resume the head covering and shawl for their regular attire.

9. From my observation and experience, a very small percent of them return to the blanket. Among these people, the Chippewas, I do not recall a single case. Among the Sioux, I remember but two or three instances of this kind, so that the percent, from my observation, is very small indeed.

10. I have been connected with the Indian service for the past twenty-two years and during that time have been located on the lower Brule, Pine Ridge, and Sac and Fox, and ... reservations. I have carefully considered the questions contained in your letter and I make the deliberate statement that I cannot now recall a single Indian of any of these reservations, who has taken a full eighth grade, grammar school course in any school, who is today wearing the blanket. So far as they are concerned, there is not a single person, male or female, who has

gone back to the blanket. There are not a half dozen of any age who habitually wear the Indian costume. I do not mean to say that they do not occasionally engage in their old time tribal dances and ceremonies and on these occasions they wear the old-time costumes. I mean to say, however, that with a very few exceptions, less than half a dozen, the ... habitually wear the white man's clothing.

Now that it has been pretty conclusively shown that the educated Indians do not go back to the blanket, a fair question is What becomes of them? This article has already grown rather long, but the writer believes some brief mention should be made of their whereabouts and their success.

A man at the head of the academic department of one of the government's non-reservation schools recently advised as follows: We have collected statistics here at ... which demonstrates that fully eighty or ninety per cent of our graduates may be classed as successful men and women and we do not know of a single graduate who has gone back to the blanket.

This school alone has graduated over six hundred during its years of activity. It is said that fifty graduates of its commercial department are now receiving a total annual income of \$50,000.

Another non-reservation school situated in the east, reports that a very small percent of its graduates can be classed as failures. According to statistics published in its monthly magazine, two hundred ninety-one of its graduates are employed in the Indian service working for the uplift of their people.

The superintendent of a non-reservation Indian school, situated in the extreme west, states that he has made an investigation of the character and industry of the graduates of his school. Reports were received upon one hundred twenty-seven former students with the following results: As to character, twenty-nine were rated as excellent, seventy-nine good, twelve fair, and seven poor. As to industry, graduates were rated: twenty-three excellent, ninety-two good, eight fair, only four poor. Of the seventy-six graduates of the academic department who are now living only two are graded poor in industry and character.

The superintendent of a non-reservation Indian school located in the north west writes, in part, as follows: I

have to report that out of a total number of two hundred thirty-four graduates since 1885 up to and including the class of 1913, and from the best information as to the conditions and doings of these young people, only three are known as failures. The others, according to the best information, are engaged in some gainful and worthy occupation, many of them filling high positions in the business world, or are still pursuing their studies along special educational lines.

Is education having its effect on Indian reservation life? Do the graduates all return to their homes, settle down and go into business of some kind, and do they do their part in making the community better? Not all do, of course. But a goodly percent do. It might be well to quote partially, inclosing, a communication written two years ago, to the Kansas City Star, by a man who has spent more than thirty-six years in the Indian work. Supervisor H. B. Peairs. The Ponca tribe to which he refers is one of the most backward of all Indian tribes. Besides, their reservation has been infested by unscrupulous white men --educated white men, if you please -- who have attempted to defraud the old ignorant Indians of their lands and wealth and have introduced the mescal bean, peyote, a narcotic which plays havoc with the minds of men. This peyote, it is stated, is largely undermining the health and mental and moral faculties of the old Indians but the reports say that the returned students of the last few years are not addicted to its use. That fact augers well for the future of the Ponca tribe. What Mr. Peairs writes of the Ponca Indians is true to a greater extent among most of them, because the Poncas have not advanced as rapidly as most tribes. "I first visited the Ponca Indian reservation thirty-five years ago. For a week I traveled over the reservation. I found that practically all the Indians were living in tepees. If there were any houses on the reservation at all they were usually occupied by the ponies belonging to the Indians. The reservation was one vast prairie; no land had been broken; no crops were growing except the wild hay. The Indians were in idleness. Comparatively few of their children were in school.

