

A SURVEY OF HASKELL INSTITUTE

by

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TABLE OF CONTENTS

	<u>Page</u>
Introduction	4
Authority by Which It was Created	4
A Brief History of Its Development	5
Finances	8
Income	8
Distribution of Appropriation for 1930	10
Organization and Administration	13
Executive Organization	13
School Organization	16
Records and Reports	15
Buildings and Grounds	18
Present Utilization of Buildings	18
Resting the Present Buildings	19
Instructional Staff	25
Sources and Compensation	25
Method and Standards of Selection	26
Tenure	29
Salaries	30
Efficiency	31
Curriculum	32
Adapted to Needs of Students	32
How the Curriculum is Determined and Kept up to Date	34

Courses Offered	36
Adequacy of the Present Facilities	42
Quality and Quantity of Work Done	42
Teaching Load	44
Student Progress	45
Grading System	46
Extra-Curricular Activities	47
Provision for Exceptional Children	55
Vocational Work and Guidance	57
Military Training	61
Religious and Moral Training	63
Health	64
Organization and Personnel	64
Hospital	64
Health Instruction	65
Supervision	67
Qualifications of the Supervisors	68
Number of Supervisors	68
Methods Used	69
Summary of Findings and Recommendations	69
Acknowledgment	72
References	73
Appendix	75

INTRODUCTION

Authority by Which It was Created

By a special act of Congress in 1833, an appropriation of \$150,000 was made for the building of three Indian Schools. The Honorable Dudley C. Haskell of the Second Congressional District of Kansas, because of his very valuable work on the House Committee of Indian Affairs, of which he was acting chairman, was permitted to suggest a location for one of the schools. Quite naturally he selected his home town, Lawrence, Kansas. The location was central, the surrounding country was beautiful and fertile, the railroad service good; it was the seat of the State University, and it had excellent public schools -- an ideal place to build a school for the training of the children of a primitive people. After the decision was made to locate the school at Lawrence, the citizens of the community offered to donate 280 acres of land on which to build it. The gift was accepted, and Major James M. Haworth the first superintendent of Indian schools, selected the site for the buildings. Plans were prepared under the supervision of Major Haworth, and early in August, 1833, construction on the three large buildings of native limestone was begun.

The work was discontinued for a time because of lack of funds, and it was not until July 10, 1884, that the buildings were completed and accepted by the Federal government.

A Brief History of Its Development

The first superintendent selected for Haskell Institute was Dr. James Marvin, who for more than twelve years had been Chancellor of the University of Kansas. This was a wise choice, for Dr. Marvin was especially well qualified as an administrative officer and also an educator in the broadest sense of the term. The present superintendent, Mr. E. B. Peairs, says of him, "Best of all, his life was ideal. His very presence inspired one to do his best."

The first session opened September 1, 1884, with only fourteen pupils present, all boys, twelve of them Poncas. Two weeks later three boys and five girls arrived from the reservation near Ottawa, Kansas, so that at the time of the public opening on September 17, there were twenty-two pupils enrolled. Because of his work for and deep interest in the school, and by the authority of the Secretary of the Interior, the school was named in honor of Congressman Dudley C. Haskell.

In July, 1885, Dr. Marvin resigned and Colonel Arthur Grabowski, of Georgia, was appointed superintendent. He is

remembered for his strict military discipline.

On January 1, 1867, Colonel Grabowski was succeeded by Ex-Governor Charles Robinson of Lawrence, who managed to secure the good will and confidence of the Indians and a goodly number of pupils were soon enrolled.

When Governor Robinson retired in December, 1868, Colonel G. E. Learnard, of Lawrence, was persuaded to accept the position of superintendent of the institution and the school prospered under his administration, but because of business affairs he insisted on resigning as soon as an acceptable successor could be secured.

Dr. Charles F. Meserve, of Springfield, Massachusetts, assumed charge on October 1, 1891. He was an able, scholarly man and his administration was on a high plane, but in March, 1894, he resigned to become president of Shaw University, Raleigh, North Carolina.

Mr. John A. Swett, who had been assistant superintendent, succeeded Dr. Meserve, on April 1, 1894. He gave four years of faithful and conscientious service to Haskell. During his administration the normal and commercial departments were added.

Mr. H. B. Peairs, the assistant superintendent and principal, then assumed control on April 1, 1898 and remained in that capacity for twelve years, when he was trans-

ferred to the Indian office in Washington. During these years domestic art, domestic science, and manual training departments were organized; Curtis Hall, the hospital, Mason shop, manual training building, superintendent's residence, and employes' cottages were erected; and additional farm land was purchased.

Succeeding Superintendent Peairs early in 1910, Mr. H. E. Fiske of Massachusetts took charge as superintendent. He was a capable manager, cultured and highly educated, but resigned in little more than a year to enter private business.

John R. Wise, superintendent at Chilocco, was transferred to Haskell on April first, 1911. During his administration the boilers were equipped with oil burners, the carpentershop rebuilt, the first sleeping porches added to the small boys' home, and much shrubbery set out on the lawns.

In April, 1917, Mr. Peairs returned as superintendent and remained in charge until July 1, 1926, when Clyde H. Blair, of Chilocco, Oklahoma was transferred to Haskell, Mr. Peairs being promoted to Chief Supervisor of Indian Education, with headquarters at Washington, D. C. Mr. Blair continued in charge until July 1, 1930, when Mr. Peairs again returned to Haskell. Mr. Peairs is superintendent at

this time.

FINANCES

Income

The entire revenue for the expense of the school comes from the United States Treasury through appropriations made to the Indian department. The public school administrator must rely upon taxation for his finances, and so his problem is to educate his people to demand better schools and consequently tax themselves to maintain and equip an efficient school. The administrator of the Indian school is limited by appropriations and the will of Congress. He makes known the needs of his school to the Indian Department, then to the Department of the Interior and finally to Congress. All of these are about fifteen hundred miles away. Who can imagine a Congress of the United States being interested in the problem of Indian education?

The Government and the people have been doing good work among the Indians and deserve credit for this, but the entire expense of the school, including board, shelter and clothing, is borne by the Government. The estimated cost of each pupil for board and clothing is \$250 per year of ten months. The clothing is of good quality, not uniform, but plain and suited to the climatic conditions. The food

is simple, wholesome and well cooked.

There are no available records at Haskell in regard to appropriations from the Federal government prior to the year 1929. Appropriations for the year 1929-30 total \$289,880. This includes the general or support appropriation and special appropriations made for the following specific purposes:

For buildings and grounds	\$26,190
For operation of the printing plant	1,455
Repair of heating and power plant	24,250
Transportation of pupils	<u>12,975</u> \$64,770
Miscellaneous	<u>6,200</u>
Total	<u>\$70,970</u>

In 1928 there was a special appropriation of \$11,000 for teachers' quarters, also in that same year there was a special appropriation of \$10,000 for the superintendent's office. For the fiscal year beginning July 1, 1930, there will be available \$95,000 for a new girls' dormitory. The support appropriation for 1931 will be \$256,000, or \$295 per pupil. There are no other sources of income at Haskell, since there are no endowment funds.

