

7-1-1945

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McKinney, Lillie G.. "History of the Albuquerque Indian School (continued)." *New Mexico Historical Review* 20, 3 (1945). <https://digitalrepository.unm.edu/nmhr/vol20/iss3/3>

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HISTORY OF THE ALBUQUERQUE INDIAN SCHOOL

By LILLIE G. MCKINNEY

(Continued)

CHAPTER IV

REMODELED INSTITUTIONAL LIFE

THE place left vacant by the resignation of Mr. Burton B. Custer February 17, 1908, was filled the following day by Mr. Reuben Perry, formerly supervisor at Washington. Mr. Perry had had fourteen years of experience as a school man in the government service working among Indians. He had handled many delicate situations successfully, and had won the respect of his superiors.

Perhaps the two positions which he held that had the most influence on the Albuquerque Indian school prior to his superintendency at this place were his achievements among the Navahos and the Hopis. On October 1, 1903, he was appointed superintendent of the Indian school and agency at Fort Defiance, Arizona.¹ While there, he found that the young men were devoting too much of their time to gambling. The head men of the tribe were invited to a powwow and so convincing were Perry's arguments that the leaders gathered up all the cards that could be found on the reservation and brought them to the agency to be burned.² Through wholehearted cooperation many problems of a serious nature to the Navahos were solved. Mr. Perry served in this capacity until November 16, 1906, when his splendid efforts were recognized by his appointment as a supervisor to the Indians. As a result, he was sent to the Hopi country accompanied by two companies of troops and charged with the difficult mission of settling a civil war that had broken out at Oraibi, between two factions led by Yukeoma on one side and Tawaquaptewa on the other. The belligerents were soon quelled, and Mr. Perry and the troops departed.³ The Indian office next sent him

1. Personal interview with Mr. Reuben Perry March 24, 1934.

2. *Ibid.*

3. *Ibid.*

to various reservations and schools to help settle vexatious religious problems that had arisen.⁴ After settling these, the remainder of his time until February 16, 1908, was spent as special investigator among Indian schools for the commissioner of Indian affairs.⁵

These were fruitful years that fitted him peculiarly for the superintendency of a growing boarding school because it gave him an opportunity to work out practical applications of an educational philosophy acquired in his work and study of Indians in the schools and on the reservations. Furthermore, his special dealings and experiences with the Navahos at Fort Defiance and with the Hopis at Oraibi familiarized him with the Indians of the Southwest to such an extent that the Indian school at Albuquerque was benefitted greatly by his appointment.

Upon taking charge of the school,⁶ he found no friction existed between the previous superintendent and the missionaries and priests. Nor did he permit ill-feeling to arise during his administration. While supervisor, he had learned the evil results on the Indian schools, of religious quarrels, and had avoided arousing discontent among them by working out a program agreeable to all the religious denominations represented at the school, and then adhering to it rigidly. Such a program enabled missionaries and priests to devote all their allotted time to the religious instruction of the children; the results were gratifying. A better feeling existed among the student body.

Most of the children of Mexican descent had been removed by 1908. However, Mr. Perry discovered that thirty-five Mexican students were still enrolled. They were allowed to remain until June 1, when they were dismissed. In this situation, as in previous situations, the superintendent was tactful. He did not discuss the Indian-Mexican issue with the parents of the latter at the time their children were dismissed, but instead filled their places with

4. *Ibid.*

5. *Ibid.*

6. Mr. Perry entered upon his duties at the Albuquerque Indian School at a salary of \$1,800 per annum (an excellent salary for a superintendent of an Indian school to receive in 1908).

full blood Indians from the reservations. When the Mexican children applied for enrollment in the Indian school, he refused admission on the ground that he was obeying instructions from the Indian office: first, to admit only those children that could prove their Indian blood; second, to admit those children living out of reach of either an Indian day school or a public school. Furthermore, he stated that the capacity of the school was taxed to care for those already enrolled, hence it would be impossible to re-admit the Mexican children that had been dismissed, and that those children excluded from the Indian school would suffer no evil consequences since the city schools were friendly toward Spanish speaking children.⁷

Ministers from the various churches in town took their turn in conducting services Sunday evening at the school. Pupils who were affiliated with denominations attended their respective churches each Sunday morning. The Sisters of the Catholic church came to the school every Saturday in the afternoon and on Sunday in the afternoon to instruct pupils belonging to their church. All religious work was attended with harmony.⁸

Literary work showed satisfactory advancement considering the changes made among employees.⁹ Four pupils graduated from the eighth grade. Eight girls were given lessons on the piano and a good band was maintained by the boys under the instruction of the shoe and harness maker. The closing exercises were interesting and instruc-

7. *Annual Report*, pp. 1-2, 1909.

