

PIXIE PATTER



Bits of
Campus
Chatter

Congo Cummings has finally made his debut on the dance floor...Joey Wicks claims he likes tall blonds... Bobby Bridges is up to his old tricks down around Case Bridge again... Shunkamolah will do anything a girl will do, even to the point of going barelegged...Winona hall girls are wondering: How did Rachel Bonser get home from that picnic? She won't talk...Ronald Ohlerking, when asked why he never attends shows any more, replied: "The poor old Patee is gone"...Case couple of the week: Andrews and McGilbra...Marilouise Frank's close friends call her Penny. We wonder why?...Juanita Gilliland seems to be taking this love affair pretty seriously...That Navy boy Jeannotte caught his "Fish" before he ever went to sea...Is LaPointe really making a comeback, or is it rumors we've been hearing?...Elizabeth James' current song is "I Cried for You"...Luther Blythe still plays a mean trumpet when everyone else is trying to sleep...The Osceola boys are still likin' it for their picnic... Johnson and Quigley are really getting chummy. She calls him Georgie-Porgie, and he calls her Willie... . . . Bob Tecumseh claims that variety is the spice of life, as he squires a different beauty to each social event.

EMPLOYEES ONLY

The Carter family entertained out-of-town guests on March 29. Mrs. Carter's father, Rev. S. N. Hester, of Valley Mills, Indiana, and her sister, Mrs. Fonda Jackson and daughter Jane of Earlham, Iowa, were the visitors.

Mrs. Smith and son George, Jr., of Woodbine, Kansas, spent the weekend of April 4 at Haskell visiting Mr. Smith.

Mrs. Hugh Bentley and small son John are spending several days at Mrs. Harden's home. Mrs. Bentley is on her way from Washington, D. C., to her home in Los Angeles, California. Mr. Bentley, brother of Mrs. Harden, has been on the campus for several weeks.

Miss Follis visited relatives in Muskogee, Oklahoma, last week-end.

Miss Baldrige was called to her home in Sallisaw, Oklahoma, on April 2 because of the illness of her father.

Mr. Dahlor, accompanied by his son, Owen, drove to his home at Odessa, Missouri, on March 28 to spend the day with his parents. Mr. and Mrs. Mark Brooks, of Jefferson City, Missouri, were the overnight guests of the Dahlor's on April 2.

The Sallee family visited relatives of Mrs. Sallee at Iola, Kansas, on April 4.

Miss Emmy Gubera, of Kansas City, Missouri, daughter of Mr. Gubera, came to see her father on April 5.

Sam Shoulderblade, who is stationed at Fort Sill, Oklahoma, spent several days with the Hoffman family this week.

Mr. Robert Marsh and son Robert, Jr., of Linn, Missouri, spent the weekend of March 28 at the Marsh home.

CLAUDE M. HIRST A VISITOR

Claude M. Hirst, general superintendent of the Alaska Indian Service, stopped at Haskell on March 26 on the way from his home in Rosston, Arkansas, to his headquarters in Juneau, Alaska. While at Haskell, Mr. Hirst and the group of Alaskan students met in the commercial department for an informal chat. The group included Julia Jones Coburn, Jessie Leask, Francis Flores, Dorothy Verney, and Sally Barnes.

MR. FRAZIER ALUMNI CHAIRMAN

Mr. Frazier has been selected to serve as chairman for the alumni activities this spring. Mr. Frazier, a graduate of 1933, will have charge of the Senior-Alumni luncheon and the Senior-Alumni ball, both on April 27. These two occasions are outstanding events of Commencement week. Mr. Frazier, a Choctaw, is from Hugo, Oklahoma.

K. U. STUDENTS PRESENT TALKS

Prof. E. C. Buehler and three students from the University of Kansas speech department presented a program in Chapel on April 4. Jack Parker of Kansas City, Missouri, spoke on the topic, *Medicine in War*; Newell Jenkins of Humbolt, Kansas, talked on *Russia*; and Bill Hough of Lawrence, Kansas, chose *Taxes for the subject of his speech.*

Robert, Jr., nephew of Miss Marsh, will report to St. Louis, Missouri, soon for entrance into the navy.

Daniel Boone Helped make this country. We can help keep it. Buy War Savings Stamps and Bonds.

SCHOOL CLOSES APRIL 27

(Continued from page 1)

- 5:30 Supper.
- 7:30 Baccalaureate service.
April 26, Monday
- 7:30 Award program.
April 27, Tuesday
- 11:45 Alumni and Senior class luncheon.
- 7:30 Commencement exercises.
- 9:00-12:00 Alumni and Senior dance.

HOW TO ENROLL AT HASKELL?

(Summer-Fall)

Haskell Institute,
Lawrence, Kansas.

Please send information about how to enroll at Haskell Institute.

Name

Address



Franklin Gritts

THE INDIAN LEADER



VOLUME 46

APRIL 27, 1943

NUMBER 15



COMMENCEMENT NUMBER

THE INDIAN LEADER

SOLON G. AYERS, Superintendent: Editor.
GERALDINE GRITTS: Associate Editor.
ALLAN SHEPARD: Manager.

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GREETINGS

THE REAL McCOY

A typical American soldier wrote the following calm but definite words just before he sailed for foreign duty: "Well, I guess it's the real McCoy this time—I will do my best." The soldier's wife wrote as follows: "All I ask is that you say a little prayer for Fred's safety every now and then."

Seniors, tomorrow you will face the real McCoy. Tomorrow, the girls will work in war industries. Tomorrow, the fellows will enter the armed forces. Tomorrow's warriors are you.

We know that you will face the real McCoy with the calmness and determination of the typical American soldier. For you are the typical American soldier.

The least we can do is to say a little prayer for your safety every now and then. This we will surely do. May God bless you.

Solon G. Ayers,
Superintendent.

TO THE SENIOR CLASS

The lack of a real purpose causes many persons to fail on the journey of life. Good planning is essential. Thus far, your plans have brought you by the way of Haskell. It is hoped that your brief sojourn here has been both pleasant and profitable and that you will become effective members of a society that has made this opportunity possible. You will find the greatest satisfaction in this society if you have a well-balanced life of work and play. You can give much by thinking straight and using your influence in helping to solve some of the problems facing the people in your community. Conditions as they exist today will make it difficult for you to clearly chart your journey far in advance. This being true, you must plan well, organize carefully, and think sanely as you continue this journey. Our eager hopes and best wishes accompany you.

Hollis W. Dahlor,
Principal.



FROM THE "OLD TIMERS"

Clifford Cuellar, a staff sergeant in the army, was an auto mechanic student at Haskell in 1941. A Shawnee from Tecumseh, Oklahoma, Clifford writes the following to the Senior Class:

"The graduating class of this year will find the world of today much different than it was the year I saw the Seniors graduate. First of all, the 1943

Margie Williams, a member of the WAAC, is stationed at Fort Des Moines, Iowa. Margie, commercial '42, has a few remarks to make about her work:

"As in every progressive organization, our race is well represented in the Women's Army Auxiliary Corps. It is with much pride that the Indian woman dons the uniform of her coun-

David Carufel, vocational '42, is in training at the Marine Base in Norman, Oklahoma. David, a member of the Chippewa tribe from Lac du Flambeau, Wisconsin, was chosen this year as the outstanding boy graduate of 1942.

"Greetings and congratulations to you, this year's graduating class. I am sure you are proud to represent the

Eleanor Garrow, a Mohawk from Rooseveltown, New York, is a member of the 1943 graduating class, although she did not appear in cap and gown at the Commencement exercises. Eleanor finished her course in March and went to work for Uncle Sam in the Chicago Office. She writes the following message to her classmates:

"The Class of '43.

"We are sending congratulations to the graduating class of 1943 and also sincere regards to the faculty and student body. We are looking forward

graduates will have to make many more sacrifices than the Seniors of other years. Today we are all looking forward to winning the war and are altering our personal plans for this purpose. Don't feel that you are having to sacrifice too much. Think of the boys who are in the thick of battle; they are doing without many things which we still enjoy.

try to aid in settling the turmoil. As in battles before, the Redman is proving to his white brother that he can make an outstanding contribution, both on the home front and behind the firing lines. With the same pride and devotion, the Indian woman is proving herself to be one of Uncle Sam's priceless daughters.

"I cannot express to you the sense

type of young people which our Alma Mater is training for service to our beloved country.

"Whatever you may do, wherever you may go, I know that you will strive to keep this land of ours what it has always been, the land of freedom and opportunity for all. Many of our friends and classmates are at this very moment fighting to protect

"To the history of Haskell Institute you are but 'another graduating class—' but to the faculty and friends of Haskell, you are a group of ambitious students, eager to climb another rung of life's ladder. The important rung which you are leaving will soon remain a cherished memory in your hearts.

"What the misty future holds we cannot at present forecast. When the

to the time when we may return and visit Haskell."

"Two Shipmates"—Charles Broker (Lame Deer, Montana, Painting '41)

"I wish to tell the Seniors of today that they have many opportunities in every branch of the service. Go out and make every effort to be in the lead. You have the ability as well as the training to be leaders in your fields.

"Haskell seniors of 1943, I congratulate each and every one of you."

of satisfaction and service which wells up within me as I swing into line for drills and marching. I sincerely hope that each of you, upon your graduation, will find a place where your training and natural ability will enable you to serve your country. Congratulations, Seniors."

the way of life we know so well. Some have already given their lives. Let us honor the memory of these brave boys by carrying on their courageous work.

"We are proud to be Americans, we are proud to be Indians, we are proud to be Haskell graduates. So in turn how about making everyone proud of us?"

war clouds have passed away, it will be our privilege to partake of the best things our 'new world' has to offer.

"You build the ladder by which you climb, so may the commencement of the next step be a successful one. As a fellow-Haskellite, may I congratulate my 'Class of '43' upon this happy occasion."

and Norman Brant (Eden, South Dakota, Painting '41).



SENIORS

COMMENCEMENT

"THE SPIRIT OF THE NEW DAY"

You graduates find yourselves in a day without security and in a day of great adventure. This is a world of action, and action is the means by which the spirit of the people is gauged. The present war will be over some day, but adventure will continue after the war. New situations, new jobs, new environments will develop. You will change because the responsibilities upon you will grow.