Distribution of Appropriation for 1930

For administration and instruction:

Salary for superintendent	\$ 4,800	
Salaries for teachers	120,000	
Textbooks and supplies	3,000	
Domestic art and domestic science materials	2,000	
Shop materials	<u>4,000</u>	
Total		\$133,800

For operation of the school plant:

Wages of janitors and other employees	-	
Fuel	24,750	
Light and power	7,000	
Water	6,000	
Janitors supplies	1,000	
Telephone rental	475	
Tolls, telephone	<u>360</u>	39,585

For maintenance of school plant:

Repairs on buildings and upkeep of grounds	26,190	
Repairs of equipment	1,500	
Repair of heating and power plant	24,250	
Replacement of equipment	2,500	
Insurance	<u>-</u>	54,440

For the Library:

Books	-	
Salary	‡ 1,500	‡ 1,500

For health supervision:

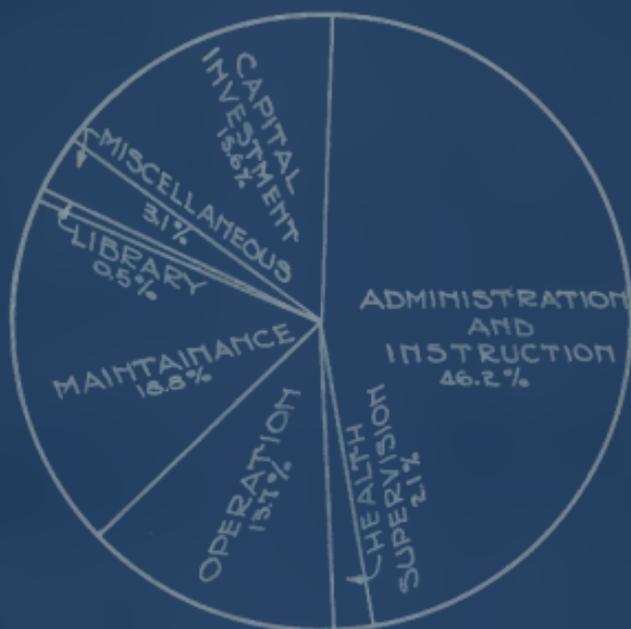
One physician, part time	‡ 1,000	
One head nurse	2,000	
One nurse	1,500	
Cook and caretaker of hospital	1,100	
Medical supplies	600	
Miscellaneous	-	‡6,200

Express, drayage and freight	‡ 9,000	‡9,000
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For capital investment:

New buildings	-	
Alterations of old buildings	24,000	
Equipment of buildings, exclusive of replacement	<u>21,555</u>	‡45,355

There is no current indebtedness at this institution nor current deficit. There cannot be. The appropriations are made and the administration stays within them. Neither are there any surplusses. All the funds are needed and used by the school. If any surplus should occur, it goes back to the United States Treasury.



SHOWING HOW EACH DOLLAR
OF SCHOOL APPROPRIATION WAS
SPENT AT HASKELL IN 1930

FIG. 1

There is one chief clerk and seven assistant clerks.

The accounting system used is the system used by the several departments of the Federal government, as laid down by the Comptroller General of the United States Treasury. The budget is made by the superintendent with the assistance of the chief clerk. It is made late in the year and submitted to the Washington office by January first.

The basis of the appropriations is the average daily attendance of the students. The total enrollment runs very close to nine hundred per year. With the addition of the junior college department the amount per student will probably be increased from the present sum of \$295.

ORGANIZATION AND ADMINISTRATION

Executive Organization

The superintendent is the chief executive officer. He has one assistant superintendent who is also principal of the academic department. His chief clerk takes care of all financial affairs.

The administrative officers at Haskell at the present time are: H. B. Peairs, Superintendent; Raymond E. Staley, Assistant Superintendent and Principal; W. T. Johnson, Principal of Business Department; Harriet C. Moore, Principal of Teacher Training Department; Frances G. Spencer,

Principal of Home Economics Department; and Frank W. McDonald, Director of Athletics.

The United States Government maintains Haskell Institute by congressional appropriation. The commissioner of Indian Affairs directs the work of the school in a general way, by promulgating general policies and rules for the conduct of all Indian schools. The direct control and details of administration rest entirely with the superintendent of the school and his assistants.

The government pays all expenses of the school and the pupils while in attendance including railroad fare coming to the school and returning home, food, clothing and medical attention. However, whenever pupils or their parents are financially situated so that they may assist in paying these expenses, they are expected to do so. About one third of all the pupils at Haskell pay their own transportation to and from school. Nearly all pupils purchased a considerable share of their clothing and incidentals from money sent them from home or earned working out near Haskell during vacations.

Pupils are enrolled for terms of not less than four years or until graduation. Transportation is paid only once during enrollment, to Haskell at the time of enroll-

ment, and returning home at the expiration of enrollment. Ordinarily, Government transportation will be provided one way only for those whose terms expire under four years.

School Organization

The school organization is a seven-year secondary school. Grades 6 to 14, inclusive, are taken care of at the present time. The eighth grade is being discontinued this year. A model school including grades 1 to 6, inclusive, is maintained by the normal training department. About eighty pupils are enrolled in this normal training practice school.

There are thirty-one members on the instructional staff. Altogether there are one hundred and three employees at the institution.

Records and Reports

The attendance reports are kept by the boys' adviser and the girls' adviser. The report includes daily the number on leave, the number absent without official leave, if any, the number for duty, the number in the hospital and the number on outing. Those on outing are boys and girls who are employed by nearby farmers or shopkeepers. The teachers turn in daily reports of absences to the advisers



ADMINISTRATIVE ORGANIZATION AT HASKELL INSTITUTE
FIG. 2

who check them for the causes of these absences. If they are in the hospital or working, they are counted present.

A thorough physical examination is given annually at the opening of school in the fall by the school physician. Any students found with serious defects or suffering from any contagious disease are rejected. All of the students are supposed to have been physically examined by their home physician before they leave for Haskell. Monthly records are made of their weight.

All the institutional financial records are kept by the chief clerk and his assistants in the superintendent's office. The present chief clerk is an Indian and a graduate of Haskell. He has been in the Indian service 34 years.

The superintendent's annual report is made directly to the Commissioner of Indian Affairs, Washington, D. C. It is divided into two parts: the statistical and the narrative. The statistical part of the report treats of the number of students enrolled, date of enrollment, tribe to which the student belongs, name of parent or guardian, the grade in which he is enrolled, whether failed or promoted, and the age of the student. The narrative part of this report tells of the progress of the institution, description of the work accomplished and recommendations for the future. There are no special reports to the Bureau of Education or

any other governmental agencies.