8. *Ibid.*

9. *Ibid.*, p. 6. Employees relieved of duty were: Fleming Lavender, shoe and harness at \$600 per annum (for poor health); Addie E. Lavender, teacher, \$600 (to accompany husband); Ada M. James, assistant seamstress, \$400 (resigned February 29); Katie E. Custer, matron, \$660 (to accompany husband); Catherine McMinn, assistant cook, \$480 (discharged April 17); and E. H. Colegrove, disciplinarian, \$800 (transferred to Chilocco, Okla., at the request of Superintendent Wise). New employees coming to the school were: Carrie G. Walworth, assistant seamstress, \$400 a year; Emma C. Beeler, matron, \$660; Mary E. Metzler, nurse, \$600; Mary E. Perry, clerk, \$780; Katie House, assistant matron, \$300; Hattie J. Hickson, matron, \$660; John T. Hickson, assistant cook, \$480 (temporary); William E. Henley, carpenter, \$720; Mrs. E. H. Colegrove, assistant seamstress, \$400; Mable E. Egeler, teacher, \$600; San Juan Naranjo, shoe and harness, \$600; Mrs. Grace Osborne, assistant matron, \$540; and Edwin Schanandore, disciplinarian, \$800.

tive.¹⁰ The local paper¹¹ gave the following account of the program given at this time:

The oration, 'How We Do Things', by George Martin was to the point and showed both careful thought and good training in delivery. The demonstration which followed showed the different trades taught at the school. Practical illustrations in carpentering, shoemaking, wagonmaking, blacksmithing, and dressmaking. This feature was especially interesting as it showed those present that the government is striving to give the Indian practical working education, both literary and industrial, and those advocating more manual training in the schools, would do well to pay a visit to the Albuquerque Indian School.

The girls received, during the year, instruction in housework, sewing, cutting, fitting, laundering, and cooking; the boys were trained in carpentering, blacksmithing, wagon making, engineering, shoe-making, cement work, agriculture, especially landscaping and gardening.

A new office building and a residence for the superintendent were erected during the year. All the carpenter work, plumbing, installation of the heating plant and of the lighting system was done by the school boys.¹² The plant was improved in appearance by painting a number of the buildings, by planting 200 trees, by sowing part of the grounds to grass, and by removing the wornout plank sidewalks.¹³ A dormitory was built for the small boys and a mess hall for all the children.¹⁴ Recommendations were made for a new dormitory to take the place of the old structure for large boys, and a new barn to increase the efficiency of the school.

During the year seventeen girls worked for families in Albuquerque and earned from ten to fifteen dollars a

10. *Annual Report*, pp. 1-2, (1909).

11. *Albuquerque Morning Journal*, May 29, 1908, p. 2, col. 2.

12. *Annual Report*, pp. 1-2, (1909).

13. *Ibid.*, p. 3.

14. *Ibid.*

month. It was impossible to supply the demand for this kind of help.¹⁵ Besides those children working in Albuquerque fifty-three boys went to Rocky Ford, Colorado, to work in the beet fields.¹⁶

An event of importance to the school was the appointment of Clyde M. Blair, September 18, 1910, as principal teacher at a salary of \$1000 per annum.¹⁷ Mr. Blair was a strong man, had administrative abilities, and was thoroughly qualified for the position. He had charge of the kindergarten, primary, and grades; taught classes, supervised the library, literary societies, and was coach of athletics.¹⁸ In addition he acted for the superintendent when he was visiting Indian day schools under his jurisdiction. His two chief virtues, efficiency and industry, were responsible for his rapid promotions.¹⁹ At the close of the fiscal year, 1910-1911, Mr. Perry had written to Cato Sells, commissioner of Indian affairs, recommending that the position of principal teacher be abolished and the position of principal be created in its place for Mr. Blair, at a salary of \$1,400 per annum, because this title would give him the prestige that he needed and deserved.²⁰

Evidently Mr. Blair filled the new position creditably since the academic and industrial departments were made to function more efficiently by raising the standards and broadening the scope of work.²¹

15. *Ibid.*

16. *Ibid.*

17. Letter from Reuben Perry to Cato Sells (date on letter destroyed).

18. Address by John Milne, superintendent of the Albuquerque city schools, to the Albuquerque Indian School graduates, Albuquerque, New Mexico, May 31, 1934. Mr. Milne in his introductory remarks to the graduates said: "Mr. Blair who for one year now has directed the affairs of this institution was principal of the high school here twenty years ago. At that time I was also a high school principal and it was my good fortune to work with Mr. Blair to work out a program of athletics and other activities between the United States Indian School and the Albuquerque High School. That was before the day of athletic associations to watch the eligibility of players and to guard against the infringement of the rules that make for good sportsmanship, but even in that period the boys of this institution were known for their cleanness and willingness to lose the game rather than stoop to unfair tactics."

19. Personal interview with Mr. Fred Canfield, head of auto mechanic shop of the Albuquerque Indian School, Albuquerque, New Mexico, February 6, 1934.

20. Letter from Perry to Sells (Note 17 *supra*).

21. A study of courses of study covering this period (undated but signed by Mr. Blair). Cf. address by Superintendent John Milne to the graduates of the Indian school: "From this school in Mr. Blair's time came Indian boys and girls to the

Perhaps the most significant feature of the fiscal year, 1910-1911, was the adoption of the state course of study for the purpose of fitting Indian pupils to enroll in the regular school system when the time arrived for them to do so.²² This was a forward step also toward higher education since higher institutions of learning might accept the graduates of the Indian school because they had studied the courses outlined by the state superintendent for the public high school children of the state.