Material resources and preparedness alone cannot win. Seven thousand airplanes a month will not assure success. From the conquering of Trebizond by the Goths to the Chinese fighting against tremendous odds in the present war, the spirit and determination of thousands of individuals have been responsible for success.

The British in the present war could not be defeated by bombings. The

Italians, on the other hand, with a well developed military machine, have lacked the fighting spirit to bring success. The elaborately planned Maginot Line was not adequate without a united and determined people to back it up. There is no substitute for vigilance and discipline.

Inherent in your spirit must be not alone the assurance that comes from training, but the ability to act with discipline, under adversity, and with responsibility. (Condensed).



Dean W. Malott
Chancellor, University of Kansas

BACCALAUREATE

"YOUTH UNAFRAID"



Rev. Harold G. Barr
Pastor, First Christian Church, Lawrence

St. John on the Isle of Patmos dreamed of a brave new world and heard the voice of God speak to him, saying: "Behold, I make all things new. The former things are passed away."

The world which graduates of today look out upon seems rather dark. Men are suffering, men are dying. However, the spirit of youth is one that is unafraid to tackle the difficult. One who tries to take it easy does not find life. If a man waits until the weather is just right or conditions are favorable, he will never get along. We have to live just as we are in the kind of world we have whether we like it or not. That is the zest of living. Youth likes to live where the going is rough.

The brave new world which the young people of today will build tomorrow must first be a dream in the mind of someone. Let us dream about the world which we hope to build. Anything that is wrong with the world is man-made and can be man-unmade. God's world has not changed. He is still in His heaven. The stars which we gaze upon today are the

same as they were thousands of years ago. If man can destroy and desecrate and make unlivable the world, then he can make it into a brave new world.

There is nothing wrong with the world but the people in it. How are you going to change the people? Well, you must start by changing yourself. What kind of character, what kind of standards are you going to have? You can live lower than any animal that has crawled along in the mire. Or, you can square your shoulders and say, "I'm as good as any person I meet because I am trying to live the best kind of a life that any man can live." But you can live higher than that, for we are created higher than anything else on earth. We are created in the image of God. Therefore, we can live as the son of God. What a privilege that is!

God wants us to have a rich world, a happy world, a peaceful world. That is the kind of world that God wants us to build tomorrow. May we as youth have the eyes of faith that we can build it. If we set our faith in God we will arrive at our destination. (Condensed).

1943 SENIORS

The following students will receive high school diplomas from Haskell Institute on April 27:

Ella Mae Anderson, Mildred Anderson, Frank Anderson, John Aragon, Harold Arbuckle, Josie Barker, Watt Bear, Beulah Beaver, Viola Frances Bemore, Maxine Diane Big Goose, Edna Mary Blythe, Bernadette Bressette, Elvena J. Brown, Mabel Brown, Ruth Carr, Pauline Chasing Hawk, Elizabeth Coffee, Luella Cummings, James L. Dalgarn, Ned G. Daniels, Patricia Daylight, Ruth Evelyn DeCora, Glenore L. Decker, Viola DeNashe, Rachel Kathryn DeRoin, Geraldine Doyeto, Florence E. Dunson, Geraldine DuPuis, Marilouise Frank, Frances Gates, Helen Gibson.

Juanita Reba Gilliland, Alma Celestia Harper, Edward Harrison, Sarah Harrison, Maxine Hastings, Jeannie Horsechief, Jeanette M. House, Celia M. Howard, Alta Louise Hughes, George Ignacio, Alice Irwin, Irene Issues, Alfred J. Jeanotte, Angeline Jones, Louis A. Lavarro, Jack Jacust, Alfred Lunak, Irene E. McGee, John George McCartlin, Orietta Martin, Mary Virginia Mihecoby, Lula Moore, Gloria Neconish, Sylvia Newman, Ronald T. Ohlerking, June Pappan, Ann Parker, Georgia Ann Perriman, Lorna Clydine Prebble, Floyd Primeaux, Wynema Quetone.

Jean Rasmussen, Audrey Leatrice Rice, Darlene Beatrice Rice, James C. Roberts, Jr., Clarence Running Wolf, Charles T. Scott, Samuel W. Scott, Lilli Simms, Joseph L. Shunkamoloh Jr., Leta B. Smith, Rosa Lee Smith, Mary Louise Sullivan, Alex L. Sulphur, Jr., Monroe Sulphur, Marjorie Marie Tahdooahniappah, Elsie Taylor, Anna June Tebeau, Mary Frances Tiger, Ralph W. Toahty, Jesse E. Townsend, Melvin M. Thomas, Virginia M. Wabausee, Grace Elva Walker, Adeline V. Waters, Catherine Ann Waukechon, Leona Wilkie, Genevieve Wilson, and Billy Joe Wright.

Following is a list of the commercial graduates who will receive diplomas on April 27:

Ruth Warren Alexander, Jorene Anderson, Norma Anderson, Ellie Brockie, Catherine Carlin, Geraldine Cerre, Julia Jones Coburn, Harry Coons, Stella Dionne, Susie Eades, Dorothy Eastman, Vera Feather, Bar-

bara Fielder, Eleanor Garrow, Louise Gilbault, Lorraine Grinnell, Julia Harjo, Louisa Harjo, Wanda Harjo, Anna Houle, Elizabeth Johnson, Ethel Jones, Mildred Justice, Lucille Ketchner, Dorma Kissee, Martina LaFramboise, Beulah LaGrande, Vera LaPointe, Martin LaViolette, Ina Mae McGuire, Virginia McCurtain, Iyla Mae Mitchell, Gloria Morgan, Lena Newcomb, Viola Pelcher, Evelyn Pellman, Lucy Goes in Center Pepion, Joan Petosky, Guinevere Plass, Catherine Cornsilk Ritter, Marion Rousseau, Katie Redwing, Olive Ross, Margaret St. Arnold, Mary Tiger, Ruth Two Crow, Dorothy Verney, Fairy Lynn Vale, Isabelle Valandry, Lucille Walker, Josephine Whiteagle, Mary Whitesnake, Clarice Williams, Margaret Woods, Gertrude Youngbear.

The following commercial students will receive their diplomas August 21: Thelma Anderson, Marie Beauprie, Helen Claymore, Elizabeth Cox, Almedia Green, Winnie Haukaas, Alice Hollowhorn, Pearl Hutchinson, Victoria McCloskey, Katherine Miller, Violet Paro, Christine Shawnee, Della Tibbetts, Ruth Weaver.

The following vocational students will receive certificates on April 27: Esther Childs and Christine Marshall, Commercial clothing; Pauline Chasing Hawk, Angeline DeCora, and Lillian DeRoin, Commercial Foods; Francis Flores, Charles Scott, and William Sheshey, Radio-Electricity; Harold Arbuckle, Floyd Primeaux, Jack Ryder, and Andrew Tenequer, Baking; Ned Daniels and Robert Tecumseh, Printing; James Roberts and Melvin Thomas, Auto Mechanics; Cheevers Coffee, Machine Shop; Wesley Sawyer and Frank Self, Welding; Edward Harrison, Masonry.

JUNE MAD

June Mad, a sprightly comedy of modern young people, was presented by the Senior class on April 16, with Miss Cosgriff as director. The setting of the play was the attractive living room of the Woods home, a rendezvous for all the neighbors.

The story centered about Penny Wood (Marilouise Frank) and Chuck Harris (Billy Sunday) as they went about the difficult but amazing business of growing up.

THE COMMENCEMENT SEASON

The Commencement celebration began with the Junior-Senior Prom on the night of April 17 in the boys' gymnasium. On this gala occasion, the identity of the Campus Queen and Brave was revealed. The beautiful decorations with which the gymnasium was bedecked for this affair remained up for all the dances which followed. The juke-box music was so well liked that everyone was saying, "The best tunes of all come from Tecumseh hall."

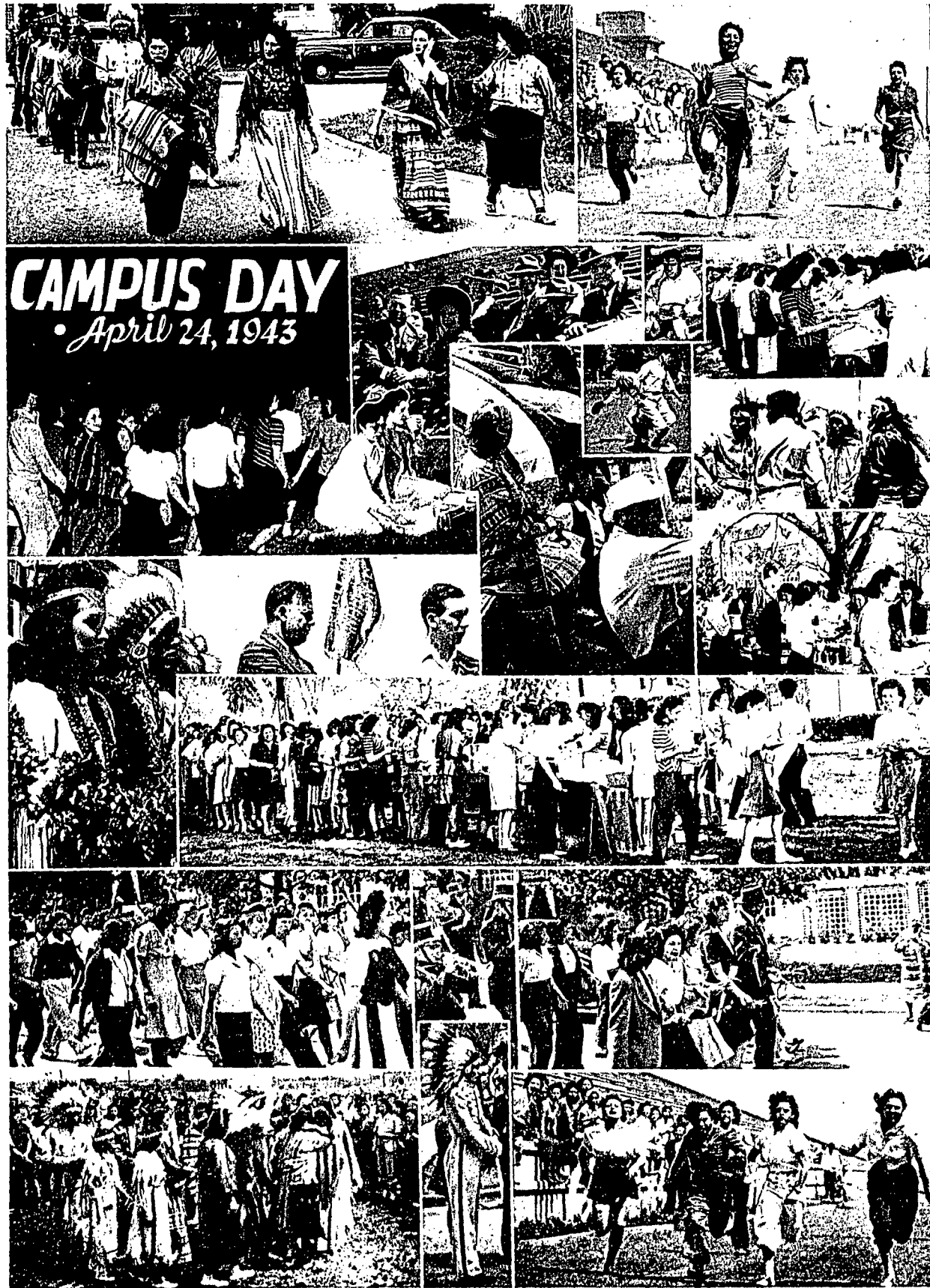
After the Baccalaureate Service on April 25, a reception was held at Pochontas hall in honor of all members of the senior groups and their parents and visitors. The Baccalaureate speaker, Rev. G. Barr, and Haskell staff members attended the reception and greeted the seniors.

