Mennonite Streams to Kansas

From 1874 to 1890, eight different streams of Mennonite immigrants settled in Kansas. Emil and Waldo represent two of those ethnic groups.

Swiss-Germans

Emil W. Haury (1904-1992) was born in Newton to Clara K. (Ruth) Haury and Gustav A. Haury. The Haury and Ruth families originated in Switzerland and moved to German-speaking areas in search of economic opportunities and religious freedom. The lack of land for young families, poor economic conditions, and threats of compulsory military service led both families to migrate from Bavaria to the United States in the 1850s. The Haury family settled in Iowa and the Ruth family in Illinois before joining the new settlements in Kansas.

EMIL

G.A. & Clara Haury Family at Christmas, ca. 1911
Mennonite Library and Archives

Mennonite Streams to Kansas

German-Russians

Waldo R. Wedel (1908-1996) was born in Newton to Magdalena (Krehbiel) Wedel and Peter J. Wedel. The Wedel and Krehbiel families originated in the Netherlands and Switzerland and moved eastward in search of economic opportunities and religious freedom. The Low German-speaking Wedels settled in Przechovka, Prussia, where they married into a Volhynian group that had originated in Switzerland. In 1874 the Wedels and Krehbiels were part of a Swiss Volhynian congregation that immigrated to the United States, settling on the Kansas prairie.

P.J. & Lena Wedel family and friends, 1915
Back of photo postcard message by 7 year-old Waldo
Mennonite Library and Archives

Komm, Herr Jesu;
sei du unser Gast; und segne,
was du uns bescheret hast.

–Traditional Haury family table grace

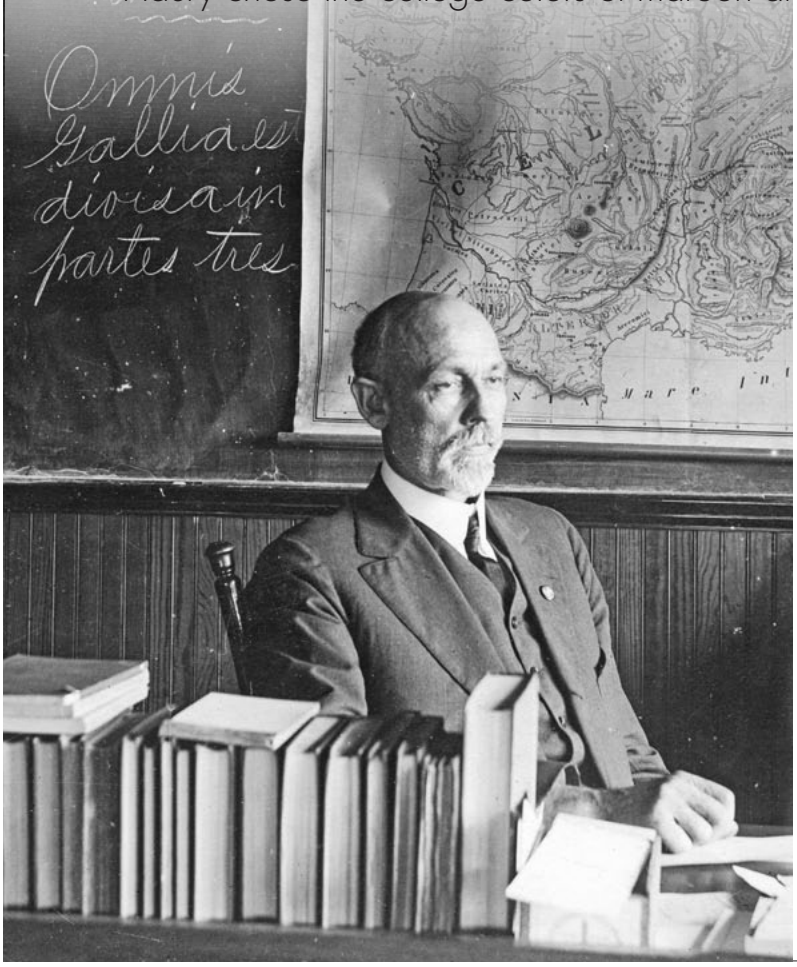
Scholar Fathers

Both Emil and Waldo were the sons of professors at Bethel College. Family, church and college encouraged the development of intellectual and manual skills that served the men in their careers as archeologists.

Gustav A. Haury

- was educated at Halstead Seminary (1887-88) and University of Kansas (1888-90)
- became one of five founding faculty members of Bethel College in 1893 after having taught in Hillsboro and Halstead Seminary
- taught English and Latin
- served as college treasurer and business manager

In 1907 the senior class in consultation with G.A. Haury chose the college colors of maroon and gray.