Teachers grades are sent in to the Principal's office once each month and are recorded there on the student's report card. This card is enclosed in a letter written to the parents by the student each month. This letter is required on the part of the student by the school.

BUILDINGS AND GROUNDS

Present Utilization of Buildings

The campus contains forty acres, giving plenty of room for buildings, lawn, and athletic grounds. Grass and trees are plentiful, which makes the campus stand out as a very beautiful one in the surrounding country. The dormitories and teacher's quarters are good stone buildings, and are clean, well lighted, heated and ventilated. All of the buildings on the campus with very few exceptions are of white limestone. The dairy barn and the employee's houses are frame construction. All are kept in good repair by the heads of the trades departments and students. The athletic grounds and buildings are excellent, being much better than the average public school. They compare well with our colleges. There is a large modern gymnasium for basketball and other indoor sports.

At present the buildings at Haskell are adequate, except for a girls' dormitory; the present one being badly overcrowded. The 1931 appropriations, however, take care of this need in a highly satisfactory manner since a special appropriation of \$85,000 has been made for the purpose of erecting a new one.

In 1929 a special appropriation of \$39,000 was made for repair and alteration of the boys' dormitories and in 1928, a special appropriation of \$10,000 was made for a new office building for the superintendent.

Rating the Present Buildings

The academic building when judged by the standards set up by the American Institute of Architects would be classed as a D type building. In other words, it has masonry walls and the rest of the structure is made of combustible materials.

The class rooms when checked against the Strayer Englehardt standards are low in some respects and good in others. There are twenty one school rooms in the building including the study hall and library rooms.

The class rooms are well located in the building, all of them opening directly into the main or secondary halls. Access to exits, stairways, drinking fountains, toilets,

library and study hall is easy. The rooms are much larger than necessary, a typical one being twenty one feet ten inches wide by forty feet in length and fourteen feet in height, and seating thirty five pupils. This provides twenty five square feet of floor area and four hundred and nine cubic feet of air space per student, whereas modern standards call for only twenty three feet by twenty six feet by twelve feet or seventeen square feet of floor area and two hundred and five cubic feet of air space per pupil.

The softwood floors are in rather poor condition, being badly splintered in several places. The plastering on the walls and ceiling is in fair condition with few breaks and non-glaring. The doors which open outward are large with good locks and large transoms. Each room is provided with two doors emptying into corridors, thus reducing congestion in the passage of classes. No built in book cases are provided, but each room has two large closets for storage of books and supplies. Good quality slate blackboards are placed along the front and one side of the class room. It is forty eight inches in width and the chalk rail is twenty six inches from the floor. This is wider than necessary and lower than is commonly used.

The only bulletin boards in the school building are in the main corridor on the first floor. Light buff walls

and white ceilings throughout the building make an excellent color scheme.

Illumination in the building is very satisfactory, most of the light entering from the long axis of the rooms. There are three windows five feet by eight and two windows three feet ten inches by eight feet, all twenty six inches from the floor. This makes a total glass area of one hundred eighty one and two tenths square feet of slightly less than one fifth of the floor area. There are eight well placed sixty watt electric lights in addition to the natural illumination. The window shades are translucent, but not adjustable, and hang from the top rather than the center of the window.

Equipment for the most part is adequate and is in a fair state of repair. The pupils seats and desks are not movable or adjustable but are of good quality and are substantial. The teachers are provided with good desks and comfortable chairs. A beautiful box of house plants, adds to the decoration and cheerfulness of each room. No filing cabinets and very few maps are supplied, however, each room has several visitors chairs, a clock, table, a large Webster's Unabridged dictionary, a large United States flag which is prominently displayed, and several beautiful and appropriate pictures. The school has two moving picture

machines for visual education which are moved about wherever needed.

A large amount of floor space is wasted by having halls too wide. The main halls are eighteen feet wide and the secondary ones twelve. The Strayer-Englehardt standards say twelve and seven feet respectively are ample.

The several shops are located in five large buildings. A fine new home economics building has just been completed but adequate equipment for it is lacking.

Joining the campus on the south is a fine 960 acre farm which belongs to Easkell. This makes an ideal laboratory for the boys electing the agriculture course. Corn, hay and small grains are the crops grown. Animal husbandry is represented by an excellent herd of seventy Holstein cows and several hundred Duroc-Jersey and Poland China hogs. The farm is managed by a well trained agricultural college graduate.

INSTRUCTIONAL STAFF

Sources and Compensation

Since the teachers are appointed under Civil Service regulations they come from all over the United States. The proportion of Indian teachers to white teachers is small,

there being only one Indian teacher on the faculty of thirty one instructors. Of the thirty one teachers, eight have Master's degrees, twenty have bachelor's degrees and three have no degrees. The eight with master's degrees come from the following schools: Teachers' College, Columbia University, three; University of Kansas, one; University of Arkansas, one; University of Missouri, one; University of Colorado, one; and University of Pennsylvania, one. The teachers without degrees have two years of college work.

Method and Standards of Selection

The teachers are selected by the Indian office in Washington from the Civil Service Register in the order in which candidates stand on the list. When in need of a teacher, the school lets the Indian Bureau know of its needs. The Bureau makes its selection from the highest three named, sends them by the Civil Service Commission. If the local superintendent does not like the new teacher sent to him, he may reject him and another will be chosen in the same manner as before.

The standards used in selecting the teachers have varied at times, but at present, for junior high school teachers,

two years of college work are required. For senior high school and junior college a degree is required. Also junior high school home economics teachers are required to have a degree. The persons making the selection in the Bureau of Indian Affairs, Washington, D. C., are well qualified. They are well trained and have had much experience in selecting candidates for positions. Their selection, however, is made by a careful examination of the applicant's recommendations, his examination papers and his picture. Applicants are selected without a personal interview. If appointive officers could meet the candidates for positions, possibly much better selections could be made.

In order to understand the present condition of the instructional staff and probable future condition, we must ask two questions: first, what machinery and provisions are there for the building up of a staff and, second, how efficient is the present one?

In the first place, we are concerned with the methods of appointment, tenure, salaries, environment, living conditions and opportunity for professional advancement. All teachers in the Indian Schools are required to qualify through civil service examinations and are appointed by the Bureau of Indian Affairs upon recommendation of the Civil

Service Commissioner. The minimum age is twenty-one, the maximum fifty five. This will probably change to fifty. In practice, those chosen for positions are usually under thirty. The educational requirements for grade teachers are about the same as for elementary certification in the various states. For junior high school the teachers must have two years of college work except the home economics teachers, who must have degrees. All of the senior high school and junior college teachers must be college graduates. In order that Haskell may be accredited by the State of Kansas, the Superintendent requires the teachers to get certificates from the Kansas State Department of Education. When candidates for appointments pass the Civil Service examinations and are ready for appointment, they are assigned to schools as vacancies occur. If a principal has a vacancy he reports it to the Bureau of Indian Affairs and they send one person out of the next three on the list. The appointment of all teachers is at first probationary. After they have completed six months teaching, the principal under whom they have completed the work sends in a report of their work. If it is adverse, the teacher is dismissed, if otherwise, the appointment becomes permanent.