The annual Music Dance was given by members of the vocal and instrumental music organizations for all staff members on the night of April 26, immediately following the Award program.

The Senior-Alumni luncheon took place on April 27 in Curtis hall. Seniors, Alumni, and Indian employees and their husbands and wives were present. Mr. Frazier served as president of the Haskell Alumni this year. Mr. Gritts acted as master of ceremonies for the luncheon and introduced the speaker, Supt. Ayers. The subject of Mr. Ayers' talk "Indians", was of interest to everyone present. Bill Cleghorn, commercial '42, of New York City, made a speech welcoming the seniors into the ranks of the Haskell alumni. Clydine Prebble responded for the seniors.

After the Commencement exercises were over on the evening of April 27, a reception was given at the superintendent's home for the speaker, Deane W. Malott, Chancellor of the University of Kansas. All Haskell staff members were invited to attend the reception and meet Chancellor and Mrs. Malott.

The Senior Alumni prom, sponsored by the Alumni organization, took place after the reception and closed the festivities for the 1942-43 school year.



CAMPUS DAY

Campus Day festivities began officially on Saturday, April 24, at 1:00 p. m., when the parade which had formed at Winona Hall moved slowly toward the stadium. At the end of a week of rainy and uncertain weather, this happy day emerged bright and clear. The sidewalks were lined with spectators as the parade, consisting of the Haskell band in uniform, the Indian Club in ceremonial dress, and the Victory Corps, marched by. Students, staff members, and friends of Haskell followed the parade into the stadium and waited for the main characters of the traditional coronation ceremony to appear.

Presently, the Queen of the day, Celia Howard, escorted by the Campus Brave, Frank Anderson, proceeded from the east side of the stadium to the dias erected at the west end. Superintendent Ayers, together with the attendants of the Queen and Brave, had gathered at the dias and were ready for the ceremony. The band and victory corps stood at attention while Celia was crowned Queen by Superintendent Ayers.

In the following words Superintendent Ayers dedicated the remainder of the day to merrymaking:

"My Friends, this is an honored custom, my yearly gift in spring to all of you, a day in which to be merry, to feast, to sing, to try your skill at sports, and to dance. It is fitting that one of you should represent all young men, bring to me your loveliest young maiden whom you yourselves have chosen, to be here made Queen and Protectress of your sports and gaiety. It is for you all students and staff, to keep this day for good humor, much laughter, fine sports, and hearty feasting. It is for you to honor this young maiden and this brave, who now presents her as the patron of your happiness. They are the fine spirits of you all. They represent your skill, your valor, and your hopes."

A friendly spirit of rivalry prevailed as Haskell boys and girls participated in various forms of athletic competition in the stadium. The field sports came to an end at 3:30, at which time the Haskell baseball team met the Topeka high school team on Adobe



Left to right, Celia Howard, Supt. Ayers, Frank Anderson, and Harold Arbuckle. Mr. Ayers is addressing the spectators of the Campus Day Coronation.

Flats. The Indians won a rousing 9 to 2 victory over the visitors.

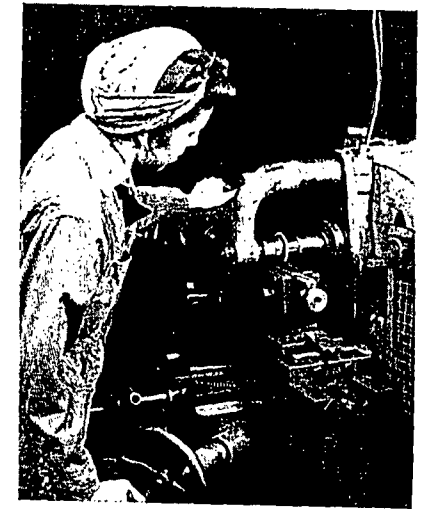
Barely enough time remained after the game to allow everyone to freshen up for the barbecue supper to be held on the west campus. However, no one was late for supper. The afternoon in the open air accounted for the promptness with which everyone appeared at the picnic. Staff members and their families gathered in cozy groups around the lunch basket which they had packed, while the long line of students and their visitors moved swiftly past the table laden with delicious food. The picnickers all found grassy spots and settled down to enjoy tasty refreshments and gay comradeship. A warm twilight fell over the campus as the last of the food was finally cleared away and the crowd began to disperse.

The student council held its annual induction ceremony for new members

at 8 o'clock on the girls' tennis courts. The traditional ceremony was solemnly performed by firelight. After the ceremony, many of the spectators joined the councillors as they danced around the fire. Dancing and singing of Indian songs continued as long as there was a glowing ember left.

Soon after the echo of the last chant had died away, soft strains of popular music begin to float from the boys' gym. It was not long before the all-school farewell dance, the closing event of Campus Day, was in full swing. The day had truly been one of "fun and good faith."

Mr. M. L. Sanders of Lawrence, Kansas, took colored movies of some of the above events with a movie camera. These movies will be shown at Haskell sometime during the summer.



WAR ADJUSTMENTS



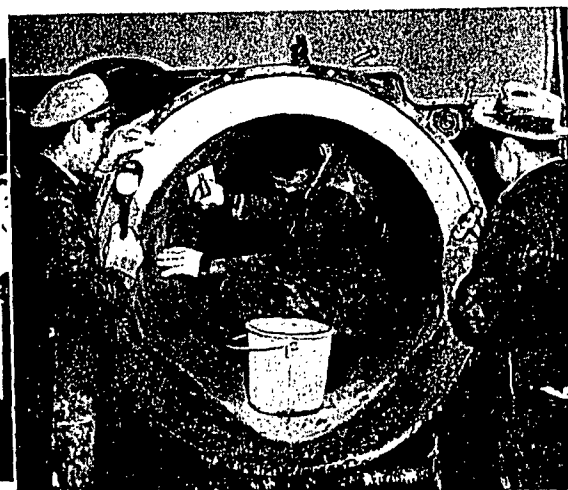
Girl performs precision work on engine lathe



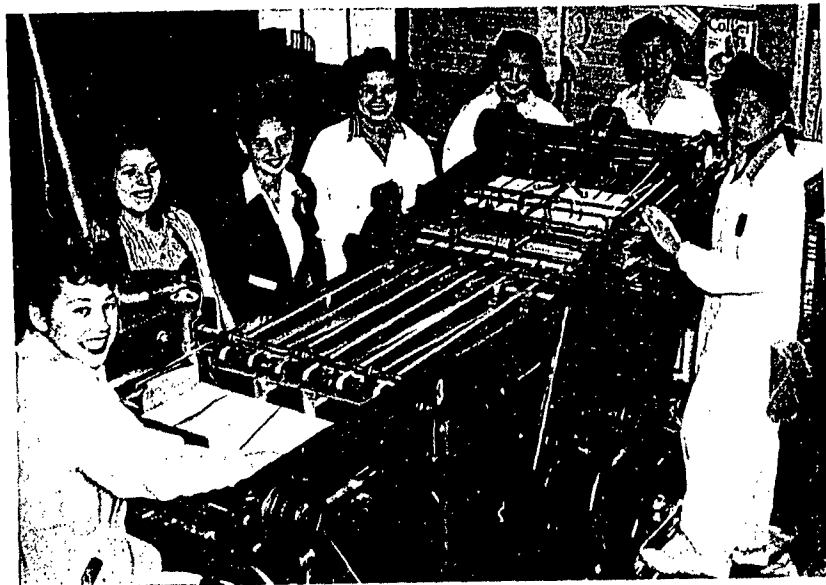
Boys build bathroom in shop



Baking students prepare for commercial jobs



Masonry students line fire tube of scotch marine boiler



Printerettes on a press

PROGRAM GEARED FOR WAR TRAINING

Haskell Institute has answered her country's call to arms with enthusiasm. She has re-gear'd her normal educational system so that she can contribute valuable agents of defense—healthy, well-trained American youth. The Haskell program has been adjusted and regulated to offer students as much training as they can acquire while they are here. The curriculum has been overhauled to meet the needs of war times. Brakes have been applied to peacetime expenditure of time, labor, and materials. Student placement has been thrown into reverse. Gauges have been devised to estimate the dimensions and velocity of educational trends and the pressure of educational needs. In turn, valves have been set up to direct the flow of student and employee effort and energy into the proper channels. Thus, the school program has been rendered flexible so that necessary changes can be effected without causing general upheaval.

→The length of the school year was shortened by holding classes 5½ days a week and by shortening the Christmas holidays. The purpose of the accelerated schedule was to give draft age boys as much training as possible before they were called into service, to allow boys and girls an extra month during the summer to work on farms and at defense plants, to lengthen the summer term, and to save on the cost of subsistence.

→Boys who expected to enter the armed forces were given an opportunity to take subjects which would benefit them most in their new life—mathematics, physics, English, and practical, streamlined courses in their chosen trade. This speeded-up training enabled many boys to obtain a rating very soon after going into service.