G.A. Haury in Latin classroom
Mennonite Library and Archives

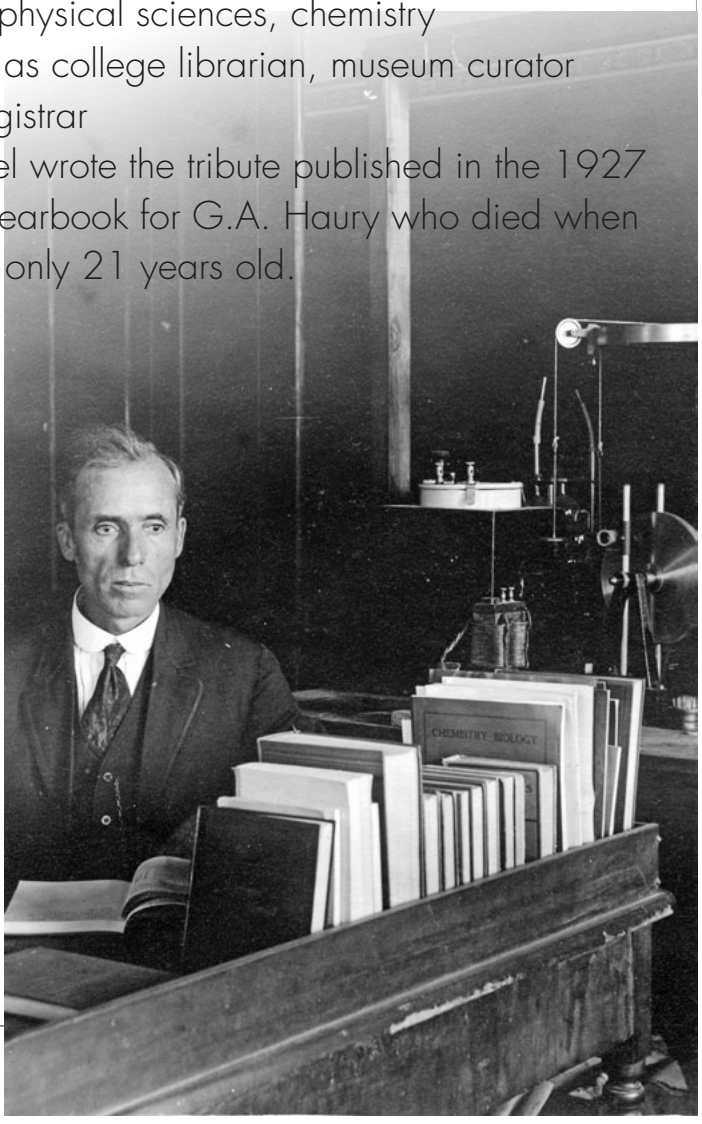
Scholar Fathers

Both Emil and Waldo were the sons of professors at Bethel College. Family, church and college encouraged the development of intellectual and manual skills that served the men in their careers as archeologists.

Peter J. Wedel

- was educated at Halstead Seminary (1886-90), Emporia Teachers' College (1890-92), University of Kansas (A.B. 1895), Stanford University (1916)
- joined Bethel College faculty in 1902 after having taught at Moundridge and Lawrence public schools and Bethany College
- taught physical sciences, chemistry
- served as college librarian, museum curator and registrar

P.J. Wedel wrote the tribute published in the 1927 college yearbook for G.A. Haury who died when Emil was only 21 years old.



P.J. Wedel in science classroom
Mennonite Library and Archives

Bethel Beginings

Emil

At Bethel, Emil Haury was an outstanding student who balanced academics with many campus activities:

- Student Activity Council
- Graymaroon (yearbook) business manager
- YMCA secretary
- Delta Sigma (natural science honorary)
- Delphinian Literary Society
- Men's Chorus
- Men's Basketball and Tennis

EMIL HAURY
X+Y+Z = "Ame"
X=Business ability.
Y=Varied talent.
Z="Penny wisdom"

From the 1925 *Graymaroon* yearbook

Ruth L. Kliewer: "What happened to your finger, Emil?"
Emil: "A fly stepped on it."
—:—

Cartoon of Emil from Graymaroon, 1925
Mennonite Library and Archives

Bethel Beginings
Waldo

At Bethel, Waldo Wedel was an outstanding student whose extracurricular priority was placed on basketball, which was coached by Emil's older brother, G.A. Haury, Jr.:

- played guard
- as a freshman went from bench to be "a steady regular"
- "always good for two or three baskets"
- "shot long ones" in 1928 game against Baker College, winning 37-33
- 1928 team finished third in Kansas Conference
- opponents included Bethany, Friends, Kansas Wesleyan, McPherson, Ottawa, St. Mary's, Southwestern and Sterling (all in Bethel's 2012 league), as well as College of Emporia and Wichita University

Bethel basketball team, Waldo seated second from right, 1928
Mennonite Library and Archives

Sand Creek Boys

Emil

Emil W. Haury in North Newton, around age 9
Emil Haury Family

"My parents unknowingly generated the real spark when they visited Arizona in 1908. They brought back a few objects picked up in the cliff dwellings of Walnut Canyon, including a potsherd that was put in the parlor cabinet at home with other curios. Seeing this potsherd stirred my imagination about the Indians of Arizona, and I longed to know more about them."