The most outstanding feature of the year, 1911-1912, was the record made by the athletic department coached by Mr. Blair.²³ In football, the Indian team defeated the Menaul team twenty-seven to zero on November 2, and twenty-two to zero on November 11.²⁴ The Albuquerque High School won over the Indians by a close score of six to five on November 18, to capture the Interscholastic championship.²⁵ The most spectacular game of football ever played by the Indian team was played with the Las Vegas Normal at Las Vegas, New Mexico, November 28, 1912. The Indians "massacred" the Normalites sixty-two to zero. "Halo Tso, the Indian fullback, and Left End Shipley played a spectacular game and incidentally gained the most territory for the visitors."²⁶ In baseball the Indians won from Menaul on March 18. Platero for the Indians proved invincible, striking out sixteen mission men. The score was nine to two, and according to the local press the Indians

Albuquerque High School who had been inspired to go further than it was possible to take them. Among those who did attend were some of the choicest characters of the Southwest, and several today are themselves in the Indian Service. Others are holding responsible positions where no question is asked but ability to do the job well. The vision and ability of Mr. Blair in those early days as head of instruction did much to place good behavior as a matter of intelligent action rather than because of fear of punishment."

22. William Peterson, supervisor of Indian schools, "Indian Education," *New Mexico Journal of Education*, V. 8, No. 15, pp. 57-58.

23. From a personal interview with Clyde M. Blair March 25, 1934. The victories in athletics, 1911-1912, for the Indians were due to the fact that Mr. Blair had secured the services of Coach Hutchinson of the University of New Mexico to coach the Indian boys in his spare time.

24. *Albuquerque Morning Journal*, Friday, Nov. 3, 1911, p. 3, col. 1, Cf., *Ibid.*, Sunday, Nov. 12, 1911, p. 3, col. 1.

25. *Ibid.*, Sunday, Nov. 19, 1911, p. 3, col. 1.

26. *Ibid.*, Friday, November 29, 1912, p. 3, col. 4.

shut out the University on April 1 with a score of seven to zero. This game was at Traction Park.²⁷ Certainly athletics played an important part in the school for both boys and girls.²⁸

A kindergarten, primary, and eight regular grades were maintained.²⁹ The state course of study was used which made it possible for the graduates to enter the local high school. The grade work was equal to the work done in the city schools of Albuquerque.³⁰ It is a creditable fact that graduates of this school have held their own in the larger Indian schools wherever they attend them, and that they have uniformly made good citizens after leaving school.³¹ The boys' band was under the direction of Edwin Schanandore, disciplinarian, and performed creditably.³²

Good citizenship,³³ the development of the body, the necessity of living health, the ideals of the Christian religion, the desirability of learning a trade,³⁴ and a love of the best in music and in books became deep fundamentals upon which the program for the school was built. Each department of the school specialized in teaching a particular

27. *Ibid.*, Sunday, April 2, 1912, p. 3, col. 3.

28. *Ibid.*, Sunday, February 25, 1912, p. 7, col. 7. "Athletics are encouraged and the boys make great showing in baseball and football. Their football team yearly plays several games with the University of New Mexico in which they acquit themselves with credit.—Their football team has the reputation of being the hardest playing aggregation in the city." Girls do not neglect athletics, however.

29. See appendix of typed thesis for list of graduates for 1911-1912.

30. *Annual Report*, p. 4, (1912).

31. *Ibid.*, p. 4, Cf., *Albuquerque Morning Journal*, February 25, 1912, p. 7, col. 6.

32. *Albuquerque Morning Journal*, Sunday, Feb. 25, 1912, p. 7, col. 6.

33. Address of Superintendent John Milne to the graduating class of the Indian School, May 31, 1934: "Here (Albuquerque Indian School) they have been prepared for the responsibilities and privileges of citizenship. The part they have played in the relationships of the school has given them an understanding of the spirit of fairness, justice, intelligence, and goodwill. Here they have learned the importance of honesty and cooperation. Here has been taught that one must subordinate his selfish interests to the needs and wishes of others."

34. *Albuquerque Morning Journal*, Sunday, Feb. 25, 1912, p. 5, col. 2. "Some idea of the size and importance of the United States Indian School considered one of the most successful and extensive of the non-reservation schools, may be gained from the interesting fact that 1,500 pairs of shoes a year, five pairs for each one of the 300 odd students, and over 140,000 loaves of bread are necessary every year for the footwear and the nourishment of the phalanx of boys and girls now being trained at this big institution under the supervision of Superintendent Reuben Perry.

"Everything around the Indian school is done by Indians. They make beautiful mission furniture; they lay the sidewalks, and set up the wagons, and their mechanical work shows the highest kind of skill and accuracy."

phase of the scholastic program.³⁵ All employees were urged to lead the Indian children to accept this program.

Improvements moved forward during the fiscal year, 1911-1912. Sleeping porches were added to both the boys' and the girls' dormitories,³⁶ new bathing facilities were installed in the girls' dormitory, some employees' cottages were improved, a steam heating plant was installed in the school building, picket fences were built, and a new brick barn was built very commodious and well arranged.³⁷

When asked to participate, the school band furnished music for various city and state functions, for Mr. Perry kept before him the ideal that it was the duty of the school to teach the children that service to the city and state was demanded and expected of its citizens.³⁸ Furthermore, schools or individuals interested in scientific research among the Indians of the Southwest found a sympathetic helper in Mr. Perry.