Tenure

Transfers can be issued from one school to another, but that does not affect the tenure of the teacher. The average length of service at Haskell is eight years, the range being from one to thirty-one years. The annual turnover of teachers is usually very small. The chief causes are transfers to other schools or marriages in the case of women teachers. This year the number was abnormally large. Three were retired, four were transferred and three married, making a total of ten leaving the staff.

Teachers are subject to dismissal by the local superintendent in that his recommendations in this regard are accepted by the Bureau of Indian Affairs without question. The teacher affected is usually transferred to another government school and thus given another chance.

Pensions are given the teachers after thirty years of service or when they have reached the retirement age of sixty five. Prior to January 6, 1930, the retirement age has been seventy. The pension is \$30 a year for each year spent in the service. For example, the annual pension sum for a person who has served thirty years, would be \$900. In addition to this he would receive monthly payments from the government for the three and one-half per cent reduction

that was made from his monthly salary all during the time he was in the government service. This money draws interest at four per cent compounded annually. Only about one-eighth of the faculty are men, there being only four out of the entire group of thirty-one instructors. All the present faculty have had teaching experience before entering the Indian Service. This experience has been in the various state public schools and in parochial schools over the country. The amount of this experience varies from two to twelve years. All of the teachers are of the white race except one Indian. However, several of the shop foremen are Indians.

Salaries

The salaries of the teachers at Haskell compare favorably with salaries of teachers in the public schools, but the living expenses are much less than those of public school teachers. Only \$180 is charged for quarters and light, heat and water are furnished. The range of salaries of the teachers is from \$1680 to \$2080. The entrance salaries of junior high school teachers is \$1680. This salary may be increased \$60 per year up to the maximum of \$1980, at the discretion of the Superintendent. The entrance salaries of senior high school and junior college teachers

is \$1860 and may be increased yearly like the junior high teachers up to a maximum of \$2060. All employees have an annual vacation period of thirty days. It seems to the writer, that a higher salary scale should be provided for the junior college teachers. This may come about in the near future, as the establishment of the junior college is a new venture on the part of Haskell. It is the only junior college in all the Indian schools in the whole country.

The environment for the teachers is very attractive. The campus is beautiful, the living quarters are comfortable, and excellent boarding facilities may be obtained at a very low price. There is another very commendable part of the plan and that is the opportunity for professional training. Every teacher is required to take an educational leave of thirty days every summer or sixty days every other summer at some institution of recognized standing, with full pay. This advantage would seem to help the building up of an efficient staff. These conditions are also largely responsible for the remarkably low turnover of the teaching body.

Efficiency

What is the efficiency of the present staff? This is

a very difficult question because we have no objective standards by which to measure instruction. From conferences with the teachers, principal and superintendent it seemed to be an average faculty. One weakness seems to be that many have had no special training for the teaching of Indian children. The faculty is extremely conscientious and interested in the work, and seems to have a good morale.

The Indian is slow to react, timid and very reserved, and the results of teaching are not at once evident as the manifestation of achievement is very slow. As a further aid in the study of efficiency a systematic testing program should be inaugurated, wherein each student would be tested once each year in achievement. Permanent records of these tests and of intelligence tests should be filed, which would include data valuable in assisting the principal and advisers in educational and vocational guidance. Before any scientific evaluation of the efficiency of instruction or the capacity of students can be made, standard tests must be introduced and used.

CURRICULUM

Adapted to Needs of Students

The curriculum at Haskell is constructed on vocational

lines and occupational training is the chief purpose of the school. One of the principal aims of this school is the same as for education in general, to develop and train the individual for his place in society. One of our first specific problems is to give the language and other tool subjects necessary for the realization of this aim. The objectives might be said to be: first to impart those ideals and virtues which should control one as a member of a family, community, state and nation; second, to prepare for a specific vocation; third, to inculcate an appreciation for American civilization; fourth, training in personal and community hygiene and sanitation; fifth, to give moral and religious training.

The course of study provides that form of training and instruction which leads directly to self-support and productive efficiency. On the other hand the cultural value of education is not neglected, but the course is evenly balanced in such a way as to train the Indian youth of both sexes to take upon themselves the duties and responsibilities of citizenship.

From the vast number of subjects clamoring for a place in the curriculum, Haskell has selected those which it thinks best fit the needs of Indian youth. A still further and even greater problem is encountered in the selection

and organization of the subject matter for each course. This material could not be obtained.

How the Curriculum is Determined and Kept up to Date

To accomplish this the Principal and Superintendent with the aid of the teachers formulate the curriculum. The curriculum is being revised at the present time. Revision has been delayed until the present, because formerly the formulation of the curricula was in the hands of the Bureau of Indian Affairs and curricula were uniform for all Indian schools. The teachers were expected to follow the outline and it was essential that they did so as the final examinations which were also uniform were based upon its content and suggestions. The questions did not give enough attention to local problems. The final examinations starting with the school year 1929-30 were made by each teacher for his own course. A copy of these questions, however, was sent to the Bureau of Indian Affairs at Washington.

The evident purpose of the uniform course of study was to maintain a certain standard of work, and in so doing there was great danger in resorting to mere knowledge as a measure of efficiency rather than effective intelligence, the ability and opportunity for applying and using knowledge. The teachers were always looking forward to the

examinations, and preparing the students for them rather than training the pupil in preparation for what he needs as an individual.

Meriam in his report says,

Although the boarding school must be distinctive in the emphasis on the special needs of the Indians, it should not be so distinctive that it will not dovetail into the general educational system of the country. The promising Indian boy or girl who has attended an Indian boarding school and who desires to go on with his education should not encounter any educational barrier because of the limitations of the Indian boarding schools. The faculties and their courses of study should be such that they can meet the standards set for accredited high schools.⁽¹⁾

This is no indictment against Haskell, since it dovetails into the general educational system of the country. Its high school department is accredited by the Kansas State Department of Education. Haskell also belongs to the North Central Association. High school students transferring from Haskell to public high schools encounter no educational barriers, and experience no difficulty in their new school environment. A large number of Haskell graduates have continued their education by going through the University of Kansas which is near by. Others have gone to different colleges, including one to Kansas State Agricultural College.

(1) Meriam, Lewis, The Problem of Indian Administration. Summary of Findings and Recommendations. From the Report of a Survey made at the Request of Honorable Herbert Work, Secretary of the Interior, Institute for Government Research, Page 35.

in recent years. Two are enrolled at University of Kansas at the present time.