From Emil Haury's reminiscences, 1979

Sand Creek Boys
Waldo

Waldo Wedel with sisters Esther and Margaret on petrified log, Adamana, Arizona, around age 7
Waldo M. Wedel

"In the mid-1920s, as was the case with countless schoolboys elsewhere, the collecting of Indian pottery fragments and arrowheads on the streamside prairies and fields of central Kansas was already taking up a disproportionate share of my waking hours, as also of the leisure time of some of my associates and fishing companions."

From "The Education of a Plains Archeologist"
by Waldo R. Wedel, 1977

Trees and Time
dendrochronology

Tree-ring dating or dendrochronology is a scientific method to help date archeological evidence.

As a tree grows, it develops distinctive patterns of rings that can be seen in a cross-section of the tree. Lots of moisture and a longer growing season result in a wider ring. Scientists compare annual growth patterns from wood artifacts whose age is known and develop a chronology or timeline. Archeologists use tree-ring information to date old wooden buildings and artifacts.

Drill for dendrochronology sampling and growth ring counting
Wikimedia Commons

Trees and Time

Not until the 20th century did scientists show how growth patterns add to the historical record. University of Arizona astronomer A.E. Douglass studied solar activity in relation to the earth's climate. Douglass suggested that climate patterns would be recorded in tree-rings. In 1929 Emil Haury participated in an Arizona expedition that discovered a tree-ring sample that linked Douglass's prehistoric and historic tree-ring chronologies. Haury wrote that "To be present at the instant of the celebrated break-through in science" was unforgettable.

Douglass taught the first-ever tree-ring dating class at the University of Arizona in 1930. Emil Haury served as co-facilitator and Waldo Wedel was a student in the class. Haury co-founded the UA Tree-Ring Laboratory that continues to lead scientific research in archeology, ecology, geology and climate change.


news

Friday, February 15, 1985 Page 5

Ringing reunion — Four former UA students of A.E. Douglass, a pioneer in tree-ring dating and inventor of the cyclescope, were reunited yesterday at the Arizona State Museum. From left to right are: Waldo Wedel, Florence Hawley Ellis, Emil W. Haury and Clara Lee Tanner.

World's first tree-ring class reunites after 55 years to honor UA mentor

"I was kind of a traitor to the

SPECIA

TOP OF THE

This deck does EVERYTHING!

327-6863

1985 reunion of first tree ring dating class (left to right: Clara Lee Tanner, Emil Haury, Florence Hawley Ellis, Waldo Wedel)
Waldo M. Wedel

Great Bend Council Circles

Archeological investigations along the **Great Bend of the Arkansas River** have uncovered sites with distinctively shaped structures approximately 150 feet in diameter that local historians called "council circles."

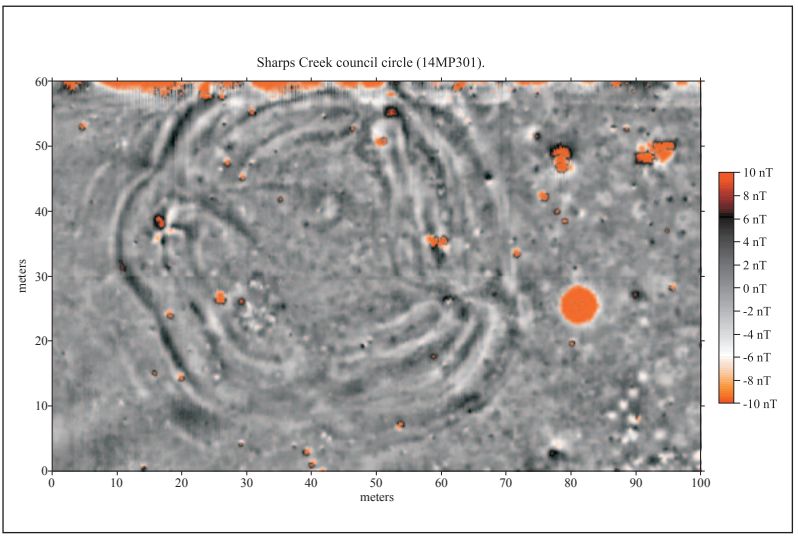
Waldo Wedel defined the ancient people living in central Kansas as the **Great Bend Aspect**. Archeological excavations show that they lived in villages along rivers. They grew crops such as maize, beans, squash and sunflowers and also gathered walnuts and hickory nuts, plum, hackberry fruit and grapes. Great Bend people fished and hunted bison, elk, deer and pronghorn antelope.

Wedel (far right) examining the Hayes Council Circle in Rice County, Kansas, 1970
Coronado-Quivira Museum, Lyons, Kansas

Great Bend Council Circles

The **Great Bend Aspect culture** left the remains of "council circles" at five sites, each consisting of a patio surrounded by four partially underground structures. Wedel was the first to suggest that this construction near the center of the village was a ceremonial place, possibly aligned to observe the winter and summer solstice.