→The commercial department prepared carefully-trained stenographers for work in government agencies and defense plant offices. Haskell commercial graduates were in great demand, and most of them were placed before the school semester terminated.

→Girls were admitted into the vocational department for training in machine shop, print shop work, and welding. The young ladies soon demonstrated their ability to achieve speed and skill in their new work. Thus, Haskell is training girls to replace men in essential industries.

→Due to the scarcity of man power, the students of the building trades department have devoted most of their time to actual maintenance work. However, the experience which they have gained has been very valuable. Preparations for the coming of the Indian Service summer session to Haskell has given these boys an opportunity to carry on practical maintenance and repair jobs.

→The home economics department sought to teach girls the art of practical and thrifty living in the midst of rising prices and turbulent times. Haskell girls acquired the knack of designing and making their own clothing, quite an asset in times when clothing is expensive and difficult to obtain. A power sewing machine and a power cutter were secured to aid in teaching commercial clothing. Stress was placed upon the planning and preparation of nutritious and attractive meals, using rationed foods. Instructions were given in canning and preserving fruits and vegetables.

→Six apprentice engineers are being trained at Haskell for power plant operation and general school maintenance. These older Indian men have families and so are not eligible for military service. They will be employed in Indian schools when they complete their course, which is about six months' long.

→A large victory garden was planted south of the campus so that Haskell students will be well fed next winter in spite of food shortages. The garden covers approximately 60 acres and contains a variety of vegetables. Many staff members and students participated in planting and weeding the garden. Plans are being formulated to construct a dehydrator at Haskell for the purpose of dehydrating much of the produce from the garden. Large-scale canning is being consider-



Commercial girls lend a hand in School Victory Garden

ed as another means of preserving garden vegetables for consumption during the winter months. Every Haskell family and several of the single employees have individual garden plots wherein lie their "hopes and fears."

→Under the physical conditioning system which was organized at Haskell this year, boys and girls are encouraged to build up their physical strength and skills to prepare them for busy life in wartime America. All able-bodied boys and girls were required to participate in this activity.

→Not only were the broad phases of school life directed toward the winning of the war, but every class and every campus organization at Haskell was war-conscious. Instructors were anxious to offer their students training and knowledge which would aid them in the defense of their country. Organizations were eager to embrace a worthwhile cause or sponsor a patriotic activity.

EMPLOYEES EARN BOND BANNER

Haskell Institute has earned the privilege of displaying the 10% Minute Man banner for its participation in the payroll deduction plan for the purchase of war bonds. This banner can be displayed only by units in which 90% of the employees participate in the payroll deduction plan and in which 10% of the total payroll is allotted for the purchase of bonds. In the month of April, 1943, 94.5% of the Haskell employees took part in this plan, allotting 10.95% of the total payroll for the purchase of bonds. The average allotment of the employees who participated was \$21.00 per month. The 10% banner is hanging in the administration office.

AIR RAID SYSTEM

An Air Raid Warden system has been organized at Haskell in connection with the city of Lawrence. The sector is No. 27, consisting of 4 main wardens, 8 building wardens, 4 fire watches, and 16 floor captains. The power plant receives its notice from the main control center in the city of Lawrence and sounds the alarm. The 4 wardens then take over and the whole organization functions—each branch performing its duties.

MACHINES GIVE INSIDE INFORMATION

If machines could talk, we would hear something like this coming from the Haskell machine shop:

"What's this all about? We have been working almost twenty-four hours a day for the past year. Back in the good old days prior to December 7, 1941, we were busy only about eight hours a day, five days a week. We were idle at least two-thirds of the time, but apparently those times are gone forever. At present, all day long and for six days a week, beginning at 8:00 a. m. and continuing until 4 p. m. daily, we are cleaned thoroughly, the shop floor is brushed, and we are in excellent condition for sixteen hours of good rest. But no, a group of adult men and women enter, and we again go to work and continue until midnight, six days a week.

"By listening to the conversation of the people operating us, we have learned that we are making a contribution to the war effort. Many of the people who have been trained to operate us are employed in war production plants where they operate similar machines. We have just heard that several girls from Haskell senior class who were trained to operate us are employed in the maintenance department at the Sunflower Ordnance. Also, a great many of the

Haskell boys now in the armed forces are using the training received on us.

"We are proud to say that we served in World War No. 1, and are very happy to make our contribution to the winning of World War No. 2."

CIVIL AIR PATROL

A group of thirty Haskell boys, under the leadership of Mr. Berg played a prominent part in the local Civil Air Patrol during the past school year. Besides attending drill and classes for six hours a week, these boys participated in field missions, parades, and blackouts at various times in Lawrence and in other parts of the state. Here on the campus the boys rendered a fine service by instructing and drilling the Haskell girls drill team for several months. This team later developed into the Girls' Victory Corps.

Some of the most outstanding Civil Air Patrol members from Haskell were Lieut. Francis Flores, communications officer and a member of the Civil Air Patrol Staff; Sgt. William Sheshey and Sgt. Charles Scott, who have achieved the rank of technical sergeant; and Sgt. Irvin Hilderbrand, who is acting as a flight leader. Raymond Smith was promoted to the rank of corporal.

Mr. Allen, who holds the rank of lieutenant, serves as acting medical officer and instructor in first aid. Mr. Berg, also a lieutenant, is the training and operations officer. Mrs. Berg a lieutenant, is the equipment and supply officer.

Several Haskell boys who were active in the Civil Air Patrol have gone into the armed forces. They report that the military drill, aviation, observing, first aid, etc., which they learned in the Civil Air Patrol has been of great value to them.



WARRIORS



"After we got settled here we went right into schools. I go just about every night. They sure put us through the day then we go to school at night. That doesn't give us too much time. Gee, I'd like to be up there for commencement. I tried to trade my furlough, but I couldn't. I'll get my furlough in May or June. I surely wish I could get it this month."

Cpl. J. D. Scott Ex '40,
Camp Rucker, Alabama.

"I've laid my welding torch aside to help Uncle Sam another way. I joined the WAACs and I'm leaving in a couple of days for Camp Ruston, Louisiana. I signed up for foreign service so I hope they send me right in the middle of the battle."

Aux. Alice Foster '42,
Camp Ruston, Louisiana.

"Since I have been in the South Pacific, I have run across two Haskell boys. I saw Calvin Saumptee on another island. He was just coming in when we were leaving, and I saw Henry Thompson over here. He was that commercial boy who used to sing quite a bit; he's in the navy. Just so I beat those guys to these places. I like to be first, that's why I chose the Marines. I guess you know 'the Marines have landed and the Japs are well in hand.'"

Chaske Wicks '42,
U. S. M. C. San Francisco, California.

"The War Department at Washington, D. C., has informed Mr. and Mr. James Archdale of Poplar, Montana, that their son, Staff Sergeant Percy J. Archdale, died on February 7, 1943, as result of an airplane accident in the Pacific area. This is the final and definite report ending the story of the missing of Sergeant Archdale in a transport."

Susan M. Archdale, Popuar, Montana.

"I received my copy of the *Indian Leader* this morning and thanks a million. I think your idea of sending Leaders to former students who are in the armed forces is a great idea. When the old Battery was together, those copies were passed from soldier to soldier until they were worn out."

First Lieut. H. P. Grounds '27
Ajt. Generals' Dept.,
Camp Hood, Texas.

"Way out in the Pacific where I am stationed, I met an old head who is attached to the navy, and is a chief machinist mate. He is also very interested in Haskell, so we exchange many a tall tale together. As for me, I have been in the Marine Corps since November of 1941. I left the States with the first expeditionary force after war was declared, and have been doing foreign duty since January of 1942."

Pfc. Wallace V. Mayotte '41,
U. S. M. C., San Francisco California.

HASKELL WARRIORS

Over 10% of the total number of students enrolled at Haskell during the 1942-43 school year were dropped from the rolls to go directly into the armed forces. Many others expect to enter shortly after the close of school. The number of Haskell students from other years who are serving is impossible to estimate, but surely the figure runs into the thousands. According to reports received at Haskell since the outbreak of the war, these thousands are serving in a variety of capacities. They are performing their duties as gunners, staff sergeants, aeroplane mechanics, executive officers, pilots, bombardiers, coast patrolmen, paratroops, signal corps operators, tank drivers, technical sergeants, machinist mates, and in many other ways.

The daily mail bag at Haskell yields scores of letters which have been marked "free" in the upper left-hand corner. Rooms in the girls' dormitories are bedecked with pictures of handsome warriors in uniform and with souvenirs from army and navy camps all over the world. On weekends, uniforms can be spotted in the midst of groups of students here and there on the campus. Several boys have returned on furlough from active duty in various war zones. Both students and staff members are always

proud to welcome these fighting sons of Haskell back to their alma mater.

WOMEN ALSO SERVE

Haskell women also are serving, not by "sitting and waiting," but by joining the women's auxiliaries and releasing men for active duty. We have reports that at least a dozen former Haskell girls are now serving with the army or the navy. Various staff members have received requests for recommendations from other girls who are seeking to join the armed forces. Many of these girls have relinquished fine positions in order to serve their country more directly. Haskell takes great pride in these patriotic young women who once attended school here.

EMPLOYEES IN THE ARMED FORCES

Employees of Haskell who left their work during the school year to serve in the armed forces were: Charles B. Pruner, administrative clerk in the Hawaii Islands; Jack F. Blalock, with the army air corps in South Dakota; B. Leland Lay, an air cadet in South Dakota; and Charles E. Myers, an army instructor in Georgia. Clarence K. Powless received a medical discharge from the army and returned to Haskell in January.