By 1912 twenty-four acres of the school farm had been

35. Such departments were: scholastic, athletic, hospital, industrial, and missionaries.

36. *Albuquerque Morning Journal*, Sunday, February 25, 1912, p. 7, col. 1. "The boys' and girls' dormitories are equipped with great sleeping porches with their long rows of iron beds, each pupil keeping his or her bed in apple pie order, and all garments being neatly hung up in the locker rooms. The perfect order and system is everywhere noticed throughout the institution. The sleeping porches have large windows close together so that the pupils sleep practically in the open air. Perfect sanitation is a feature of the building throughout."

37. *Annual Report*, p. 8, (1912). Cf., *Albuquerque Morning Journal*, Sunday, February 25, 1912, p. 7, col. 1. "Superintendent Perry declares the large brick barn 50x80 ft. which has recently been finished is the best barn in the Indian Service, particularly when its cost of \$8000 is considered.

"The lower floor is devoted to stables, carriage and wagon house and accessories while a vast loft is used for the storage of hay and feed in immense quantities."

38. *Albuquerque Morning Journal*, Thursday, Nov. 27, 1913, p. 8, col. 4. "The Wednesday morning session of the N. M. E. A. was opened with splendid number by the Albuquerque Indian school band. The military uniforms and soldierly bearing of the A. I. S. players presented a striking picture on the stage and their playing was one of the big hits of the convention. They gave 'A Day in the Cotton Fields,' in a spirited manner, breathing at once into the assembled hearers a certain life and vigor and interest such as nothing so much as band music can produce.

"They were splendidly received and loudly and insistently encored, but they did not make a second appearance, owing to the fact that there was so much business still to be attended——."

Members of the band were: L. P. Mix, Vicenti Garcia, Isaac Anallo, Manuel Gonzales, Porfirio Montoya, Jose Sanchez, Abel Paisano, Herbert Zoyze, Antonio Jose, Loyaro Chaves, Joseph Arling, and director (Schanandore).

reclaimed and brought to a high state of cultivation³⁹ by flooding it with silty river water, plowing and working it up for several years, and planting to cane, corn, and such crops. After such vigorous treatment it became free from alkali and was ready to be sown to alfalfa or any other crop.

In 1912-1913 ten grades were being maintained. The work was of good quality since the graduates were able to enter the city high school. Four additional acres of the school farm were reclaimed. The boys had done well with their work in agriculture, for their products were valued at \$5,000.⁴⁰ A large addition was built to the girls' dormitory to care for an increased enrollment of forty-five. An entirely new steam heating plant was installed in this building.⁴¹

Mr. Perry's agitation for permission to increase the school enrollment got results in 1914 when Congress authorized an increase of 100 in enrollment. This victory led him to renew his fight for a huge building program which finally

39. Report on the Soil of the School Farm, 1913 (Macy H. Lapham, inspector Western Division).

"Soils of the Indian school grounds and farm are recognized under the type name of Gila fine sandy loam. It is typically pinkish gray to light reddish or yellowish brown color. The reddish tint is usually pronounced. The material is usually without gravel and is of a friable structure under cultivation, but is readily maintained in good condition of tilth.

"When moist it is quite sticky and inclined to puddle and bake upon exposure, particularly under conditions of poor drainage where it is not subject to cultivation for some time.

"The subsoil generally consists of alternating layers or strata of clays, loams, and sands. Frequently the sand is quite coarse and porous. The clay is stiff and relatively impervious to water.

"The sand is usually in six feet borings. In the clay nodules or concretions of lime carbonate are frequently found.

"Drainage is poorly developed. The water table is within a few feet of the surface. The methods practiced by Mr. Armijo seems effective (that of deep plowing, leveling, dyking, and flooding the land).

"From one to two years of flooding is necessary. It is plowed deeply previous to the flooding so that leaching of the salts from the soil is hastened."

40. From an old report found in the office files of the Albuquerque Indian School, Albuquerque, New Mexico, dated December 4, 1913. Levi Chubbuck, agriculturist, wrote that "Supt. Perry and Mr. Armijo, school gardener, successfully overcame a serious alkali condition. It was believed that an expensive artificial drainage system would be necessary to reclaim the land. Mr. Armijo is worthy of large commendation for what has been accomplished through close practical observation at the expense of considerable labor and time but without initial expense of installation of drains or other improvements requiring a high cash outlay, and with quite satisfactory results in vegetables and farm crops."

41. *Annual Report*, p. 5, (1913).

materialized in part with the aid of the chamber of commerce, and friendly congressmen who were actively engaged in the interests of the school. A plea was made for a sufficiently large appropriation to build a shops building; a domestic science building to cost \$7,000; a double cottage for employees; and a gymnasium and assembly hall to cost \$25,000. If built, these additions would represent a much greater value than the appropriation indicated because the boys would do the carpenter work under the guidance of the carpenter instructor.⁴²

The state course of study which had been adopted for the Indian School in 1910 was used until 1915⁴³ when a tentative course of study for Indians⁴⁴ along more practical lines was prepared under the direction of the commissioner of Indian affairs and required in the various government schools.⁴⁵ The results obtained here in various phases of school work were commendable. Especially interesting was the exhibit at the State Fair.⁴⁶

42. *Albuquerque Morning Journal*, Saturday, Dec. 6, 1913, p. 8, col. 2. "Supt. Reuben Perry of the United States Indian School, yesterday was advised from Washington of the approval of the plans for improvements at the school to cost \$20,000. The improvements will include a domestic science building, a shop building, and a double cottage for employees. Edward Lembke, contractor, will do the building, the Whitney Company will install the heating and plumbing, and the material will be purchased of the Albuquerque Lumber Company, the City Sash and Door Company, the McIntosh Hardware Company, and the Ilfeld Company. Boys of the Indian school will do the masonry and carpenter work." Cf., *Narrative Report*, p. 6, (1914). The title *Annual Report* was changed to *Narrative Reports* after 1914.