At the end of the week I took with me twenty-one Indian boys and girls to theaskell Institute, Lawrence, Kansas to become students in that institution. These young people were found to be of average ability, and during the following few years they studied in class rooms,

in shops, in Domestic economy departments and on the farm and received average grammar school education and industrial training. Eventually they went back to their homes and others came to take their places. During each of the twenty-five years since my first visit, there have been anywhere from a dozen to fifty or sixty Ponca pupils enrolled at Haskell. About two years ago I visited the reservation again. In visiting the Ponca agency now, one may leave the train at Ponca City, a thriving little town on the edge of the reservation, about seven miles from the agency. I drove from this point to the agency and, as I made the journey, saw seven good farm houses. I noticed that these homes were well kept, that ^{there} were large fields of corn, well cultivated, many fields of wheat, stacks of hay, stock, both horses and cattle grazing in the pastures, poultry in the farm yards, and in fact, all the evidence of thrifty farming everywhere.

The most interesting information given me concerning these homes, however, was that they were owned and occupied by former Haskell Institute students, most of them by young persons from the group brought by myself to Haskell Institute in 1887. I visited several of the homes, found them to be well and neatly kept and having every appearance of being occupied by intelligent citizens. What was true of that particular section of the reservation was true to some degree of other sections. Hundreds and hundreds of acres of corn and wheat are hauled to market by the Indian people and sold and the funds used in the manner that thrifty farmers usually expend them.

Today young men who have been in school are the real leaders among their people.¹⁰

OPINIONS OF COMPETENT JUDGES (ORIGINAL)

A random sampling of one hundred forty-five names from the roster of the graduates of Haskell Institute for the years 1919-1929 inclusive was taken and the names sent to

¹⁰ Editorial, "Does the Educated Indian Go Back to the Blanket," INDIAN LEADER, LAWRENCE, KANSAS, December 1913.

estimates of thirty-seven were returned by three and estimates of only eleven by four judges.

Out of the eighty-one only one was classed by one judge as a failure.

In sixteen cases the estimates of the judges varied between excellent and medium.

Fifty-three graduates or sixty-five per cent were rated as excellent by judges who gave an estimate.

Thirty-eight graduates or forty-six per cent are employed in the government service.

The various positions held by these graduates may be found in Appendix A.

TABLE V.

COMPETENT JUDGES ESTIMATES OF A RANDOM SAMPLING OF GRADUATES
1919-1929

Student Number	Judge I	Judge II	Judge III	Judge IV
4	E [#]	E		
5	E	E	E	
6	E	E	E	
8	E		M	
11	E			M
15	E		E	
16	E		E	
17	M		E	
19	E		E	E
20	E		E	E
22	M		E	F
23	M	M		E
25	M			
27	E	M	E	
32	E		E	E
33	E		E	E
35	E	E	E	
36	E		E	
37	E		E	
38	E	E		E
44	E	E		E
49	E	E		
53	E		E	
54	E	E	M	E
56	E	E	E	
57	M	E	E	E
59	E		E	
61	E	E		E
62	E			E
63	E		E	E
64	E	E		E
66	E			M
69	E			M
71	E			M
72	E		M	
73	M		E	
75	E			E
76	E			

E- Excellent; M- Medium; F- Failure.

TABLE V. continued

COMPETENT JUDGES ESTIMATES OF A RANDOM SAMPLING OF GRADUATES
1919-1929.

Student Number	Judge I	Judge II	Judge III	Judge IV
79	E#	E		E
81	E			E
83	M	M	M	
84	M			M
86	E	E		E
89	E	E	E	E
93	E	E	E	E
94	E	E	E	
95	E	E	E	E
97	E		E	
98	M			M
100	E	E	M	M
101	E	M		
105	E			E
106	M		M	
107	M			M
108	E	E		
109	E		E	E
110	M			M
111	E	E	E	E
117	E			E
118	E			E
120	E			E
121	E	E		E
122	M			M
125	E	E		M
126	E	E	M	
127	E	E	E	E
128	E			E
129	E			E
130	E			E
132	E		E	
133	M			M
134	E			E
135	E		E	
136	E		E	M

E-Excellent; M-Medium; F-Failure.