In the 21st century archeologists have argued that political or religious leaders occupied the "council circles" because the sites contained rare artifacts that were not made locally. Still others have proposed that the sites were earthworks intended to protect the villagers from attack. A 2007 magnetic field gradient survey revealed a buried "council circle" in McPherson County. Non-destructive archeological research in addition to magnetic technologies may result in new interpretations of these ancient structures.



Magnetic survey of a Great Bend Aspect council circle (195 feet in diameter) in McPherson County, 2007
Kansas Historical Society and Archaeo-Physics LLC

Searching for Golden Quivira

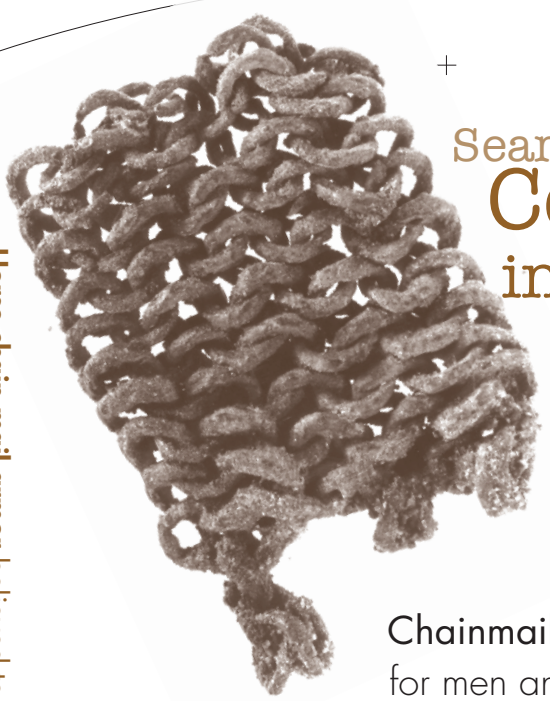
The **Spaniard Francisco Vasquez de Coronado** sought riches in the New World. At age 29 he led a two-year expedition north from Mexico in search of the **Seven Golden Cities of Cibola**.

Native American guides, hundreds of Spanish adventurers and camp followers met farming peoples living in flat-roofed adobe towns – the Hopi, Zuni and Rio Grande Pueblo Indians of today. Although disappointed by their lack of treasure, Coronado continued his quest for the wealthy civilization of Quivira with a small group of 30 horsemen, 6 foot-soldiers, servants and Father Juan de Padilla.

In 1541 Coronado and his group reached the plains of central Kansas – the first Europeans on the Kansas prairies. They met the Wichita Indians whom Coronado called "Quivira." He recorded:

- total population at least 10,000 persons
- settlements of houses thatched with prairie tallgrass
- good farmers and buffalo hunters
- healthy, peaceful people
- land well watered by rivulets, springs and rivers

Coronado spent 25 days among the Quivirans without finding cities of gold. Coronado returned to Mexico, and ultimately heavy debt.
Historians and anthropologists have debated the location of Quivira since the late 1800s. The discovery and analysis of **chainmail fragments** in central Kansas excavations have helped to confirm the Spanish presence in the region.



Horse chain mail armor believed to be a part of Coronado's expedition to Kansas between 1540 and 1541, KansasMemory.org