Courses Offered

In the high school there are thirteen academic and seventeen vocational courses offered. The academic courses offered are:

English I	Civics
English II	Sociology
English III	Economics
Algebra	General Science
Geometry	Chemistry
Ancient History	Physics

American History

The vocational courses are:

Acetylene Welding	Automobile and Tractor Work
Baking	Blacksmithing
Carpentry	Dairying
Electrical work	Farming and gardening
Masonry	Painting and decorating
Printing	Plumbing and steam fitting
Shoe and harness repairing	Domestic art
Domestic science	Nursing

In addition to the high school department, Haskell has four departments of junior college grade. However, as yet they have not been accredited by the state of Kansas, but this is expected within a year. These departments are normal training, home economics, physical education and business

Through her normal training department, Haskell Institute prepares young Indian people to become teachers of their race. High school graduation is required for entrance and two years are required to complete the course. The course of study for normal training follows closely that offered by other teacher-training institutions. Every effort is made to keep the work up to a high standard of proficiency. The training school of beginners and grades one, two, three, four and five are taught by women of advanced training and experience.

Through both years, the students are given work in the training school, consisting of observation for the first semester, participation the second and regular classroom practice throughout the second year. All the work is closely planned and supervised by the principal that theory and practice may be closely correlated and coordinated.

The small size of the department makes it possible that the daily relations of all its members, teachers,

students, and training school pupils shall be ideally natural and highly efficient.

To high school graduates of the Indian race of strong scholarship and high ideals, Haskell Institute offers a rare opportunity for preparation for worthy service. Opportunity is offered in the home economics department for specialized training in home economics education. Indian girls who have completed an accredited high school course, are eligible to take this work. The course requires two years of work. A student trained in this special course may be able to fill the following positions:

1. Teacher of home economics in the Indian Service or in some of the public schools.
2. Dietitians in hospitals and sanitoriums.
3. Assistants in certain trades related to home economics.

For several years Haskell Institute has been offering through the department of athletics and physical education, instruction in coaching of various sports. Authority has been granted for a special course in physical education and a definite course is now given.

Haskell has a number of boys enrolled in this course fitting themselves to take positions as instructors in physical education upon graduation from the two year course. While their field is not limited to Indian schools alone,

there are seventy Indian schools employing disciplinarians and instructors of physical education. The athletic department is making connections with large industrial corporations who are desirous of securing Indian boys with athletic ability capable of instructing other employees in these respective organizations. Haskell has received requests from time to time for boys equipped to impart knowledge of athletics and Indian lore for positions in Boy Scout work. A clean cut Indian young man is the ideal and here of the white boys from eight to fifteen years of age.

Included in the physical education work are courses in elementary psychology, directing group games, methods in physical training classes, observation and practice, genetic psychology, advanced physiology, advanced anatomy, methods of coaching athletics, contests, lesson plans and practice teaching class and games.

The business course is also planned for two years' work. It is well organized and well equipped with modern bookkeeping desks, typewriters, typewriter tables, calculating machines, bookkeeping machines, adding machines, and filing systems. Graduates from this department are well qualified for office work and many go into the Civil Service.

Courses offered, distinctive of this department are:

business English, bookkeeping, business calculation, commercial law, typewriting, spelling, shorthand, business correspondence, Federal service and accounting, shorthand dictation, Civil Service training, banking and office practice.

Adequacy of the Present Facilities

The facilities for carrying out the curriculum are not adequate in many instances. The library and shop equipment in most of the shops is meagre. The library has 5000 volumes and none were added last year; the superintendent thought the money could be used to better advantage in other places. The equipment in the Auto Mechanics Shop is so inadequate that instruction is limited mostly to driving and lubrication. The carpentry shop is the best equipped. It has lathes, planes, band saws, circular saws, joiners, electric glue pots, and plenty of hand tools.

Quality and Quantity of Work Done

The quality of the work done compares right along with that done in the public schools. They follow closely the course of study as prescribed by the Kansas State Department of Education.

In quantity of work done, Haskell students excel those

of the public schools because each student takes as much academic work as required in any public high school and a great deal more vocational work.

Teaching Load

The teaching load for instructors at Haskell is about the same as for teachers in the public schools, if anything a little less work is required of them. All of them have five classes a day except two English teachers with four classes a day.

The size of classes runs very uniform, having about thirty students per class.

The academic courses are all recitation except for three science courses, general science, chemistry, and physics, which have laboratory periods every other day.

The class periods are sixty minutes in length allowing ample time for supervised study. The time spent in recitation and study is at the discretion of the teacher, but the more common practice is to divide it into 25 minutes for recitation and 35 minutes for study.

No library work is assigned to the teachers, as there is a full time librarian on the staff who ranks with the instructors, but whose salary is slightly less.

The teachers are assigned by the principal for extra-curricular activities but this is not made a burden. Extra-curricular duties call for about one evening a week.

No administrative duties are required of the teachers by the principal or superintendent as each has full time clerks and when additional help is needed it is obtained from the business department.

Student Progress

During the school year 1929-30, two hundred and one students were eliminated for various causes. One hundred and thirteen were boys and eighty-eight were girls. The principal reasons for these eliminations were homesickness, misconduct, and running away.

A close correlation exists between elimination and grades. Nearly all who were dropped had low grades.

Records as to the number of students repeating subjects could not be obtained. None completed more than one grade this year, and only six students completed more than four high school subjects and those completed five subjects each. Those students whose work is low at the end of the school year are required to stay another month and attend a summer session. The principal says, "There will be no repe-

tion of courses next year. If their work is unsatisfactory, they will be dropped. There are too many good students waiting to be admitted. 40

Grading System

The grading system is similar to that used in the public schools. The grades in descending order are A, B, C, D, and F, the latter being a failing grade.

D is a condition and the recipient may be required to attend the summer session, if his teacher deems it advisable. To graduate the student must have grades higher than D in half of his subjects. Starting with the school year 1929-30 the teachers calculate the final grades. The teachers make their own final examinations and give them a value of one-third to one-half the final grade. Formerly the examinations were uniform and came from the Bureau of Indian Affairs. The daily work counts for the rest of the final grade.

The school week is five days; the school day is six hours in length and the forenoon period is from 8:30 - 11:30 A. M. and the afternoon session is from 1:00 - 4:00 P. M. The long noon period is to allow time for the kitchen and dining room details to complete their work.

All freshmen and sophomores go to classes half a day and are in some shop the other half. The student chooses

the shop work he takes. Juniors and seniors only are in vocational classes two hours a day, and the junior college students none. The present superintendent is trying to work out a plan whereby each class would meet only four times per week. The reason for this will be discussed under another subject.

Extra-Curricular Activities

There is an abundance of extra-curricular activities for the students and they are carefully supervised by the faculty. Every student organization is sponsored by a teacher appointed by the principal. This could be easily made more democratic by student selection.