TABLE V. continued

COMPETENT JUDGES ESTIMATES OF A RANDOM SAMPLING OF GRADUATES
1919-1929*

Student Number	Judge I	Judge II	Judge III	Judge IV
138	M #			M
139	E		E	
140	E	E		E
141	E	E	E	E
142	E	E	E	E
143	E	E		
144	E	E		E

E- Excellent; M- Medium; F- Failure.

CHAPTER VII.

SUMMARY AND CONCLUSIONS.

SUMMARY

Haskell Institute has been an Indian training school for forty-six years. The two-hundred and eighty acres donated by the citizens of Lawrence and vicinity for the site form only a small part of the large farm which today comprises approximately one thousand acres. There are nearly fifty buildings on farm and campus in comparison with the original three erected in 1883-1884. The enrollment has grown from fourteen on the opening day to one thousand and eighty-three in 1930. During the school year 1883-1884 there were thirty-five employees, several of them assistants - there are now one hundred regular employees on the list a number of them Haskell graduates. The first year of the school there were five grades; in 1930 there is an accredited four year high school and in addition there are two-year business, home economics, normal training and commercial courses. Also a junior college has been organized and the first four grades have been retained as practice classes for the normal training students. Laundering, sewing, carpentering, shoemaking and farming were the first trades taught; the boys and girls

at the present time have a choice of many different ones with competent instructors in each.

The change in the attitude of the Indian toward education is shown, in one way, by the method of procuring students for Indian training schools. At first it was necessary to compel the Indian parents to send their children to school while today the schools are crowded without any extra urging by representatives of the federal government.

In 1920 the questionnaire sent out by Mr. Peairs showed that of the four hundred graduates concerning whom questions were asked, three hundred forty-five were considered successful and only three were total failures.

The fifty-one boys that were graduated in the class of 1929 were placed in positions by their adviser, Major Cannady. Ten entered the Ree Automobile Company's apprenticeship school; ten were placed in the Westinghouse Electrical and Manufacturing Company for a two-year apprentice course; four entered the University of Kansas; six took the civil service examinations for United States Government positions; ten enrolled in the commercial, eight in the physical training and three in the industrial courses at Haskell.

A record of the Haskell graduates for 1926 compiled by

Supt. C. M. Blair shows that the forty-four who were employed had a total income of \$37,320.

Mr. Thorne, private secretary to Supt. H. E. Peairs, sent letters to agency superintendents in the government service in 1913 to solicit information in regard to the per cent of returned students adopting the dress and customs of their parents. Seven of the ten replies stated that no Indians who had completed the eighth grade returned to the blanket. Two stated that it was an exceptional case when an Indian returned and adopted the customs of his parents, while one said that five percent of the boys and possibly twenty-five per cent of the girls resumed the Indian garb.

CONCLUSIONS

Estimates of the random sampling of the eighty-one Haskell graduates of 1919-1929 given by four individuals familiar with Indian education personally acquainted with these young people show that only one was rated as a failure, while fifty-three were rated as excellent. Thirty-eight were employed in the government service.

The purpose of Indian training schools as set forth in the Enabling Act was to further instruct and civilize Indian children and the results of this study would indicate that Haskell Institute has fulfilled that purpose. The education-

al program of Haskell institue has included both a common school education and a good working knowledge of some trade. Moreover, the administration has always fostered a policy by which the Indian is to be absorbed into the industrial life of the nation and with this policy in view the work of education has proceeded at a rate corresponding to the adjustment of the Indian races to the environment, customs, and civilization of the whites.

TABLE OF APPENDIXES

Appendix A

Positions of Graduates 1919-1929 Selected by a Random Sampling.