Searching for Coronado in Kansas

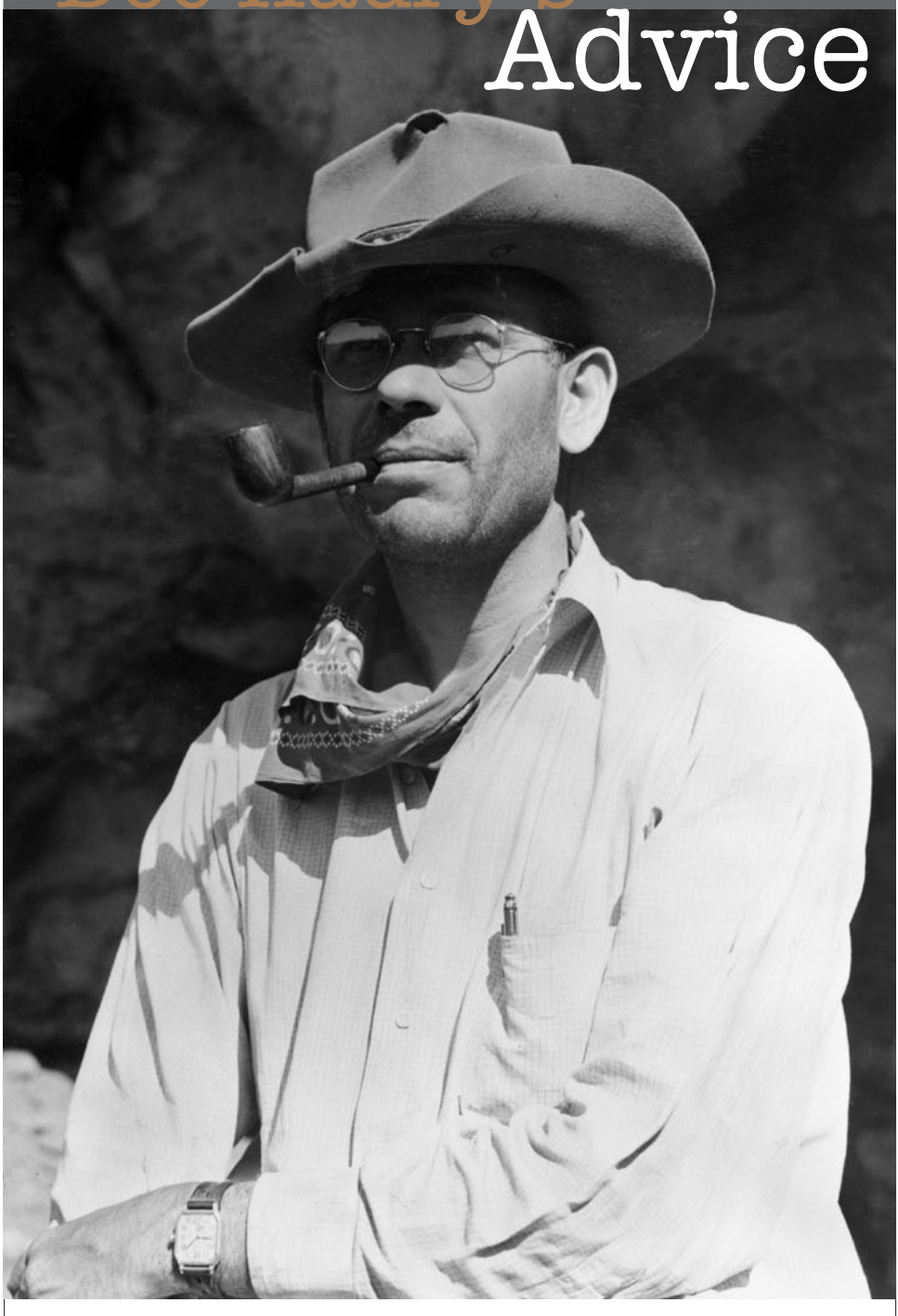
Chainmail is protective armor for men and horses that is made of a small metal rings connected to form a flexible mesh. Chainmail garments declined in popularity in the 16th century, but New World adventurers found the open design to be more comfortable than plate armor. Historians have suggested that Coronado's expedition was one of the most heavily armored in America.

Waldo Wedel reported important chainmail finds from sites between the Great Bend of the Arkansas River and the Smoky Hill River that had not been disturbed by amateur digging.

- McPherson County, Paint Creek site: fragment and bits of mail
- Rice County, Thompson site: badly rusted mass and several free rings
- Rice County, Tobias site: small mass of mail
- Rice County, Saxman site: two large masses, possibly two separate garments
- Rice County, Majors site: mail specimen

These are the only known archeological finds of chainmail in the Great Plains that were found among items of Indian manufacture from the time of Spanish exploration. Thus **archeologists think that Kansas was Coronado's Quivira**.

Doc Haury's Advice



1. Never wear a hat while giving a professional talk.
2. Never use jargon.
3. Avoid the use of the word "very" in professional writing.
4. Try to have one good idea every day.
5. Keep a research journal at all times and write down those good ideas.

Doc Haury's Advice

6. When your research project is complete, look at your journal and perhaps there will actually be one or two good ideas in there.

7. Write three pages on something every day; you can always throw them out later.

8. Always write your introductions last, so that you specify what you plan to do after you know what you have done.

9. Living conditions make or break field schools.

10. At the end of the semester give your teaching assistant a large bottle of the alcoholic beverage of her or his choice.

11. Treat everyone as if he or she has something intelligent to say, even if they don't.

12. You may try to quit archaeology, but once it is in your blood, you will never get away.

13. People with wacky ideas are important to the profession in forcing the rest of us to clarify our arguments.

14. Don't try to change anything your first year in a new job, or you will wound some egos. Wait until the second year, no matter how difficult it may be to leave things alone.

15. If you are lost in the desert, the one thing you need most for survival is a piece of string.... This was the answer to a riddle he posed. He had faith that you could make everything else you needed for survival in a reasonable period of time, but that making string (for fish line, bows, traps, whatever) would take so long that you would perish before the task was completed.

Patricia L. Crown, "Remembrance of Emil W. Haury."
Kiva 59 (1993): 263, 265.

Haury at the Gila Pueblo excavation in Arizona, 1933
Arizona State Museum, University of Arizona

Hulda (Penner) Haury

(1904-1987)

Hulda Esther Penner was born in Hillsboro, Kansas, to Katherina (Dalke) and Heinrich D. Penner. Hulda and Emil met at age six when her family was visiting in Newton. Her family moved to Newton in 1913 and Emil recalled giving Hulda a silver friendship ring. After completing two years at Bethel College, she taught elementary school in Brewster, Kansas, and Newton.