WARRIOR ROSTER

The following students have been dropped from the rolls of Haskell Institute since last September to go directly into the armed forces:

Carl Baker, Simon Bush, Melvin Dedser, Joe Hilderbrand, George Lemieux, Elmer Logan, Frank Medicine Horse, Howard Niyah, Stanley Poitral, John Sloss, Hutson Stevens, Richard Hunter, Lawrence Wilkie, James Martin, Joseph Sulphur, Harlan Scott, Frank Davis, Bert Pappan, John Waukechon, Jesse Coffee, Steve Dawes, Lemuel Squirrel, Raiford Watson, William Woodall, Clyde Atwood, Levi Iron, Raymond Walker, Albin Jake, Homer Bird, Andrew Tenequer, David Cannon, Raymond Jeanotte, Lucian Dikeman, Vernon Yumnit, Vernon Shipshee, Kenneth Black, Benjamin Toahty, William Crabtree, William Sandoval, Willie Asbury, Lincoln Robinson, Nick Redeye, Jack Ryder, Victor Allen, Wallace Iron, William Matchama, Floyd Primeaux, Lamont Pratt, David Horse, Monroe Sulphur, Victor Wesley, Alvie Carney, Alfrich Heap of Birds, John Aragon, Hiram Armajo, Alfred Lunak, Stan Woodall, Gene Bruner, Henry McKinney, Eugene Haikey, Harvey Masque, Jack Ellison, Ned Hatathle, Neal Kitson, and Francis Anywaush.



A T H L E T I C S

VIGOROUS CONDITIONING PROGRAM

Early last fall, Haskell administrators recognized the fact that, due to the seriousness of the war situation, young people of today are forced to face many physical hardships. They realized that wartime living demands strength, endurance, stamina, coordination, and agility beyond that ordinarily required for peacetime conditions. As a result, a compulsory physical training program was introduced at Haskell to train our boys and girls for the armed service, for defense jobs, and for agricultural work.

To put such a large program into action, many adjustments had to be made throughout the entire educational system. The hour from four to five o'clock each afternoon was set aside for the purpose of teaching Haskell students to build up and properly care for their bodies. With a few exceptions, every Haskell boy devoted one hour or more to physical conditioning on Monday, Wednesday and Friday, while every Haskell girl spent an hour on Tuesday and Thursday. The boys attended health lectures on Tuesday and Thursday, while the girls' health lectures were held on Monday and Wednesday.

Although the physical fitness program was based on the compulsory conditioning activities it also included interscholastic athletics, intramural athletics, and personal health instruction. Each of these phases of the program made its own special contribution to the physical welfare of Haskell students.

Army and navy officers have complained that many young men entering the armed forces lack development, strength, and muscular skills to such an extent that the military training program is retarded while the recruits are being built up physically. The Haskell staff was determined that our boys and girls should enter branches of service well prepared. Although many students did not fully appreciate the value of intense conditioning when the plan was introduced last fall, favorable reports have already come in from boys now in service. Alred Lunak wrote back from camp, "Coach, I want to thank you and Haskell for building up my body and for making me take part in the

conditioning program. When I see the shape some of the other boys are in, I can't thank you enough."

The actual "conditioning" training became the backbone of the physical fitness program. The development of physical fitness through the use of these conditioning activities demands a faithful participation over long periods of time. The most important and spectacular feature of this program was the obstacle course, which was constructed by the building trades department between the stadium and the highway. The oval-shaped course covers six hundred yards and is made up of fifteen obstacles. The purpose of the course is to train men to meet a variety of physical obstacles under trying circumstances.

The obstacles were constructed so that the following skills would be developed: running, climbing, hand-over-hand traveling, dodging, swinging, crawling, balancing, jumping, and hurdling. A definite check-up was made to determine the runner's improvement in condition and skill by timing his running of the course at regular intervals. It was remarkable to note the improvement made by some of the boys. The present school record of two minutes and fifteen seconds was made by Alvie Carney who is now in the service. A section of the course was put into good use by the girls.

Other conditioning activities, such as group games and vigorous exercises, were carried on by both boys and girls. The group games were played in a rough and tumble manner. The conditioning exercises, taken from a government physical fitness manual, were organized by some of the most outstanding men in the physical education field.

Health instructions constituted an important part of the conditioning program. The boys attended lectures or moving pictures in the auditorium on Tuesday and Thursday, and the girls attended on Monday and Wednesday. The advisers, who were in charge of the health program, were fortunate in securing prominent local speakers for several of these

lectures. Also, different members of the Haskell staff contributed interesting and instructive talks at these meetings.

INTERSCHOLASTIC ATHLETICS

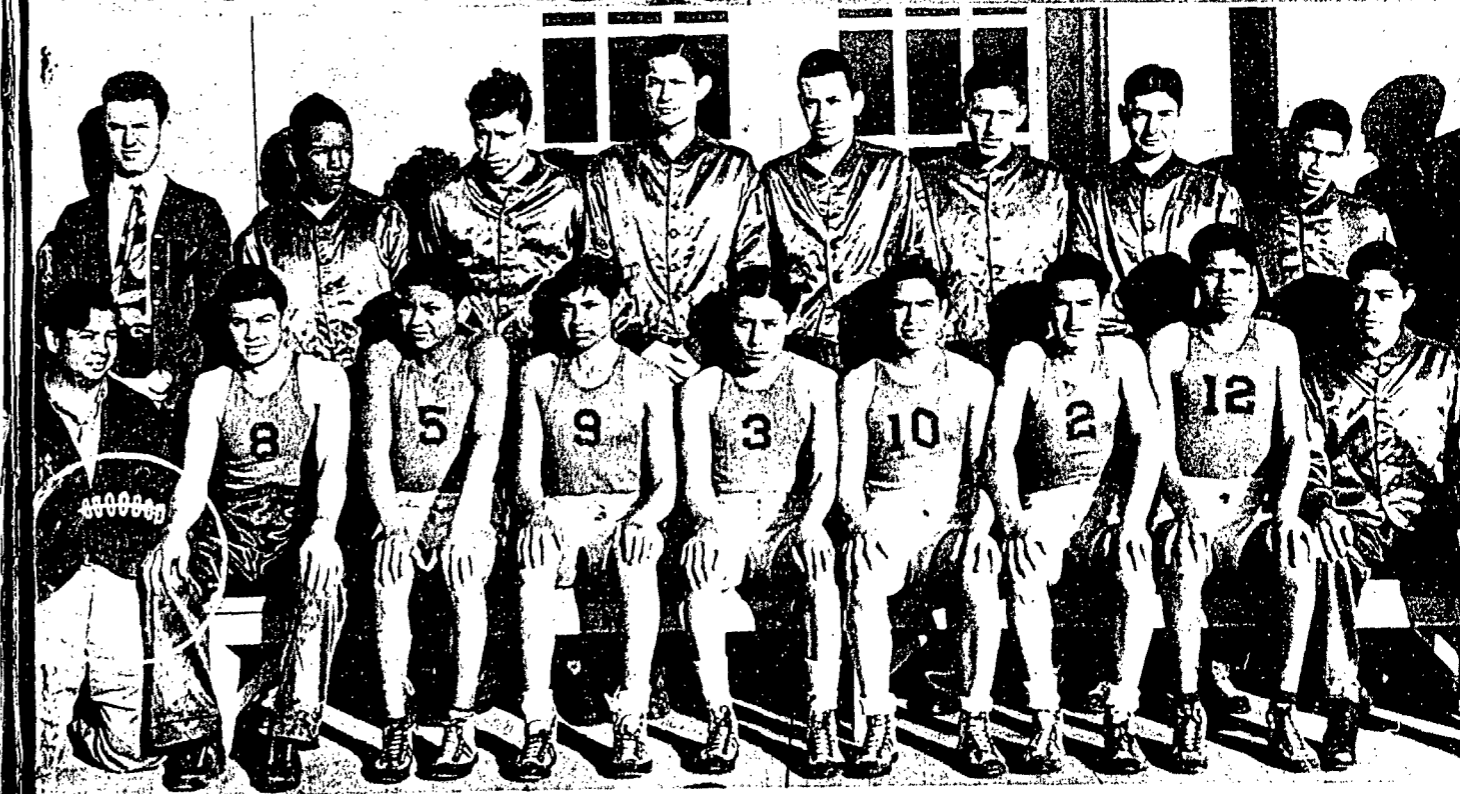
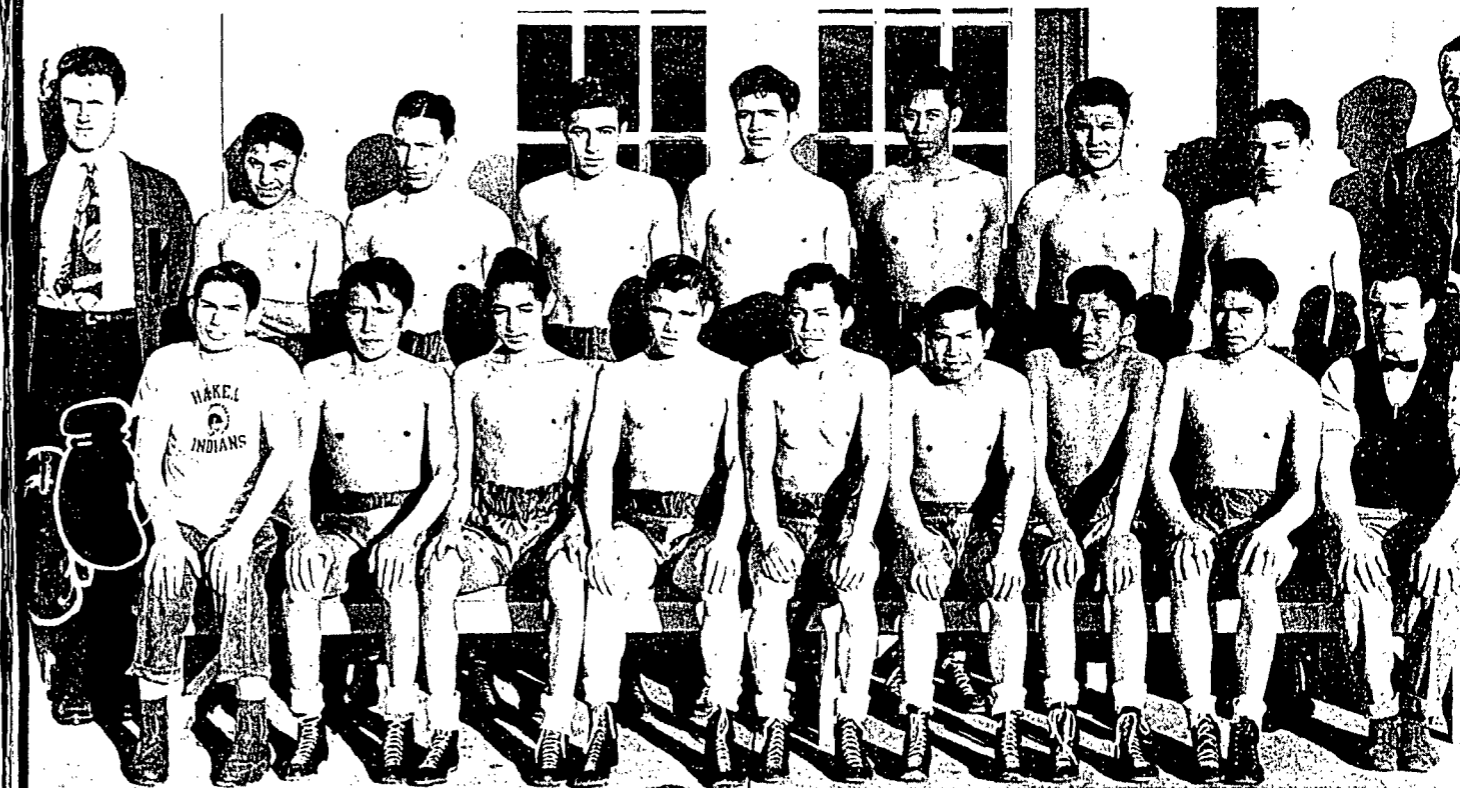
The Army and Navy believe that an excellent way of conditioning boys for warfare is through the steady physical and emotional development of our high school sports. Interscholastic athletics, more than any other phase of the conditioning program, offer opportunities for the boy to learn self-control, hard work under fatigue, obedience to orders, the spirit of competition, and the will to win. It has been said that American service men have carried their fighting spirit from athletic fields to battle fields.