Appendix B

Copy of Letter to Judges

Appendix C

Copy of Letter from Vice President Charles Curtis

Appendix D

Views of Haskell Institute Buildings

Appendix E

Bibliography

Appendix A

POSITIONS OF GRADUATES 1919-1929 SELECTED BY RANDOM SAMPLING
AND THEIR ESTIMATES RATED BY COMPETENT JUDGES

Student Number	Position
4	Nurse
5	Engineer Indian School
6	Employee Indian School
8	Clerk Government Service
11	Clerk Government Service
15	Government Service
16	Lawyer
17	Musician
19	Clerk Government Service
20	Clerk Government Service
22	Stenographer Government Service
23	Doing nothing
25	Stenographer Government Service
27	Clerk Government Service
32	Clerk for oil company
33	Coach
35	Goodyear employee
36	Clerk in mercantile business
37	Government Forestry Service
38	Editor
44	Teacher Government Service
49	Advanced College student
53	Clerk Government Service
54	Professional ball player
56	Lecturer
57	Clerk Government Service
59	Naval Academy
61	Coach
62	Teacher Government Service
63	Matron Government Service
64	Civil Service War Department
66	College Student
69	Housekeeper
71	Housekeeper
72	Housekeeper
73	Painter
75	Painter
76	Housekeeper
79	Stenographer Government Service
81	Nurses training
83	Farmer
84	Housekeeper

Appendix A, continued

POSITIONS OF GRADUATES 1919-1929 SELECTED BY RANDOM SAMPLING
AND THEIR ESTIMATES RATED BY COMPETENT JUDGES

Student Number	Position
86	College Student
89	Junior college Haskell
93	College student also auto mechanic
94	College student, Washington, D.C.
95	Clerk Government Service
97	Junior College, Haskell
98	Clerk, Security Benefit Association
100	Government Service
101	Government Service
105	Teacher Government Service
106	Farmer
107	Normal training- housekeeper
108	Teacher
109	Engineer Government Service
110	Housekeeper
111	Clerk Government Service
117	College Student
118	Stenographer Government Service
120	Teacher
121	Stenographer Government Service
122	Housekeeper
125	Seamstress Government Service
126	Salesman Rubber Company
127	Music student University of Kansas
128	Housekeeper
129	Housekeeper
130	Nurses training
132	Student Experiment Station U. S.
133	Housekeeper
134	Housekeeper
135	Police force
136	Commercial student, Haskell
138	Commercial student, Haskell
139	Employee Roe Factory
140	Stenographer Government Service
141	Stenographer military service
142	College student
143	Stenographer Government Service
144	Stenographer Government Service

Appendix B

COPY OF LETTER TO JUDGES

Emporis, Kansas, June 10, 1930

My dear -----:

I am enclosing the list of names that I selected by a random sampling from the graduates of the last ten years (1919-1929) and I should like you to judge the degree of success each graduate has attained as far as you know. Education it seems to me, is a preparation for citizenship hence in your estimate of each graduate's success the following questions might be kept in mind:

1. Does he have a permanent home?
2. Does he earn a living and hold a permanent position?
3. Does he educate his family?
4. Does he contribute in any way to the welfare of his community?

I want only your estimate so it would not be possible to answer specific questions however, if you know the work in which an individual is engaged could you list that and then your reaction as to his success or failure.

Very truly yours,

Appendix C.

COPY OF LETTER FROM VICE PRESIDENT CHARLES CURTIS

THE VICE PRESIDENT'S CHAMBER

Washington

June 23, 1930.

My dear Miss Goddard:

I have your letter of recent date and regret not to be able to give you the information you desire.

All the information I have in reference to the students at Haskell is second hand. I would suggest that you get in touch with the superintendent of school or with Mr. H. B. Peairs who was there for years and can give you full information in regard to the success of the students.