Emil left Newton for Arizona in 1925, but nurtured the relationship with Hulda. She spent the summer of 1927 in Tucson, Arizona, with her older sister Rachel whose husband Emil Riesen was on the university faculty. In August Hulda and Emil attended the first Pecos Conference for archeologists (although another university woman couldn't go because the group "lacked an acceptable chaperone").

H.D. Penner married Hulda and Emil on June 7, 1928. Following a brief honeymoon in Colorado, they participated in the dig at Turkey Hill Pueblo near Flagstaff. On that trip Emil, Hulda, and Clay Lockett discovered a unique double pot where each side was decorated in distinctively different styles.

The Haurys lived in a modest home in Tucson and spent many summers on archeological digs. For 15 years she served as hostess, manager and nurse at the Points of Pines Archeological Field School.

Hulda

Emil, Loren, Allan & **Hulda** in Flagstaff, Arizona, 1945
Emil Haury Family

Hulda and Emil raised two sons—Allan Gene and Loren Richard. Hulda completed a bachelor's degree in music and German at the University of Arizona in 1961.

Agnese Nelms Haury

(1923-)

Agnese Nelms (1923-) was born in Houston, Texas. She was educated in Fontainebleau, France, Houston and Greenwich, Connecticut. She graduated from Bryn Mawr College in 1946 with a degree in history and soon went to work in the Publications Department of the Carnegie Endowment for International Peace.

In the 1950s Agnese traveled to Bolivia, Peru, Ecuador, Libya and Burma on special assignment for the Carnegie Endowment. She has been a researcher, editor, author and philanthropist.

Emil met Agnese through her volunteer lab work for the Snaketown archeological project in 1964-1965. They renewed their acquaintance after Hulda's death in 1987.

Agnese and Emil, 1990
Emil Haury Family

Agnese

Emil and Agnese were married on July 6, 1990. Robert Yazzie, chief tribal judge of the Navajo Nation, conducted the ceremony at Window Rock, Arizona. Emil and Agnese traveled together throughout the Southwest, thoroughly enjoying visits to many of the sites he excavated. They spent more than two years together before Emil's death on December 5, 1992.

Agnese has been a significant benefactor of the University of Arizona, where she established the Emil W. Haury Education Fund for Archeology, the Agnese Haury Institute for Interpretation (longest running intensive Spanish/English interpreter training program in the United States), the A. N. Haury Fund for dendrochronological studies, and the Haury Ceramic Heritage Fund at the Arizona State Museum. The University awarded her an honorary doctorate in 1999.

Mildred Mott Wedel

(1912-1995)

Mildred Mott was born in Marengo, Iowa, to Vera (Ingram) and Frank Mott. Her father was a journalism professor at the University of Iowa, and later a Pulitzer Prize winner and dean of the School of Journalism at the University of Missouri.

As an undergraduate Mildred spent the summer of 1933 participating in an archeological field school sponsored by the University of New Mexico. She graduated with a history major from the University of Iowa in 1934 before entering graduate school in anthropology at the University of Chicago.

Waldo and Mildred cataloging specimens, Cowley County, 1940
Waldo M. Wedel

Mildred Mott Wedel

Mildred returned to her home state for fieldwork, and her master's thesis focused on the relation of historic Iowa tribes to archeological evidence. After completing the master's degree at Chicago, she was appointed as field director for the excavation of a Woodland tradition site near Webster City, Iowa.

Waldo Wedel was Smithsonian assistant curator when he met Mildred at a meeting of the American Association for the Advancement of Science. They were married in Iowa City on August 19, 1939.

Waldo and Mildred worked on excavations in central Kansas and on Missouri River Basin projects. She participated as a fieldworker but also as cook for the field crew. In 1974 she was appointed as Smithsonian Institution research associate in anthropology.

Mildred always pursued her own ethnohistorical research, using historical documents and archeological evidence to trace routes of early European explorers and to understand the Native American past. She searched out primary records in French and Mexican archives, and translated French documents for more faithful renderings.

The Wedels lived in Washington, DC and raised three children: Waldo M. ("Skip"), Linda and Frank.

Point of Pines Field School

Emil Haury recognized that successful training in archeology required a sensitive blend of academic studies and on-site fieldwork.

In 1939 Haury began a long career of field training for the University of Arizona by directing a field school at Forestdale for the University of Arizona. During the summer of 1945 he searched for a permanent base camp for the University of Arizona field school. After hearing reports about ruins from cowboys and Apache Indians, he focused on the remote pine country of east-central Arizona. In 1946 he invited ten students to participate in the first Point of Pines Field School. The name came from the Point of Pines Pueblo, the largest Mogollon ruin on the San Carlos Indian Reservation.

Point of Pines staff including Emil, wife Hulda and sons Allan and Loren, 1949
Emil Haury Family

Point of Pines Field School

Although the site closed after the 1960 field season, Point of Pines has had an impact on American archeology. Fifteen years of hands-on excavations have contributed to understanding the Mogollon culture. Field methods and techniques learned at the school have shaped archeological practice in the United States. And Point of Pines generated publications of their findings because Haury firmly believed that results of field endeavors must be shared.