The interscholastic athletic program at Haskell is of a wide variety. The sports are football, basketball, boxing, baseball, and track. This five-sport program permits a large number of boys to benefit by interscholastic athletics.

FOOTBALL

Football, perhaps more than any other sport, teaches the lessons of combat. It is one of the best developers of the qualities desirable in the fighting man. In the fall there were ninety young, sturdy lads out on the football field striving for a place on the team. The football squad had a very successful season, winning seven games, tying one, and losing two. Haskell came through a tough conference schedule with flying colors, and landed in the third place spot. The biggest triumph came when the team journeyed to Springfield, Missouri, and defeated the Springfield senior high school. The fighting Haskell team just could not be beaten.

Out of the sweat and turmoil rose many outstanding boys, but two topped the list, Louis McGilbra and Clifford Brown. Not only were they favorites of the campus, but were chosen for the Pony Express all-conference team. Other outstanding boys were Dean Branson, John Aragon, Jack Locust, and Louis Dalgarn. These boys



and a number of others had the opportunity to develop such qualities as aggressiveness, determination, alertness, split-second reaction, self-sacrifice, self-discipline, teamwork, and endurance. All of these are very important to a boy who is going into the service.

BASKETBALL

Basketball, like football, is a great competitive game which develops muscular skills, physical stamina, initiative, coordination, and team play. The basketball team went through a very successful season, winning twelve games and losing six. Alfred Jeanotte was the top-ranking basketball player. Alfred, who was outstanding all season, took the high-scoring honors and was chosen for the all conference team. Other boys who deserve mention are Louis McGilbra, Dean Branson, and Bob Little. Basketball does not have the body contact of football, but it is a wonderful conditioner for endurance and competitive spirit.

This is the only interscholastic athletic sport in which girls participated. The girls' basketball team was inexperienced, but it created much interest and enthusiasm. The girls' team took part in a basketball tournament at Blue Springs, Missouri, where they went to the semi-finals.

BOXING

Boxing is the true fighting sport and there is a great deal of art to be developed through this activity. About fifty boys came out for boxing, all eager and willing to do their part.

The boxers made a marvelous showing through their season. The team went alone and never lost a team bout. Such stars as James Roberts, Harold Arbuckle, Alfred Lunak, Dennis Bad Old Man, Leon Pearson, and Vincent Foster came to light. James Roberts collected all honors and was chosen to represent Kansas City in the Chicago Golden Gloves. He also went ahead and won the 118 pound Missouri Valley championship boxing title.

BASEBALL

America's own game of baseball, a great game for all youth, drew the attention of every boy at Haskell. The

boys were out on the diamond playing with a love for the game. The baseball team was, as a whole, inexperienced, but did move along through the season and made a nice showing. There were several boys who were popular in this activity, namely, Jim Williams, Dean Branson, Jack Locust, Clifford Brown, Alex Sulphur, Harold Arbuckle, Sam Asbill, Louis McGilbra, Joe Smith, Lloyd Ellis, and Virgil Harjo.

TRACK

Track is another sport which draws a large number of boys. This sport is an all-round developer of the body, and is a supreme test of a boy's physical ability. The early Greeks stressed competition in track for a two-fold purpose, to supply physically-fit soldiers and to fulfill as nearly as possible their love of physical beauty and body activity. The honors of the cinder track go to Irvin Sings Good. Irvin has been outstanding for two years, and at the present time, holds the conference record in the 440 yard run. Other prominent trackmen are Raymond Smith, Noah Dosh, Wesley Sawyer, and Jake Severs. Many boys who went out for track did not become stars, but they did receive the full benefit of this activity.

INTRAMURAL ATHLETICS

Of course our interscholastic athletic program cannot handle all of the boys. There are always many good boys whose athletic ability is not quite high enough to qualify them for interscholastic games. In order to take care of this group, a large intramural program was organized.

About two weeks after school opened last fall, the interbuilding rivalry began with the round robin touch football tournament. Ninety-seven boys took part in this activity. The "Sooner" team, composed of Osceola boys, won all of its games. This team was co-captained by Ben Toahy and Wallace Iron. Kenneth Black had an outstanding team in the tournament.

In the early part of November, under the lights in the stadium, the championship game was staged. The Osceola boys were on the war path that night and they were victorious by the score of 19 to 0. Both buildings

were represented by cheer leaders and fans.

During the half of a regular football game last fall, the annual two mile run was featured. Osceola was victorious again with George Johnson, Albin Jake, and Monroe Sulphur bringing home the bacon. Raymond Smith from Keokuk actually came in first, but the rest of his teammates did not place in the money.

Boxing came up next and the Osceola boys proved their strength by winning four fights out of seven. Osceola winners were Jack Locust, Wallace McClure, Cheevers Coffee, and Thomas Walker. Keokuk winners were Thurman Houston, Calvin Walkingstick, and Robert Burnett.

During the intermission of the boxing, the single and doubles ping pong championship were held. Monroe Sulphur from Osceola defeated Willard Roubideaux from Keokuk two games straight for the singles championship. In the doubles, Monroe Sulphur and Ralph Toahy from Osceola beat Willard Roubideaux and Luther Blythe from Keokuk two straight games for the championship.

In basketball Keokuk came to life and took the Osceola gang two straight games.

The intramurals play a very important factor here at Haskell with a large numbers of both boys and girls competing.

AWARDS PRESENTED FOR ATHLETIC PARTICIPATION

Members of the various athletic teams who qualified for special honors received their certificates at the Award program on April 26. Those who earned coveted athletic awards were as follows:

Football—S. D. Adams, John Aragon, Sam Asbill, Dean Branson, Clifford Brown, Roy Brown, Alvie Carney, Louis Dalgarn, Noah Dosh, Virgil Harjo, David Horse, George Ignacio, Jack Locust, George McCartlin, Louis McGilbra, Lamont Pratt, Floyd Primeaux, Joseph Shunkamoloh, Alex Sulphur, and Ralph Toahy.

Basketball Certificates—Joe Smith, and Jim Williams.

Boxing—Harold Arbuckle, Dennis Bad Old Man, Alvie Carney, Vincent Foster, Alfred Lunak, Leon Pearson, James Roberts, Lyman Spang, and Victor Wesley.

Basketball—John Aragon, Dean Branson, Alvie Carney, Virgil Harjo, Alfred Jeanotte, Louis Jeanotte, Robert Little, Louis McGilbra, and Jesse Townsend.

Baseball Certificates—Harold Arbuckle, Sam Asbill, Dean Branson, Clifford Brown, Lloyd Ellis, Virgil

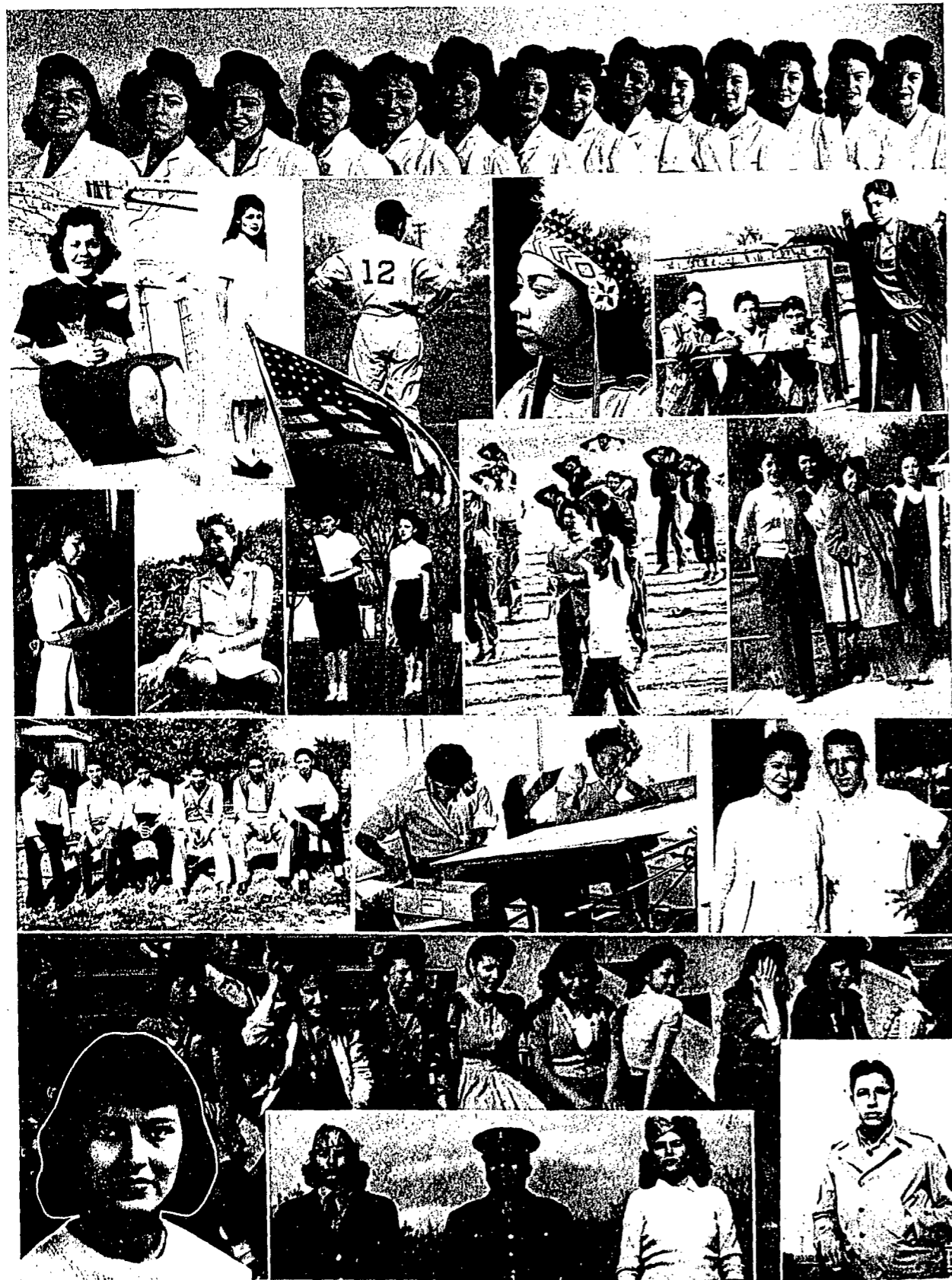
Harjo, Alfred Jeanotte, Jack Locust, Louis McGilbra, Joseph Shunkamoloh, Joseph Smith, Alex Sulphur, and Jim Williams.