In a bulletin, assigning the sponsors to the several classes and clubs, the principal, Mr. Raymond E. Staley, states,

"All class meetings and clubs will be sponsored by teachers as indicated in the schedule below. They will be present at all class and club meetings and responsible for programs and any other activities of the class or club."

Programs and activities of these organizations should have a cultural value. The two junior college classes, and the four high school classes are organized and have two sponsors each.

Twenty one student clubs are organized so that the

students have a large choice from which to select. The student clubs at present are:

Four H Club	Art Club
Business Boys Club	Business Girls Club
Business Girls Club (Juniors)	Civics Club
Debating Club	Boys Forum
Girls Forum	Boys Glee Club
Girls Glee Club	Band
Orchestra	Dramatic Club
Trades Club	Florence Nightingale Club
Y. W. C. A.	HI-Y
Sacred Heart	"I" Club
Home Economics Club	

New clubs are organized only when the students feel a new organization is needed and then only if the demand meets with the principal's approval. The student is limited to the number of clubs to which he may belong. Three is the maximum number allowed by the principal. There is no limit as to the number of parties per year, but none are held other than on Friday and Saturday nights. The teachers and the boys' and girls' advisers encourage the students to join organizations, and help them in selecting their club.

Rachell is particularly strong in its athletic activi-

ties. It engages in the following inter-school and intramural sports: football, basketball, track, wrestling, boxing and baseball. Haskell does not belong to any school or college athletic conference, but plays any teams large or small from coast to coast. Her teams have been exceptionally successful. She has lost but one football game and tied two on her own grounds since 1900 when football started at Haskell. Some of the teams they compete against are University of Kansas, Kansas Aggies, Minnesota, Nebraska, Ohio, Massachusetts, Rhode Island, Indiana, Army, Navy, Bucknell, Creighton, and William and Mary.

The present outlook is for Haskell to make a far greater name than Carlisle ever made in the football world. Haskell is achieving a reputation for clean and high class athletics. Recently Haskell athletes obtained recognition by placing in the National Indoor Track Meet at Convention Hall in Kansas City. Haskell has also been very successful in baseball, basketball and boxing. The standard of athletics at Haskell is high. These Indian boys believe in clean, healthy, competition, friendly rivalry, good sportsmanship, and rigid discipline. An athlete who cannot conform to this high standard is considered a liability and is soon eliminated.

Besides the regular varsity squads, there are many

class teams and intra-mural games. Throughout the various seasons teams are seen practicing in every available place and at every available opportunity. During the basketball season, some class teams practice late at night while others get out early in the morning before breakfast, the class rivalry is so keen.

A strong and responsive body, an alert and active mind, and a strong moral character create the desire to be a gentleman. This desire is met by a careful instruction and training in the elements of true gentility, based upon the fundamental principle of ethics and manly bearing. A student may participate in as many sports as he likes, but may not play more than four years.

For their athletic contests they have excellent grounds and a very large and beautiful \$200,000 stadium, with a seating capacity of 20,000. The latter was constructed from funds contributed from students, ex-students, and Indian friends. Vice President Curtis of the Kaw tribe was the first to make a donation. The largest donation, \$5,000, came also from a Kaw Indian.

Every student at Haskell belongs to a literary society, debating club or vocational club, and each individual renders some number on a program at least two or three times during the year. Haskell stresses this phase of

school work, and the ability of many Haskell graduates to speak in public is largely the result of the training obtained in the forensic organizations. Debates are held with near-by high schools and this year Haskell was entered in the Kansas City Star National Oratorical Contest. The dramatic club puts on several plays during the year which are open to the public. There are no purely social organizations at Haskell, but all the classes and clubs have several social events during the year in the form of parties, banquets, and hikes.

The extra-curricular music activities consist of an excellent band of forty pieces, an orchestra of fifteen pieces, a mixed choir of twenty four voices, a girls glee club of thirty six, and a boys glee club of twenty four. Besides the school concerts and numerous musical programs and recitals held frequently at Haskell, the band, orchestra, and choir have given a number of special concerts during the past year in the city of Lawrence and at surrounding towns. The pleasing programs rendered by Haskell musicians have won them an enviable reputation, and their services are in good demand.

Students who show marked ability are given an opportunity to take special lessons in voice, piano, violin, and other band and orchestral instruments, and are encour-

aged to develop their musical ability. The Fine Arts Department at the University of Kansas, makes it possible for particularly promising students to continue their musical training under some of the best teachers in the country, an opportunity that is taken advantage of by increasing numbers of Haskell students each year.

For the religious and moral expression Haskell has several active organizations, including the Sunday School, Y. W. C. A., Boys Forum, Girls Forum, and the Sacred Heart Society.

The funds of the student organizations are supervised carefully by the faculty. There is a central clerk or secretary-treasurer, an assistant to the chief clerk, who handles all the funds of the various clubs. The treasurers of the organizations cannot draw money from this central account except by order of the faculty sponsor of that particular organization. The accounts are audited annually by a faculty committee.

Provision for Exceptional Children

There is no special provision for dull, bright, or physically defective children. Of the latter group there are only ten or twelve and their handicap is so small that they are able to carry on the regular work.

For the delinquent student an attempt is made to help him by changing his courses or his work around the school. Usually more vocational work and less academic work corrects the difficulty. If the student continues to cause trouble he is dismissed from school.

Vocational Work and Guidance

Vocational work and guidance is stressed at Haskell, with the desire to turn out a product that will be a credit to the institution and an asset to society. The students have a wide selection of vocational subjects from which to choose, as seen by the list in an earlier paragraph. If the student is undecided what he or she wants, the boys' and girls' advisers will help him or her, select a course. If he is dissatisfied in a vocational course, he may upon the approval of his instructor, transfer to another shop. All of the vocational courses are four years in length and on graduation the students are well able to make their way in the trade chosen. However, his training is not quite equivalent to a four-year apprenticeship course in these trades. In addition to the training received in the vocational classes the students get much practical experience in doing productive work for the school, like carpentry furniture repair, plastering, electric wiring, installing

motors, plumbing and steam fitting, light and heat plant engineering, shoe and harness making and repairing, (all the students' shoes are repaired by students in the shoe shop), painting and interior decorating, dairying, gardening, crop production, hog-raising, poultry-production, printing, banking, nursing in the hospital, cooking, weaving, sewing, household management, etc.

Students working in the summer at Haskell get a nominal wage from the government. To encourage the boys in their agricultural projects, they are given one fourth of the proceeds when the crops are marketed. The present superintendent desires more productive work from the students. He plans to have each student do eight hours work for the institution each week. In order to do this he thinks the class schedule will be changed so that each class will meet four days a week but for a longer class period.