Point of Pines staff including son Loren (seated on bench third from right), his future wife Jan (seated on ground far right), and Raymond Thompson (second row standing far right), 1954
Emil Haury Family

Let's learn about lithics!

Lithic materials are made of stone. Archeologists examine lithic remains to learn about the tool-making capabilities of people long ago.

Prehistoric peoples used chert to make stone tools. Chert is a fine-grained sedimentary rock. Strictly speaking, the term "flint" is reserved for varieties of chert which occur in chalk and marly limestone formations. When hit with force, a chunk of chert fractures, With more strikes, the flakes can be shaped into projectile points, knives, and scrapers. The presence of chert fragments can be a sign of a hunting camp or village.

Florence chert

- from limestone outcrops in the Flint Hills
- four types with coloring from butterscotch,brown or gray to darkish with dark blue banding
- is easier to work when heated, and heat turns color to pink or reddish as iron is oxidized during firing

Ogallala gravels

- eroded from the Rocky Mountains eastward to hilltops near Wichita
- most common chippable form ranges in color from buff to reddish to gray
- held up to the light, a flake will show "sparkles"

Alibates chert

- an "exotic" from outcrops along the Canadian River in the Texas panhandle
- distinctive mottling like bacon rind
- variety of colors, especially white and reddish tones

KATP 2011:
Coffey Site (14PO1)

The 2011 Kansas Archeology Training Program was held in Pottawatomie County. The field school was a cooperative effort of the Kansas Historical Society, the University of Kansas, and the U.S. Army Corps of Engineers.

In two weeks, **180 volunteers** donated 7,055 hours of labor at Coffey Site on the Big Blue River, 2011
Braden Conrad-Hiebner

"In June 2011, I spent 20 days at the Coffey Site along the banks of the Big Blue River, north of Manhattan, Kansas. Working with 11 other University of Kansas students under the direction of Dr. Frederic Sellet, and hundreds of KATP volunteers, we continued excavation of an important Archaic period site previously studied in the 1970s."

KATP 2011:Coffey Site (14PO1)

When revisited a few years ago, archeologists discovered that the Big Blue was rapidly eroding the site. Without urgent action, the site would be lost. Despite this damage, the eroded cut banks along the Big Blue created a profile of sediments and artifacts deposited over the last 15,000 years. Stone tools found within these sediments potentially represent a pre-Clovis technology, pushing back the continent's settlement date by the earliest Americans.

Spring rains prevented us from digging in the sediments directly underneath the 1970s excavation block, and alternative areas were contaminated by artifacts removed and deposited by running water. When allowed to dig in our preferred location, the site did not yield many artifacts. However, when my wife Aislinn visited the site, within an hour I found a fist-sized stone hand axe, the largest artifact found on the entire dig.

Braden Conrad-Hiebner,
Lawrence, Kansas

Braden Conrad-Hiebner holding a prism to measure the depth of excavation unit and location of found artifacts, 2011
Braden Conrad-Hiebner

A MUSEUM A NECESSITY.

By P. J. Wedel.

Every well-equipped institution of learning must possess libraries, laboratories, and museums as a part of its teaching equipments. Without them, no institution can hope to obtain the best results, either in imparting knowledge, and creating interest in the work, or impressing the minds of its students with that degree of clearness and thoroughness, and giving them that broad survey of the field of human endeavor and achievement that should characterize the man of liberal education. The library has long been recognized as one of the important educational factors not only in colleges but in local communities. The laboratory has, in comparatively recent times, come to be recognized as an essential factor in scientific instruction, but the educational value of museums is hardly appreciated yet, especially in lay circles. Probably this lack of appreciation of the museum as an educational factor is due to the misconceptions existing in the minds of many persons that a museum is simply a collection of curios, a sort of curiosity shop. The museum is regarded as an interesting place to visit, a place to be entertained, amused, surprised, but only incidentally to be instructed. But in educational institutions and in educated circles in general the museums has come to be regarded as entitled to rank with the library and the laboratory in our educational system, and to supplement and enhance the value and usefulness of both.

Modern educational methods demand a first-hand acquaintance with and a personal introduction to nature on the part of the student. The student studies, as far as possible, the things and phenoman themselves, and not merely about them. There was a time when men, even in science, deferred to the opinions of others without submitting their questions to nature, and accepted such opinions as final, even if independent judgments could have been obtained by simple experiments. But since the time of Galileo skepticism regarding scientific theories and results has been prevalent, and nature itself is now appealed to in disputes and uncertainties in the field of nature.