Track Certificates—Noah Dosh, Julius Marris, Jacob Severs, Raymond Smith, Elliston Wesley, and Irving Sings Good.

Track—Irving Sings Good.

The lusty cheer leaders who made themselves known at football games last fall were not forgotten at award time. Jeanne Herne, Evelyn Wofford, and Francis Flores each received a cheerleader's "H".





ORGANIZATIONS

NATIONAL INDIAN YOUTH ORGANIZATION

The purpose of the N. I. Y. O. is to promote education and develop leadership among Indian youth. The activities of the N. I. Y. O. for the past school year were dedicated to aiding the war effort. Some of the ways in which the group served their country were as follows:

The members collected 4500 pounds of scrap metal during the drive last fall; In November, the group held a war benefit dance collecting \$57.50 in war stamps and bonds. The N. I. Y. O. worked out and have been operating an efficient mailing system for sending free copies of the "Indian Leader" to former Haskell students now in the armed forces.

Mrs. Harden is the sponsor of the N. I. Y. O., and Clydine Prebble served as president for most of the school year. Marie LaViolette served as vice-president, and Almedia Green served as Secretary.

BOY SCOUT TROOP 57

Haskell's Scout troop, composed of 17 members, met regularly each Tuesday night during the school year. Besides carrying on their regular scouting program and passing tests, the scouts participated in the following worthwhile activities:

They marched in the Navy Day parade, put on a Chapel program for the student body, went swimming at Kansas university, ushered at the Kansas university home football games, went on three overnight hikes to the Lone Star Lake, fixed a new and better scout room, constructed a barber

chair and purchased barber equipment for the benefit of troop members, raised and lowered the flag at all football games played on the home field, and took charge of the flag that is flown on our school flag pole. The scouts also took part in the school intramural athletic games. The troop treasury contains thirty dollars which was earned by selling scrap paper.

Irving Hilderbrand was the senior patrol leader, Jacob Severs, Sammy Scott, and Charles Connelly were the patrol leaders; and George Baker was the troop scribe. The staff members serving on the scout committee were Mr. Ayers, Mr. Carter, Mr. Shepard, Mr. Holcomb, and Mr. Wallace.

RELIGIOUS GROUPS

Various religious organizations were well represented on the Haskell campus during the past school year. Students were given every opportunity to receive religious instruction and to enjoy Christian fellowship. Sunday morning services were made available to each student who cared to attend. Catholic Mass was held at the Auditorium each Sunday morning. Protestant students were furnished transportation to their churches in downtown Lawrence. A Round Table Sunday school group met at 9:30 each Sunday morning for worship, discussion, and instruction. Sunday evening chapel was frequently religious in nature, with ministers of Lawrence and surrounding communities participating as speakers.

In addition to Sunday worship, religious meetings were held regularly on Thursday nights and were well at-

tended. The following church groups met on Thursday evenings; Baptist, Episcopal, Roman Catholic, Methodist, Lutheran, and Union (a combination of several denominations). Parties and socials were given by these groups throughout the year.

Rev. Carter is the religious work director for Haskell students and maintains an office in Tecumseh hall. The following staff members have been active in assisting Mr. Carter with religious work: Mrs. Speelman, Episcopal; Miss Dosey, Union; Miss Best, Miss Macon, and Mrs. Wilder, Baptist; Miss Umland, Lutheran; Mrs. Holcomb, Methodist; Miss Baldrige, Mrs. Reeveas, and Mrs. Carter, Y. W. C. A.; Miss Sullivan, Mrs. Bargh, Miss O'Hara, and Miss Cosgriff, Catholic. Ministers of the downtown churches and Father Weisenberg of St. Marys, Kansas, also rendered valuable service to Haskell students.

MUSIC ORGANIZATIONS

The music organizations are more than social clubs. They are a part of the regular school curriculum and they contribute a great deal to the cultural side of school life.

HASKELL BAND

The Haskell All American Indian Band, under the direction of Mr. Cato, provided music and color at many of our school activities throughout the year. The membership of the band consists of 50 boys and girls of various ages. The band made appearances at most of the home football and basketball games, took part in parades downtown, and furnished music for many of the entertainments held in the auditorium and at other places on the campus. In addition, the annual spring concert was presented by the band in March.

GLEE CLUBS

The vocal music organizations consist of the Opechee club (girls' glee club), the boys' glee club, and the mixed chorus. Members of the glee clubs presented numbers at various entertainments in the auditorium during the year, especially at Sunday night chapel programs. These songsters also participated in the Nativity, the Thanksgiving Day program, and the Easter program.



HASKELL VICTORY CORPS

The Haskell Victory Corps actually came to life in February of 1943, although students and staff members had been "Victory Corps conscious" since the nationwide High School Victory Corps movement started last fall. In fact, all the requirements for a Victory Corps were already being met in the Haskell program except military drill. Mr. Harrison organized the Haskell corps and Mr. Powless became the drillmaster.

The two main objectives of the Victory Corps organization is to train youth for the war service which they will render after they leave school, and to encourage active participation in the community's war effort on the part of the students while they are still in school. The first objective is more closely related to classroom and shop curricular; the second, to out-of-classroom activities.

Promotion in the Victory Corps was based upon the members' attendance records and their ability to develop skill in military drill. The boys' division of the corps, which disbanded at the opening of the track and baseball seasons, was lead by Henry Shemayne and Raymond Smith, both lieutenants. In the girls' division, the following girls were the leaders: Barbara Tallamonts, major; Victoria McClosky, captain; Elsie Taylor and Lillie Simms, first lieutenants; Clydine Prebble and Christine Shawnee, second lieutenants; Ina Mae McGuire, Doris King, Marjorie Tahdoohnippah, and Virginia Wahbaunsee, sergeants. In addition, many of the girls advanced to the ranks of corporal and private first class.

On April 13 the Victory Corps, in their black and white uniforms, passed in review before the student

body, making a very creditable showing for the efforts which they and their drillmaster had put forth.

INDIAN CLUB

The Haskell Indian club is composed of thirty students who own their own costumes, can sing their tribal songs, can perform their tribal dances, and speak their own language. The club meets only when it has an engagement.

During the past year the Indian club presented programs in Lawrence, and in some of the near-by towns. Many invitations were refused because of tire and gas rationing.

The president of the Indian club this year was Henry Shemayne; other officers were, Lamont Pratt, vice-president; Elaine Walker, secretary; and Barbara Tallamonts, business manager. The tribes represented were Cherokee, Otoe, Sioux, Arapaho, Comanche, Euchee, Shawnee, Kiowa, Seminole, Esletta, Sac & Fox, Navaho, Ute, Creek, Osage, Ponca, Pawnee, Cheyenne, Omaha, Winnebago, Cad-do, and Zuni.

The dances are usually taken from the plains tribes because most of the club members belong to this group.

The Indian club was organized by Mrs. Margaret Pearson in 1931, and has been under her leadership ever since.

Mrs. Speelman has known the Indian people for many years, and is familiar with their dances and songs. Sometimes she dons an Indian costumes and joins the students in giving a program.

H CLUB

The H Club is an organization made up of boys who have lettered in some form of competitive sport at Haskell. Any boy who has earned a

letter is eligible for membership if he goes through the initiation satisfactorily. In addition to functioning as a social organization, the H Club supports the student council in supervising campus conduct. The H Club judges and disciplines students who commit such offences as walking on the grass and smoking in the circle.

There were several changes in the officers of the H Club during the past year because many of the members joined the armed forces. However, the following boys were in office for the greater part of the time: James Roberts, president; Monroe Sulphur, vice president; Frank Anderson, secretary and treasurer; and Harold Arbuckle, sergeant at arms.

STUDENT COUNCIL

The Student Governing Association of Haskell Institute is composed of students from each dormitory on the campus. The function of the Student Council is to act as advisory board for the student body and carry on negotiations between students and employees. The Council has the power to formulate rules governing student conduct on the campus and work out measures to enforce the rules. This organization also carries on a recreational program by sponsoring worthwhile activities.

Members of the council are leaders in campus life who have been elected to their offices by their fellow students. At the close of the school year, Frank Anderson was serving as president of the council, Clydine Prebble as vice-president, and Barbara Fielder as secretary-treasurer.

In addition to the Student Council, each dormitory has a system of house councillors who help maintain order in the dormitories. Students on each floor of the dormitories elect their own councillors.