43. Cf. Note 21 *supra*.

44. Office of Indian Affairs. *Tentative Course of Study for Indians*, p. 5, (1915).

"The economic needs of all people—of the Indians especially—demand that schools provide for instruction along eminently practical lines. To this end industrial schools have been established in which the culture value of education is not neglected, but rather subordinated to the practical needs of the child's environment."

45. *Albuquerque Morning Journal*, Sunday, Dec. 5, 1915, p. 8, col. 1.

46. *Ibid.*, Monday, November 22, 1915, p. 5, col. 1. "The exhibit by the United States Industrial school of Albuquerque, is a blue ribbon winner. The prizes awarded it at the state fair are pinned to various objects, serving to draw detailed attention to them. A display of tools made from steel, is a marvel. A hat crocheted by a sixteen year old Pueblo girl is bound to win the admiration even of a trained milliner. The knitting, tating, embroidery, patchwork, darning, penmanship, drawing, and other exhibits are proof of proficiency of teacher as well as receptiveness of pupil. Quite attractive are botanical essays illustrated with specimens of wood, leaf, and flower, as well as blue print photograph of the trees described. Several illumined mottoes suitably framed are works of art and also please because of the good cheer, hope, joy, and optimism expressed in the verses. Altogether the exhibit is one that it would do good to send to every city of the United States to prove that even the Indian is becoming a useful and self-supporting citizen."

Two unfortunate events happened in the school during the fiscal year, 1915-1916: first the transfer of Mr. Blair to the principalship at the Carlisle Indian School, under Superintendent O. H. Lipps, which increased the duties of Mr. Perry; and, second, an epidemic of la grippe affected, at one time, 180 pupils. To increase the difficulty Doctor C. Leroy Brock, in charge of the health department the greater part of the year, was transferred before the close of the term and promoted.⁴⁷

By the end of the fiscal year, 1915-1916, the school plant had become a well-kept village, consisting of sixteen brick buildings, twenty frame, and one adobe, a large brick hog-house, six pens with a large room for slaughtering, an assembly hall with a seating capacity of 700 (costing \$25,258.40, but worth \$35,000), and two water tanks erected on steel towers costing \$2,225.⁴⁸ In addition considerable new equipment was purchased for the hospital.⁴⁹ Mr. Perry's recommendations at this time provided that the laundry building should be torn down, moved to a more desirable location and rebuilt on a larger scale; that the mess hall should be enlarged to care for 450 pupils; and that an entirely new library building should be built.⁵⁰

The new industrialized program provided for a primary, a kindergarten, a pre-vocational, and a vocational course with special emphasis on agriculture. The change from the old to the new was done with little friction; the employee force was efficient, loyal, and co-operated for benefit of the school.⁵¹ There were ten graduates from the tenth grade.⁵²

Supervisor H. B. Peairs delivered the graduation ad-

47. *Narrative Report*, p. 1, (1916).

48. *Ibid.*, p. 7.

49. *Ibid.*, p. 1. An electric sterilizing outfit, a nurses' desk with filing cabinet, temperature and clinical history sheet, nebulizer, and compressed air outfit for treatment of nose and throat trouble, and one operating table with facilities for storing dressings and solutions.

50. *Ibid.*, p. 7. The school accommodations were for 400 pupils, but more were crowded in than were best for the children. This accounts for Mr. Perry's insistence on adding more rooms and sleeping porches to the dormitories.

51. *Narrative Report*, p. 9, (1915).

52. The names are given in an appendix of the typed thesis at the University of New Mexico Library.

dress in 1916, and other distinguished guests who visited the school during the year were: Special Agent Brown, Supervisor Newborne, Assistant Supervisor Coon, and Inspector Trailer.⁵³

According to the local paper⁵⁴ the year just closing has been one of the most successful, in the history of the local Indian school. Mr. Perry the superintendent, has brought the school to a high state of efficiency. His work at the local school has been generally recognized by the Indian Department officials as being extremely satisfactory.

CHAPTER V

DURING AND FOLLOWING THE WORLD WAR (1917-1922)

The year 1917 was a successful one, but a trying one. The loss of Mr. Blair as principal was keenly felt, and war activities overshadowed all other activities. George F. Dutt,¹ a school man of only average ability, had succeeded Mr. Blair and it was necessary for Superintendent Perry to exercise personal supervision in both the academic and the industrial departments.

Many vacancies also occurred and the following positions were unfilled: teachers of agriculture, farmer, disciplinarian, and domestic science.

Mr. Perry was very much concerned by a proposal to increase the enrollment up to 600.² Special Agent Calvin H. Asbury wrote that the school was the logical place for an increased capacity, and that the only additional expense would be the building of a dormitory and the employment of a matron.³ During the year a building was erected

53. *Narrative Report*, p. 10, (1916).

54. *Albuquerque Morning Journal*, Thursday, June 1, 1916, p. 8, col. 4.

1. *Narrative Report*, p. 4, (1917).

2. Personal interview with Mr. Reuben Perry, March 31, 1934. The enrollment was increased to 500 by the close of the fiscal year.