I am advised by those who have kept track that many of the students have done exceedingly well after leaving Haskell.*

With kindest regards, I am

Very truly yours,

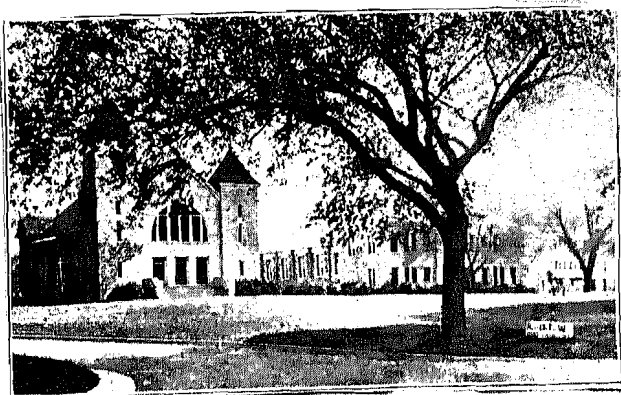
Charles Curtis.

APPENDIX D

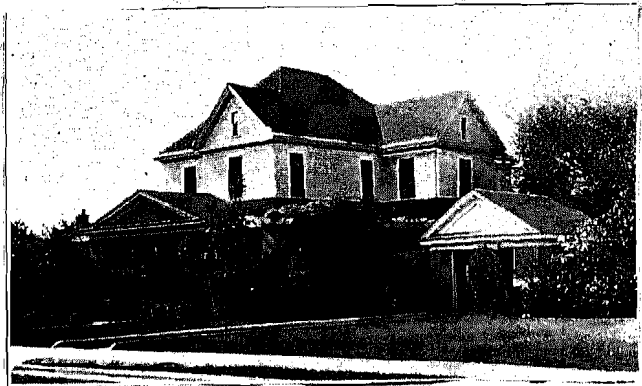
Views of Haskell Institute Buildings.



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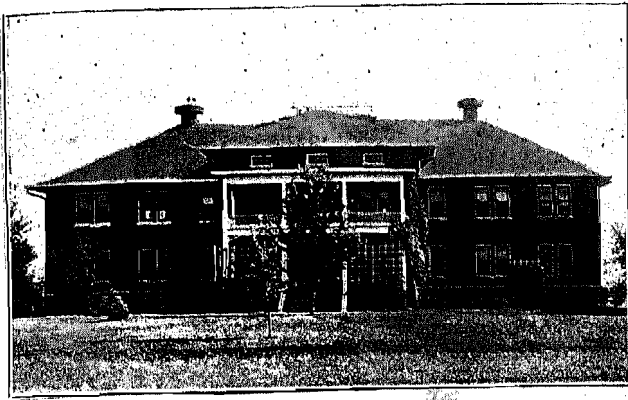


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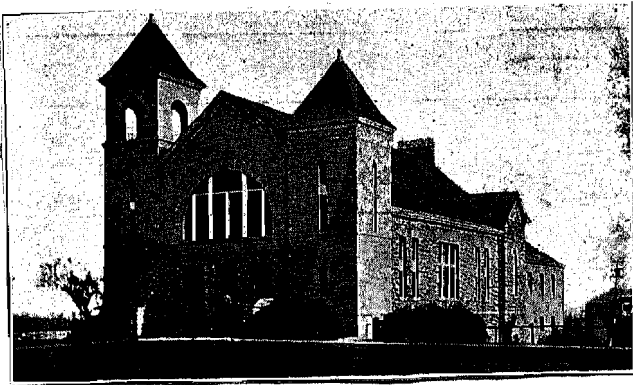
- 1. Supt. Hervey B. Peairs.
- 2. Auditorium and Gymnasium.
- 3. Superintendent's Home.