SCHOLARSHIP

THE STORY OF SEQUOYAH THE SCHOLAR

Nearly two decades before the close of the 18th century, in the little Cherokee village of Tuskegee, in the state of Tennessee, was born an Indian babe whose life and efforts were spent to liberate his nation from illiteracy. Sequoyah, for that was the child's name, was an Indian genius whose resourceful mind endowed the Cherokee tribe with learning. Not much is known of his childhood and earlier life. When a young man he moved from the state of his birth to the present state of Alabama. During the War of 1812 he served as a private in the company of Mounted and Foot Cherokees, from which he received honorable discharge.

At an early age Sequoyah, whose English name was George Guess, realized there was magic in written words, and that those who could read and write these words were set apart in a distinct group. This realization inspired him to attempt to discover a code or a set of characters which his people could use to express themselves on the written page. About 1809 he began the slow and laborious undertaking, without encouragement and in the face of ridicule.

For many long years he clung to his obsession, and it is not difficult to picture him pondering over his characters during the long days of lazily drifting along the streams, and planning, studying, and "writing" by night around the camp fires or along the river banks.

In 1817 Sequoyah, and a party of 331 tribesmen journeyed to Arkansas to join members of their tribe who had previously gone there. Here, in what is now Pope County, Sequoyah continued his studies and by 1821 had so far succeeded toward a triumphal completion of his project that messages could be taken from the Cherokee Nation of the West to their eastern friends. The alphabet soon became established and was popular with the people. By the fall of 1825, Sequoyah's syllabary had attained such a high degree of usefulness between the Cherokees of the East and those of the West that they became desirous of having a printing press so that a newspaper might be published in their own language.

All preparations having been previously completed, on February 21, 1828, appeared the first issue of the "Cherokee Phoenix," a four-page paper, half in English and half in the Cherokee characters which Sequoyah had established. Thereafter the paper appeared quite regularly, but in 1832 it was seized by opposing factions who issued it very spasmodically. Early in 1834, the paper ceased altogether, and the press was employed by "certain agents in the publication of slanderous communications against the authorities of the Cherokee Nation."

Interesting, indeed, are one or two short anecdotes which account, at least in part, for Sequoyah's great obsession. A conversation between some of the young braves led ultimately to his conception of a written symbolism for his people. The wonderful intellect of the whites, which enabled them to put a talk on a piece of paper, send it any distance, where it would be perfectly read by those receiving it, were subjects of amazement to the young men. After listening in silence Sequoyah observed, "That is easy; I can do it myself." Then, on a flat stone near-by he began making symbols. Telling his listeners what he had written, they dismissed the subject with a scornful laugh, but for Sequoyah the incident was enough to furnish the incentive for a long and tedious undertaking—his alphabet for his people.

At the outset, in the development of his alphabet, Sequoyah attempted to use pictorial sign and characters to represent all the sounds in the Cherokee language. This, however, soon became a laborious task so he dropped the idea. Then he could think of no way except to have a character for each word. After pursuing this method for nearly a year he threw it also into discard as being too clumsy. He tried several other methods, and finally he devised the idea of dividing words into parts or syllables. Before going far on this plan he found, to his great satisfaction, that the same syllables and their characters would apply to many different words, thereby making the number of characters needed comparatively few. After Com-

mencing this plan it is believed he completed his system in about a month. At first he had around 200 characters, but by the aid of his little daughter, who alone of all people shared his enthusiasm for his labors, he reduced them to 86, the number he officially used.

Sequoyah was a man of diversified talents. He was a craftsman in silver-work and an ingenious natural mechanic. He also had great taste for painting. His manner was easy and his habits those of a scholar; his disposition was lively, but mild, agreeable, and gentlemanly. He had an inquisitive mind which seemed constantly in search of more and wider knowledge. (If he could have had the advantage of an education, he doubtless would have ranked high among the great men of the age in which he lived.) In August of 1843, Sequoyah succumbed to a chronic illness while on his way from Mexico to the Cherokee Nation in Oklahoma.

The name and fame of Sequoyah still survive long after his alphabet has passed into the realm of history. The most significant and lasting memorial to him is the learning and culture of the Cherokee people. The name Sequoyah stands for literacy among them. What greater shrine, then, could be erected to the memory of such a man than to give his name to a structure dedicated to the task of passing on the accumulation of knowledge to the youth of his race? Thus, it is with a great deal of pride and confidence that Haskell turns to her Sequoyah school building for the diffusion of knowledge which Sequoyah so much coveted for his people.

THE STORY OF SEQUOYAH BUILDING

All too often the process and records by which good things are attained are too meager to satisfy inquiring minds. Thus it is with our Sequoyah—Haskell's Sequoyah. A diligent search was made for information concerning the origin of Haskell's academic building, Sequoyah, but only a few scattered facts were uncovered.

Dudley C. Haskell, Congressman from the second district, for whom

Haskell Institute was named, was responsible for the location of Haskell Institute at Lawrence. The original appropriation called for the erection of three buildings, which seem to have been built simultaneously. These three were our present Keokuk hall, used as a boys' dormitory; Osceola, then used as a girls' dormitory; and Sequoyah, the academic building in which we are primarily interested for this account.

The original school building was comprised of only the west part of the present building and seems to have been completed about 1884. This part was divided into four classrooms separated by sliding partitions, which made possible the combination of the four into one large room for assembly purposes. In the basement were also four rooms, one of which was used for the primary department. Later, probably about 1900, the east wing of the present building was erected, with the long hall connecting the two wings.

The building was constructed of native limestone rocks, with supports of heavy Michigan timbers planed by a planing mill then operating in Lawrence. A fire, the approximate date of which was 1910, made necessary the remodeling of the building to some extent. Mr. William Nadelhoffer was the contractor who constructed the building, and his widow, now quite advanced in age, still resides in Lawrence.

Apparently, the name Sequoyah was not assigned to the building until after the first quarter of the present century. Thus, Sequoyah has weathered the storms of years and stands today as an acme of learning for the present generation of Indian youth.

FOUR YEAR SCHOLARSHIP AWARD

Following are the students who received awards for maintaining a B average for the four years of their high school career:

Ella Mae Anderson, Elvena Brown, Mabel Brown, Elizabeth Coffee, Patricia Daylight, Irene McGee, Orietta Martin, Clydine Prebble, Sammy Scott, Marjorie Tahdoohnippah, and Elsie Taylor.

HONOR ROLL FOR 1942-43

Students who earned a place on the honor roll during the past school year were Ruby Anderson, Melvin Asbill, Eldean Bemore, Mabel Brown, Charles Connelly, Buster Crabtree, Rena Belle Gray, Sarah Harrison, Frank Livermont, Irene McGee, Daisy Medawis, Georgia Ann Perriman, Clydine Prebble, Sammy Scott, Lyman Spang, Leon Stand, Stella Stockton, Millie Washington, and Douglas Whitecloud.

AWARDS FOR OUTSTANDING ACHIEVEMENTS

Each year awards are presented to students who have made excellent records in the various phases of student life at Haskell Institute. This year, the awards were presented at the Student

program on April 26 in the auditorium.

The awards for the most attractive rooms of the year were won by Louella Cummings, Sarah Harrison, and Lilly Simms of Winona Hall; Ella Mae Brockie and Dorothy Frieda Verney of Pochaontas; Irving Singgood and George Montgomery of Keokuk, with honorable mention to Henry Shemayme; John Aragon and George McCartlin of Osceola, with honorable mention to Francis Flores, Joe Wicks, and Buster Crabtree.

The vocal music awards, which were available to graduates only, were distributed as follows: Watt Bear, Elizabeth Coffee, Patricia Daylight, Glenore Decker, Geraldine Doyeto,



Above is a photograph of a water color sketch by Mr. Gritts which shows Sequoyah surrounded by some of his tribesmen. From this sketch, Mr. Gritts is making a large oil painting which will be hung in the hall of the school building Sequoyah.

Lena Ellis, Frances Gates, and Elaine Walker.

The instrumental music honors were presented to Edna Mary Blythe, Ella Brockie, Alfred Jeannotte, Ethel Jones, Lula Moore, Darlene Rice, Charles Scott, Mary Louise Sullivan, and Robert Tecumseh.

Typewriting awards were given to Stella Dionne, Iyla Mae Mitchell, and Evelyn Pellman. Ediphone certificates went to Catherine Carlin, Geraldine Cerre, Stella Dionne, Dorothy Eastman, Julia Harjo, Anna J. Houle, Ethel Jones, Lucille Ketcher, Iyla Mae Mitchell, Gloria Morgan, Evelyn Pellman, Dorothy Verney, and Clarice Williams.

In the field of journalism, recognition was given to Eleanor Garrow, Frank Self, Evelyn Wofford, Robert Tecumseh, and Barbara Tallamonts.

For faithful participation in the

Y. W. C. A., the following girls received awards:

Evelyn Lee Anderson, Marcella Blacklock, Beulah Brunelle, Dorothy Chadwick, Janana Doublehead, Geraldine Doyeto, Ada Beth Duncan, Jeanne Duncan, Nancy Sue Fields, Mattie Fixico, Christine Hart, Juanita Heap of Birds, Louella Hummingbird, Cynthia Iron, Esther Little, Iris Massey, Mary Virginia Mihecoby, Wynema Quetone, Audrey Rice, Darlene Rice, Wilma Rowland, Romanita Shackelford, Lilly Simms, Marjorie Tahdoahnippah, Eleanor Takawana, Hope Ticeahkie, and Velma Yellowfish.

The following Senior counsellors received awards: Norma Jean Anderson, Stella Dionne, Almedia Green, Juanita Gilliland, Orietta Martin, Clydine Prebble, Frank Anderson, Henry Shemayme, and Robert Tecumseh.

The Citizenship award was present-

ed to Elizabeth Keyes and Eugene Still. An award was made to the boy and girl who were chosen as the outstanding graduates of 1942, Constance Helen Harper and David Carufel. This award was made by Mr. Ayers.

DANFORTH AWARDS PRESENTED

The Danforth Award is the presentation of a book called "I Dare You" to the most outstanding boy and girl graduate of the senior class. This year, the recipients of this award were Clydine Prebble, of Rulo, Nebraska, and Harold Arbuckle, of Odana, Wisconsin. These two students were chosen on the basis of such qualities as scholarship, character, leadership, cooperation, and contribution to school life. Clydine plans to enter nurses' training, and Harold, a baker, expects to go into the armed forces.