3. *Narrative Report*, p. 7, (1917).

large enough to house the laundry and the sewing department.

There were no serious infractions of discipline during the year, but sixty boys deserted.⁴

The Sisters of St. Joseph's hospital were willing to take Indian girls sufficiently advanced to take training in nursing.⁵

Commissioner Sells, Supervisor Peairs, Inspector Traylor, and Special Agent Asbury visited the school during the year. "The school has been greatly benefitted by suggestions made by these officials, by their becoming acquainted with the work the institution is endeavoring to do, and by the aid received as a result of such visits."⁶

Mr Dutt resigned in 1920 to enter child welfare work, and Mr. J. C. Ross⁷ assumed charge temporarily. After a few months he was relieved by D. C. West who remained in charge of the school until 1921 when he was transferred to Haskell Institute, Lawrence, Kansas. Fred M. Lobdell next served until 1922 when he, too was transferred to Haskell Institute. Throughout his principalship Mr. Lobdell spent part of his time amusing his friends playing a mouth organ instead of introducing progressive methods of teaching.⁸ Mrs. Isis L. Harrington was promoted to the position left vacant by Mr. Lobdell, and filled the position with credit to the school.

The period, 1916-1922, was one of mediocrity so far as the principals of the Albuquerque Indian School were concerned, but was one of fruitfulness beginning in 1917 with the arrival of Mrs. Harrington, a teacher from the Sac and Fox Indian School at Stroud, Oklahoma; and continuing until her withdrawal from the school in 1933.⁹ From 1917-1922 she developed a technique for teaching Indians of the Southwest so successful in practice that it

4. *Narrative Report*, p. 7, (1917).

5. *Ibid.*, p. 7.

6. *Ibid.*, p. 8.

7. Mr. J. C. Ross did excellent work. Mr. Perry recommended that he be appointed permanently to this position.

8. Personal interview with Mrs. Isis L. Harrington, April 30, 1934.

9. Personal interview with Mr. Reuben Perry, March 31, 1934.

gained for her the appointment as principal of the school in 1922. Many worthwhile activities begun under her supervision spread from the school to the pueblos, to the hogans, and to the tepees of the Indians of the Southwest. It was partly her efforts that aided the Albuquerque school to rise to a place of first magnitude among the Indian schools of the Southwest.¹⁰ Fortunate, indeed, was the school to be so ably led by Mr. Perry, upright, energetic, and experienced, assisted by so versatile and sincere a principal as Mrs. Harrington proved to be.¹¹

School work was disrupted generally during the fiscal year, 1917-1918, because of war activities and the enlistment of sixty-four Indian boys¹² in the United States army and navy. This was remarkable coöperation with the war work committee considering the fact that the entire enrollment of the school had reached only 470 of both sexes (188 girls; 282 boys). It is possible that such a large-enlistment coming from the school was due largely to the efforts of Superintendent Reuben Perry,¹³ for he required them from the time they were enrolled in the school until

10. Edwin Grant Dexter, *A History of Education of the United States*, p. 463. This book lists the Indian School as such.

11. The following data came from a personal interview with Mrs. Isis L. Harrington, May 1, 1934. Mrs. Harrington holds a B.S. degree, a B.A. degree from the University of Southern California, and is working on her Master's requirement in the last named institution.

She taught many years in Nebraska, Kansas, and Missouri. From 1915-1917 she taught in the Indian school of the Sac and Fox at Stroud, Oklahoma, and from 1917-1933 in the Indian School at Albuquerque, and was an instructor at the Las Vegas Normal School during the summer session of 1933.

She is author of many political articles (one of much interest to the school is "Lo, the Poor Taxpayer"); educational books (such as *Eagle's Nest* and *Komoki of the Cliffs*); short stories, reviews, and stories for anthology (as *Juan, the Yaqui*). Her Indian stories are authentic.

12. For complete list of names of the Indian School veterans see appendix of the typed thesis, University of New Mexico Library.

13. Card of appreciation from John R. Mott, director general of the general committee to Reuben Perry, found in the office files of the Albuquerque Indian School, Albuquerque, New Mexico (undated): "The General Committee of the United War Work Campaign wishes to convey to Mr. Reuben Perry an expression of appreciation and gratitude for devoted and effective coöperation in helping to ensure the success of this great patriotic undertaking. In these momentous days, signalized by the victorious ending of the great world struggle and the ushering in of a new era, those who made possible this greatest voluntary offering in the history of mankind have rendered inestimable service to the men of the military and naval forces of the United States and her allies, to the homes from which they came and to the nations which sent them forth."

they graduated, to be taught the principles of good citizenship (including military drill, proper flag etiquette, and obedience to superiors as a part of their regular work).

Of all the letters from the enlisted boys to Superintendent Perry not one spoke of being dissatisfied because he had joined the war forces; instead in almost every case the writer expressed the desire that he might do more for his country. The Indian School was saddened by the death of Paul Yazza (killed in action), but felt a great need for doing their "bit" to help in the great struggle.¹⁴ As a result renewed activity caused the Indian School to become the center of war work, various groups competed with each other in furnishing the most aid to those enlisted.