The school makes every effort possible to find employment for its graduates. The boys' adviser communicates with large industrial concerns over the country in an attempt to place the students. He has been very successful in this work. Westinghouse Electric Company and Rec Motors Company have each taken a number of Haskell graduates. In the 1929 class ten were placed with these companies and nine are

making good.

This year the adviser put notices in the post offices all over the country calling attention to Haskell graduates desirous of securing positions. The business department gives specific training for civil service examinations, and large numbers enter this field each year. The teacher training department does likewise.

Annual visits are made by the adviser to the plants where the graduates are working to see if the conditions under which the boys work are satisfactory, and also their living conditions.

That Haskell graduates are "making good" is proved by the large number who are employed in the Indian Service in schools and at agencies, in different parts of the United States. Others are engaged in various occupations. In answer to a questionnaire sent out some time ago it was learned that with few exceptions all are self-supporting. Only three were classed as total failures. The majority had a "good" or "excellent" standing in the communities in which they lived. Farming and clerical work were the leading occupations mentioned but there was a great variety of others --cashiers in banks, ministers, railroad employees, postmasters, automobile mechanics, editors and owners of papers, millers, real estate and loan agents, a

salesmanager, draughtsmen, plumbers, merchants, superintendents of Indian schools, carpenters and many more. The largest salary reported by a graduate was \$7,500, which has since been increased. Another, an employee of an oil company, receives \$5,700; a normal graduate, now employed by a lumber company, receives \$4,000 per year.

At least four hundred and fifty students and ex-students were in the army or navy during the World War, the majority being volunteers. It is estimated one half of these were commissioned or non-commissioned officers.

As commonly supposed Haskell students do not return to their reservations and revert to their former type of living. Instead those who return to the reservations become community leaders, and try to raise the community standards.

From the report of the conference of Indian School Supervisors and High School Superintendents held at Washington, August 7-15, 1929, the following, in regard to vocational education, is of interest because of its relation to Haskell:

"Industrial arts work in the junior high schools, should be organized on the principle of furnishing a general type of experience in the use of common hand tools, simple machine tools, and in the use of common construction materials, and the repair and care of common machines and tools. It should be for the purpose of training the pupil to perform non-specialized types of jobs requiring mechanical

manipulative skill and some technical and trade knowledge. The projects should be construction and repair jobs pertaining to the home, the farm, and to leisure time activities. Such courses also have value as exploratory types of work leading to the discovery of aptitudes and interests of a vocational character. The courses for average pupils should be distinctly vocational.

"Education in the Indian schools beyond the junior high school should look to training in a vocation. Those who expect to prepare for a general college course should be sent either to the public high schools or to an Indian Government school specializing in this type of work. Vocational courses should be in specific trades and for employment purposes. To carry on successfully vocational industrial training requires good equipment, supplies, and a trained teaching staff. These things require money. The Indian schools are inadequately supplied with these instructional means.---In general, there is needed proper housing facilities for shop work, equipment and materials for construction work. There is need also for well-organized courses of instruction in the different trades. These courses should be laid out by the instructors themselves under the direction of some one competent to guide them in the work of job analysis for instructional purposes. This presupposes instructors with considerable experience on a journeyman's level in the particular trade which he is to teach. This tradesman-teacher must be given teacher-training work which will enable him to organize his course of study in an instructional order and to develop instructional material for teaching his trade. The instructional material will include the proper lesson sheets job sheets, and other types of written work which will aid in instruction. The constructive repair jobs about the school must be fitted into the instructional order of the trade taught."¹

Military Training

Military training for the boys at Haskell is optional, but is very popular. There are two National Guard units at

1. Conference Report, Department of Interior, Office of Indian Affairs, Indian School Supervisors and High School Superintendents, Washington, D. C., August 7-15, 1929.

Haskell, one cavalry troop and one machine gun company. The members enlist for a three year period. Reenlistments may be for one year periods. They drill one evening a week for one and one half hours. For this time they get paid from the Federal Government the rate of pay of the Regular Army and also a small sum from the State of Kansas.

Every summer Haskell military students spend two weeks at the Kansas National Guard encampment at Fort Riley for which they receive regular army pay. The outing not only furnishes an opportunity to earn some spending money but gives the students an agreeable change from the school duties at Haskell. At camp they enjoy friendly competition with troops from all over Kansas as well as the free outdoor life characteristic of camps.

All arms, equipment, horses, and clothing are furnished by the United States Government. Troop I and Company D the organizations from Haskell, are the only all-Indian units in the United States Military establishment. Membership in these units is popular, and there is usually a waiting list of boys who desire to enlist as soon as vacancies occur. These units usually win the athletic contests conducted annually at Fort Riley Encampment.

Religious and Moral Training

The religious and moral education of the student is well cared for by the various local churches, the Y. W. C. A. and a full time Director of Religious Education.

Chapel is held every Sunday morning at nine o'clock and at three o'clock in the afternoon. The boys may go to town to church every Sunday if they choose. The girls may go to the town churches only once a month because of a lack of transportation facilities. The Director of Religious Education has charge of the morning chapel and visiting ministers and speakers are obtained for the afternoon chapel.

One hour a week is taken from school time for religious education. Two nights a month there are denominational group meetings conducted by the ministers or church leaders from Lawrence. One of these is compulsory and one optional. About one-third of the student body are Catholics, one-fourth Baptists and the remaining group being mostly Presbyterians and Methodists.

The Y. W. C. A. and forums meet once a week for religious discussion.

Haskell is an institution of high ideals. Honor, character, virtue, truthfulness, and honesty are stressed as being prime essentials to success in any vocation. All

instructors feel their individual responsibility toward teaching these indispensable requisites, and no opportunity is overlooked to assist each student to achieve these habits of right living which alone can insure happiness and joy in the years to come.

HEALTH

Organization and Personnel

The health unit consists of one half time physician, two nurses, and a modern well equipped thirty-eight bed hospital. There is no dentist at the school. Whenever a student has any dental trouble he must be taken to a dentist down town. A part time dentist could well be added to the health staff.

Hospital

The equipment and capacity of the hospital is adequate except during severe epidemics. Students may be sent to Haskell with assurance that their health will receive the most careful and skillful attention. The hospital is in a modern two story brick building. A trained nurse is on duty at all times, and the school physician is constantly within reach. The nurses endeavor to take the place of the

students' mothers, in case of sickness. Parents may rest assured that if their boy or girl is sick at any time, he or she will be well cared for.

Health Instruction

Health instruction is given by the teachers in classes, especially in the Physical Education Department, and Home Economics Department.

Very few of the students have any physical defects but no records are kept on this phase of student welfare. Students with physical defects for 1929-30 numbered ten or twelve.

Trachoma, a common, dreaded and serious disease of the eyes among Indians, and which has been very prevalent in the Indian boarding schools has been almost completely eradicated at Haskell. Only twelve cases developed this year. Tuberculosis which is also common among the Indians has been greatly reduced.