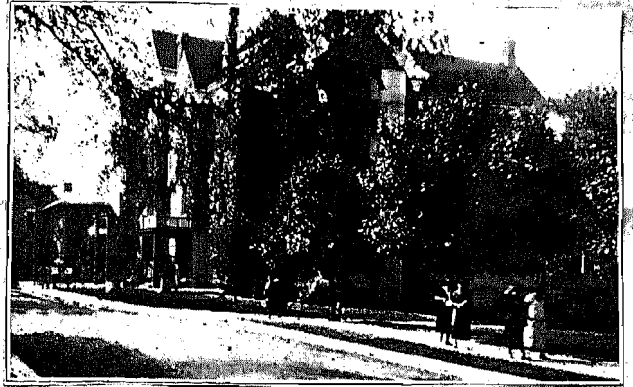
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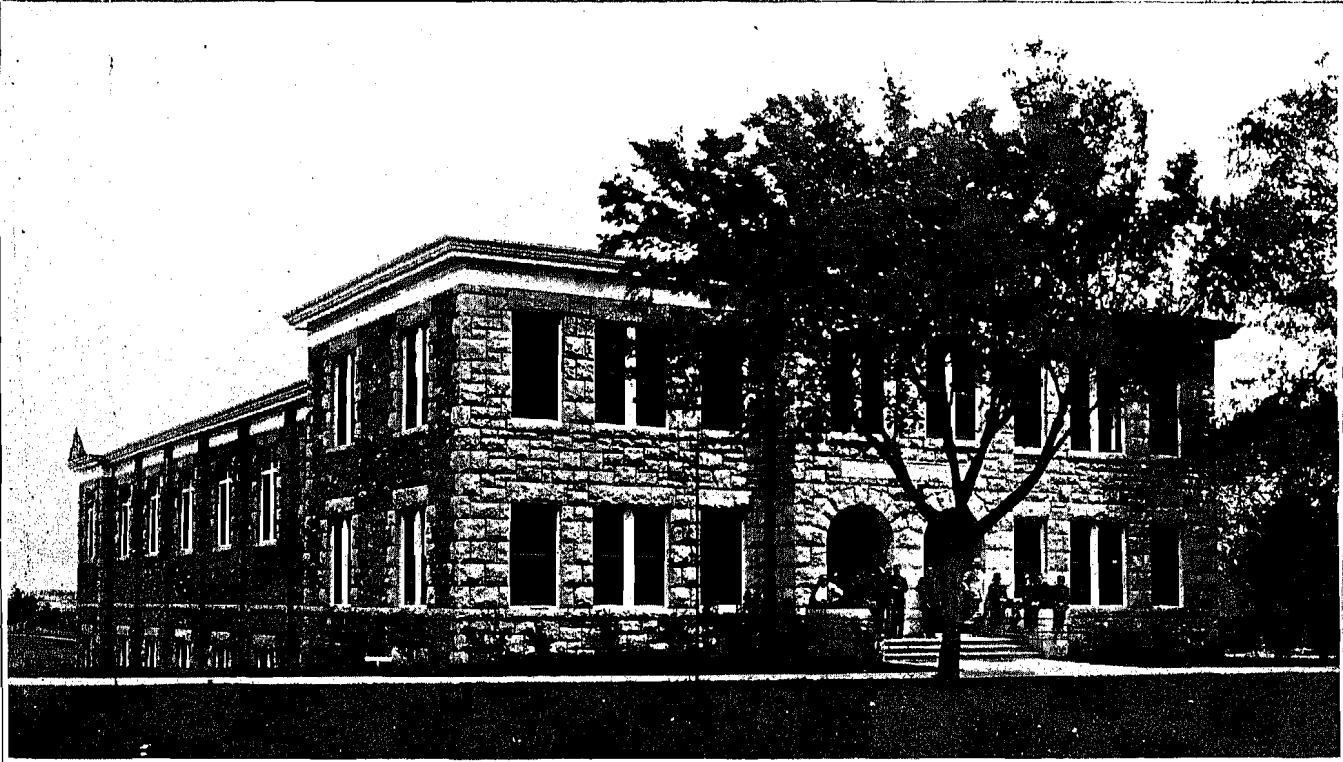
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ONE OF THE POULTRY HOUSES

-8-

- 4. Hospital
- 5. Curtis Hall
- 6. Auditorium
- 7. Girls' Dormitory
- 8. One of the Poultry Houses



GYMNASIUM



HASKELL. MODERN DAIRY PRODUCES 200 GALLONS OF MILK A DAY FOR OUR SCHOOL DINING ROOM.

APPENDIX E

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