The four literary societies of the Indian School sponsored a money-raising campaign which netted \$725. Of this sum the Webster literary society raised the greater portion.¹⁵ Not only did the pupils remaining in school cooperate in furthering the war work, but reports concerning the Indian boys who had enlisted indicated that they were making splendid soldiers.¹⁶ So many of the band boys had enrolled that the organization was unable to function as such. Those enlisting made either the army or the navy band; a fact of which the school might be justly proud.¹⁷

14. *Pow-Wow*, p. 3, 1929. (*Yearbook of the Indian School*). "To the sixty-four A. I. S. boys who participated in the World War and in loving memory of our schoolmate, Paul Yazza who rests in France, the Class of 1929 dedicates *The Pow-Wow* of 1929."

15. See letter of Reuben Perry to Private Tootsana Teller, December 17, 1918.

16. *Narrative Report*, p. 4, (1918). Also, Letter of Harry Spencer to Reuben Perry, June 23, 1918.

"Marfa, Texas.
8th Cavalry

"We are getting along very find, we have drill every day, in the morning's we have drill on horseback and in the afternoon we drill on foot, we don't have hard time our drilling nor on horses (the plains Indian boys love horses and are splendid horsemen), because we knew how to drill, so there is no trouble for us (the Indian boys in the local school were given a rudimentary course in the military handbook), besides we knew how to ride on horses but the rest of the white boys are having a hard time on drilling and on horses, so we had to show them how to do the thing right.

"We four boys are always right on the spot and we are doing our best and do what we are told to do, we don't care how hard it is.

"_____ We like the army life very much.

"Harry Spencer."

17. Cf. list of those in service.

Trades taught the pupils at the school were of value to the boys in placing them in the army service. Possibly this was one of the factors that made them like army life.¹⁸

A service flag was made and kept during the World War by the Minnehaha literary society.¹⁹ It contained one gold star (that for Paul David Yazza) and sixty-three white ones.²⁰ There is no complete record in the Indian school files of the boys who saw actual service in France.²¹

Of the Indian boys enlisted in the World war not one deserted or wilfully disobeyed the command of his superior officer. When these boys received their honorable discharges they found useful and gainful work as soon as possible in the railroad shops, some on the reservations, while others were given positions in the Indian Service.

18. Letter of Tootsana Teller to Reuben Perry, June 20, 1918.

"Fort Bliss, Texas

"I am a horse shoer here and I like it very much. I am proud and thankful for all the education the government gave to me while I was in school. I am glad I have a better education than most of the white boys that are around here (the army Alpha test proves this.) I have had already showed them I had learned something of different trades. Many of them think I had some college education (possibly result of industrial training), but I told them I wish I had it. I went into the troops and started drilling. I knew the manual of arms and some other things. I had an argument many a time about that. Some say that I had gone to military school, and the rest say I was in the service before. This shows that if a person gets down to business he or she can prove to the rest he can do something when he tries to.

"I was a member of the track team and pitched for the 5th Cavalry regimental baseball team and now I am in football team, in the first team. Now, I surely would like to go to school some, but as some of them say my country needs me, but if I ever get a chance to go to school I will tackle it harder.

"Yours truly,

Tootsana Teller."

19. *Pow-Wow*, p. 102 (1932). This flag was burned in the fire that destroyed the auditorium, February, 1922.

20. *Ibid.* Under the Coolidge administration a certificate of appreciation was given the school by the president of the United States containing the names of the Indian boys whose stars were on the service flag. This certificate of appreciation was framed and hung on the walls of the auditorium.

21. Letter of Private Chee Dah Spencer to Reuben Perry, June 24, 1918.

"Camp Doniphan

Battery E. 11 F. A.

For Sill, Oklahoma

"—— Well, Mr. Perry we are going to leave for France tomorrow morning at 4:30 and so I will say goodbye and say to the children at school I am always ready to stand right beside my country—that is the reason why I enlisted in the army—this is all I can say. I will close with best regards to you, all the teachers, and the school.

Private Chee Dah Spencer."

Edward U. Tysitsee, a Zuñi ex-service man was given the position of farmer in his Alma Mater, and a very successful farmer he became.

These boys returned with vision, courage, and the will to foster cordial relations among their tribes of the Southwest because they had had enough of the tremendous cost in lives, suffering and hatred in the army.

They did what representatives of the United States government told them to do; and they came back, not disgruntled, but searched until they found work.²²

Though 1918 was a difficult year, Mr. Perry managed to have completed an addition to the dining hall, a warehouse, and a large cowshed. At this time, 1918-1919, he was making plans for a new dormitory for girls and one for the boys to provide room for 600 pupils.²³

During the World War period Mr. Perry took upon himself two big fights (1) to get an appropriation sufficiently large to install a new sewerage system and (2) to increase the per capita apportionment. Concerning the sewer, Mr. Perry wrote Congressman B. C. Hernandez and to the commissioner of Indian affairs that the sewerage system at this time had been constructed in 1900 and was nearly two miles in length. In addition it was connected to the city sewer on Fourth Street, and was near the surface. This did not give sufficient fall and made it necessary for the manholes and service to be at or near the surface. This arrangement was not satisfactory. Mr. Perry was unable to secure an appropriation for a new system, but he was not discouraged and continued to ask for its construction until authority was granted.