The improved health is due largely to better sleeping quarters, and a better diet. The statement of Meriam in *The Problem of Indian Administration*, page 348, that the Indians in boarding schools are fed at eleven to eighteen cents per day does not hold true at Haskell. They are al-

lowed thirty eight cents per day per pupil and in addition to this they have all the milk from a herd of seventy fine Holstein cows, and many garden and truck crops grown on the Institute farm.

The sanitary conditions around the school are good, everything is kept clean and in order. Flies and other disease carriers are destroyed. The individuals are taught and made to practice personal cleanliness.

The health of the students is also guarded by there being plenty of opportunity for physical training, athletics and recreation. Indians are especially delighted with games and sports and they have adopted American games and have become very proficient. They win more than their share of games. They come close to fulfilling the real purpose of athletic, for every individual takes part and not just the members of the team as is the case in most of our schools. They play a good clean game, above reproach and show themselves to be real sportsmen. They are receiving not only training of the body but also training in those civic virtues which are essential in actual life.

SUPERVISION

Supervision at Haskell Institute is largely from Washington, D. C., and takes the form of inspection to a great extent.

Qualifications of the Supervisors

The supervisors are well qualified by training and experience but their administrative and teaching duties require most of their time. The principal who is the chief supervisor has had only one year's experience in the Indian school, but has had seventeen years' experience in large school systems in the East as superintendent, principal and supervising-principal. He holds a Master of Arts degree from Teachers' College, Columbia University, and also a Superintendent's Diploma from the same institution. He has a pleasing personality, a splendid professional attitude, and is very popular with the teachers and students.

Number of Supervisors

Five other supervisors are at Haskell, four Principal-Supervisors of the following departments: Business Training, Physical Education, Normal Training and Home Economics, and the Director of Trades. The latter is a district supervisor with headquarters at Haskell Institute. In addition to Haskell he supervises the trade work at the Indian schools in the surrounding states. The supervisors all have had from five to ten years experience.

Occasionally short visits are made by the supervisors

to the class rooms. If any irregularities exist, they are noted, and later a conference is held with the teacher in order to help her with her difficulty.

Methods Used

For the help and benefit of the teachers and school, teachers' meetings are held once a month, where open discussion of problems, reports given by themselves, and outside speakers, mostly from the University of Kansas, make up the program. Many of the teachers belong to and attend the Kansas State Teachers Association, and six are members of the National Education Association. The principal is a life member of the latter organization.

An Indian school supervisor from Washington, D. C., visits Haskell once a year for a week or two. He makes a very careful and detailed report.

Special supervisors for nurses and Home Economics Teachers visit Haskell every two or three months. They also come from Washington. With the exception of the Home Economics supervisor these trips amount to an inspection tour.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

1. The institute was created in 1884, and has been operated by the federal government since.

2. The entire cost is borne by the government, there being no endowment funds; \$289,880 was appropriated by Congress for 1939.

3. The library should be enlarged and made available to the students in the summer.

4. A new dormitory for girls is needed.

5. A more efficient and complete plan of keeping health and financial records is needed.

6. The teachers are carefully selected under civil service regulations, but the six months probation period which is common to all civil service appointments, ends during the school year. The probation period should end with some semester period of the school.

7. Teachers can be dismissed by the superintendent.

8. Salaries compare favorably with salaries of public school teachers.

9. The curriculum is made by the principal and superintendent with the help of the teachers.

10. The program is constructed on vocational lines and occupational training is the chief purpose of the school.

11. A systematic testing program should be inaugurated.

12. There is an abundance of extra-curricular activities which are carefully supervised by the faculty.

13. Vocational guidance work is well organized and

functions satisfactorily.

14. Military training is optional for boys, and is very popular.

15. The health unit consists of one half-time physician, two full-time nurses, and a well equipped thirty-eight bed hospital. A part-time dentist should be added to its personnel.

16. Supervision is largely from Washington and takes the form of inspection.

17. The religious and moral education of the students is well cared for by the various local churches, the Y. W. C. A., and a full time Director of Religious Education.

18. Laboratory and shop equipment is meagre.

19. The students came from twenty eight states; seventy one tribes are represented.

20. The school is accredited by the State Department of Education of Kansas .

21. The buildings are kept in good repair. A large amount of the work is done by the boys. According to the definitions for construction purposes set up by the American Institute of Architects, the academic building comes under type D.

22. Under the new Commissioner of Indian Affairs, Mr. Charles J. Rhoades, the title of Disciplinarian was discon-

tinued and in its place Boys' Adviser and Girls' Adviser substituted. This is suggestive of good improvement in the student life.

23. Scholarship efficiency is demonstrated by the fact that students transferring to public secondary schools progress along in their new classes with no difficulty. Many of the graduates have gone on to schools of higher learning. Two are enrolled at the University of Kansas now.

24. The graduates are well equipped to make their own way in the world. Many immediately enter the Civil Service, others go into farming, mechanical trades, nursing, teaching, and domestic work. Westinghouse Electric Company and Rec Motors Company took ten of the graduates last year, and nine of them were successful in their work.

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APPENDIX

Library Statistics

Volumes in 1929-30	Average Annual Expenditure, 1926-30			
	Books	Magazines	Salaries	Total
5,000	\$300	\$50	\$1,500	\$1,850

STATISTICS OF ATTENDANCE

Enrollment, 1926-30

Year	Boys	Girls	Total
1925-26	517	449	966
1926-27	550	490	1040
1927-28	532	475	1007
1928-29	428	448	876
1929-30	541	540	1081

Detail of Enrollment for 1929-30

Grade	Grades		Total
	Girls	Boys	
Beginners	11	7	18
1	3	10	13
2	5	9	14
3	5	2	7
4	7	6	13
8	25	30	55
9	80	97	177
10	141	120	261
11	109	99	208
12	77	68	145

Junior College			
1st yr.	20	45	65
2nd yr.	3	14	17
Special		1	1

Commercial			
1st yr.	37	19	56
2nd yr.	17	13	30

Grand Total	540	541	1081
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States represented 48

Tribes represented 71

Blood	Degree of Indian Blood		Total
	Boys	Girls	
Full	171	141	312
Three-quarters	74	104	178
One-half	151	141	292
One-quarter	155	147	302
One-eighth	10	7	17
Total	541	540	1081

Age	Ages		Total
	Boys	Girls	
5	1	1	2
6	0	4	4
7	3	2	5
8	4	4	8
9	8	5	13
10	4	7	11
11	8	5	13
12	4	4	8
13	5	5	10
14	8	16	24
15	39	50	89
16	40	62	102
17	61	62	123
18	75	67	142
19	64	67	131
20	62	54	116
21	57	35	92
22	40	19	59
23	15	7	22
24	14	4	18
25	5	0	5
26	0	0	0
27	4	0	4
Total	541	540	1081