And the second fight,²⁴ for an increased appropriation, was necessary because of the increased cost which threatened the whole school during and immediately following

22. Personal interview with Mr. Perry, June 1, 1934. Also, personal interview with Edward U. Tysitsee, May 28, 1934.

23. *Narrative Report*, p. 7, (1919). Mr. Perry urged his new building program to the following distinguished visitors: Hon. E. B. Merritt, assistant commissioner, Mr. O. H. Lipps, supervisor of education, Mr. E. B. Linnen, chief inspector, Mr. H. T. Brown, special agent, Mr. W. G. West, supervisor, Mr. H. G. Wilson, supervisor, and Mrs. Elsie C. Newton, supervisor.

24. *Ibid.*, p. 12.

the World War. The cost of living had increased seventy-nine per cent, and without an increase in the per capita cost from \$167 to at least \$225 the school would have to omit the richer, fuller courses in the industrial department. Mr. Perry asked and received the support of Senators A. B. Fall and A. A. Jones, B. C. Hernandez, congressman at large, the Rotary Club,²⁵ and H. B. Peairs, superintendent of Haskell Institute,²⁶ Mr. Perry was unable to persuade congress to increase the appropriation to \$250, but did get the per capita cost increased to \$200 during the fiscal year.

With two exceptions the employee force during the fiscal, 1919-1920, was willing, efficient, and loyal.²⁷

In this connection Mr. Perry wrote to the Indian Office:

New employees entering the service, as a rule, are not as good as those who have been in the service for some time. The best people are not attracted by the meagre salaries offered while the best employees in the service are constantly resigning to accept better positions outside. We rarely lose an inefficient employee, but the better class are constantly leaving the service. The effect is the lowering of the personnel.²⁸

He recommended that a bandmaster, an assistant disciplinarian, and a competent domestic science teacher should be appointed for the following year.²⁹

Mr. Perry also wrote the Indian office that the plant should be enlarged to care for 800 or 1000 pupils since the Indian population was so large and so many children were without school facilities. This school was the nearest non-reservation school to the great Navaho, the Zuñi, Hopi, and some other Pueblo tribes.³⁰ This increase would necessitate the building of two dormitories, remodeling

25. Letter of the Rotary Club to Hon. B. C. Hernandez, July 22, 1919.

26. Letter of H. B. Peairs to Reuben Perry, Dec. 6, 1919.

27. *Narrative Report*, p. 5, (1920). A domestic science teacher and a temporary disciplinarian.

28. *Ibid.*, p. 6.

29. *Ibid.*, p. 5.

30. *Ibid.*, p. 3.

and enlarging the school building, and installing a new sewerage system and a central heating plant.³¹

Pupils were less restless since the close of the World War, and consequently showed more interest in their school work.³² The standing in morality was high.³³ There were no incorrigibles nor any criminally inclined.³⁴ Seven of the pupils graduated from the tenth grade,³⁵ and most of the pupils were trained sufficiently to make their way in the world without becoming a burden upon the government.

In January, 1921, sixty-five pupils contracted measles.³⁶ Otherwise school progress moved forward about as usual. Those graduating planned to assume leadership by their industry, for vocational instruction and guidance had given them ambition, poise, and efficiency; and had kept them in school at a time when they were most susceptible to the vices of the reservation.

The sentiment was growing in favor of more advanced education. A majority of the seniors were entering either Haskell Institute or the local high school to finish the eleventh and twelfth grades.

It was noticeable to those visiting the pueblos and reservations that returned students were enlarging or building new homes. They were helpful rather than lazy or discontented as pictured by some writers.³⁷

The health of the children for the fiscal year, 1921-1922, was rather alarming.³⁸ An influenza epidemic during February and March was responsible for the illness of 392 pupils. There were ten cases of pneumonia; ten of tuberculosis (eight pulmonary and two glandular), and six

31. *Ibid.*,

32. *Ibid.*, p. 9.

33. *Ibid.*, p. 7. Also, personal interview with Mrs. Isis Harrington, May 17, 1934. "In hundreds of original stories I have never had a pupil to indicate that a child told a parent an untruth, though it might save him some inconvenience."

34. *Narrative Report*, p. 8, (1920).

35. For names, see Appendix of typed thesis.

36. *Narrative Report*, p. 2, (1929).

37. Personal interviews with Miss Isadora Lucero, graduate of the Albuquerque Indian School, March 31, 1934; also, Mrs. Lucy Clark, graduate of the Indian School, May 16, 1934; and Mrs. Alice Shields (a teacher who spent many years at Oraibi) May 15, 1934.

38. *Narrative Report*, p. 3, (1922).

trachoma. operations. The individual towel system was in use in the dormitories and the hospital. All the buildings were fumigated (both during and after the epidemic), and the pupils weighed monthly.³⁹

One of the newest and best buildings, the auditorium and gymnasium, was destroyed by fire February 12, 1922. This was a great loss, and occasioned many annoyances and inconveniences. Mr. Perry was discouraged over this loss, but set to work with renewed energy to secure an appropriation for a new structure. He was greatly encouraged to know that, due to recommendations of the Indian office and the efforts of other friends, congress had appropriated \$42,500 to rebuild the structure.⁴⁰ By the close of the fiscal year plans had been made and an invitation for bids on material had been posted. All was ready for the erection of a new building.

Hence, the World War period, 1917-1922, brought many disappointments, feverish activities, and some compensations, including an increased building program, an increased enrollment, and an end to the unrest among the students.

(To be concluded)

39. *Ibid.*, p. 8.

40. *Ibid.*, p. 8.