The advantages of such a method are obvious. The mere description of an object or phenomenon frequently fails to give an adequate idea of it, or to make the distinction between it and some other object or phenomenon perfectly clear. Text-books attempt to supplement this deficiency by the use of illustrations. Illustrations are often of great assistance in forming correct impressions and imparting information quickly and clearly. A brief examination of an illustration will often impart a clearer idea of an object than a lengthy study of a description would; nevertheless, even the best illustration can not entirely take the place of the object itself. If any one were called to choose between seeing Niagara Falls and merely reading a description or looking at an illustration of it, or to choose between a trip through a zoological museum and a picture-book containing illustrations of all the same animals and many more; or between reading an article on the nature and properties of radium, or the x-rays or liquid air, and attending a lecture accompanied by experimental demonstrations on any of these subjects, there is little doubt of what the choice would be, or which would give the clearest or most vivid impression, and result in the greatest intellectual stimulus. We all unconsciously admit the same fact of the inadequacy of words or illustrations to take the place of the things themselves, when after describing some event, or some piece of scenery, we close by saying, "You ought ro have been there," or, "It is worth going a long way to see it." These are admissions that nothing, neither the most exact description nor the best illustration, can take the place of personal contact and personal observation in familiarizing one's self with things and phenomena. Knowledge, gained from books only, i. e. at second hand, and not elucidated by personal observation and experiment, is likely to lack the clearness, vividness, and completeness which are essential to thoroughness. Scientific instuction is sure to lack in interest unless the student is brought into direct contact with the things studied; to leave the mind unsatisfied, as it familiarizes the student with results, but only imperfectly or not at all with the methods by which such results are obtained. It fails to create self-confidence in the student by making him rely too exclusively upon authority, instead of enabling him to reach results and draw conclusions for himself. A museum will create a desire for investigation, it will stimulate the interest in books, and thus enhance the value of the library. In fact, museum, library, and laboratory supplement one another, and each will increase the usefulness of the other. A museum may also arouse and encourage the collecting habit, which is of valuable in itself, as it fosters habits of skill and orderliness, and serves as a relaxation, as well as a source of pleasure and profit.

The museum of Bethel College is as yet comparatively small. With the enlargement of our

courses of study, the need of increasing our museum collections is making itself more and more strongly felt. We need mineralogical collections, zoological collections, such as stuffed birds and animals, skeletons, and types of invertebrates, fossils, botanical specimens, etc. How is this need to be supplied? Most if not all schools depend upon the co-operation of their alumni and ex-students in the building up of their collections. Alumni associations, as well as individuals, sometimes undertake the equipment of special departments, or laboratories, or museums. Why should not Bethel receive the hearty co-operation of every alumnus and ex-student in this respect? Our alumni and ex-students are scattered over fifteen or twenty different states of the Union. They are to be found in Canada, Germany, Russia, and India. The co-operation of such a widely scattered group of persons for the purpose of increasing our museum collections could not fail of materially assisting in the building up of this department. The College needs it and would feel grateful to all persons assisting in this work. But has it not the right to expect something from our former students in this respect? Other schools expect it and are not disappointed in their expectations. We feel certian that our former students are not less loyal, not less appreciative of the benefits which they received from their attendance at Bethel than is the case with other students and other institutions. Transportation charges on all donations made to the College are paid by the College. A little time devoted now and then to the gathering of specimens, especially by those favorably located in this respect, would probably be regarded as a diversion by them, affording welcome relief from the daily grind of duties, and would benefit themselves as well as help to build up the school.

Let all alumni and ex-students work together for the building up of the College by donations of the kind suggested, or by giving information that may assist others along this line, to the end that Bethel College may grow stronger and its usefulness be increased as the years advance.

Johann Unruh from Russia, after spending about two terms at the College, has discontinued his work and is planning to return home in the beginning of May. Mr. Unruh is a teacher of considerable experience, and came here partly to visit his relatives, and partly to acquaint himself further with the English language and American school methods.

Death Notices. GAH.

Almost within one week there occured four deaths that affected Bethel College more or less directly. First, a cablegram to relatives in Newton brought the information that B. Warkentin had lost his life on a railroad train near Damascus. Though details are still lacking at the time of this writing, so much has been learned that he was shot by a Syrian, accidently, as the report says. By the death of Mr. Warkentin Bethel College loses one of its staunchest friends and supporters. For a number of years he not only gave liberally to the needs of the college but also, as a member of the Board of Directors, was prominent in guiding its affairs.

The other deaths affected some of our students more directly. Miss Mary G. Regier mourns the loss of her father, and on that account has given up school work for this year; William Tangeman, on the other hand, is in grief because of the loss of his mother, who also passed away. The fourth death is that of one of our former students. Miss Bena Bachman, who was with us last year, died at Colorado Springs, where she had made her home since last summer.

We are again forcibly reminded of the fact that our life here is only temporary. None is exempt; the final summons may come to the man of affairs, to the father and the mother, and to the student. The Faculty and the students join in extending their sympathy to the afflicted families.

BETHEL NOTES.

Preparations for the various closing exercises are now in order—literary societies, graduation, etc.

Edwin and Esther Schmitt enjoyed a visit from their mother a few weeks ago. She found them all well.

The "Germania Verein" will hold its last meeting of this school year on May 8. A good program is in preparation.

The graduating exercises of Bethel College will be held in the chapel in the afternoon of Wednesday, May 27, beginning at 1:30 o'clock.

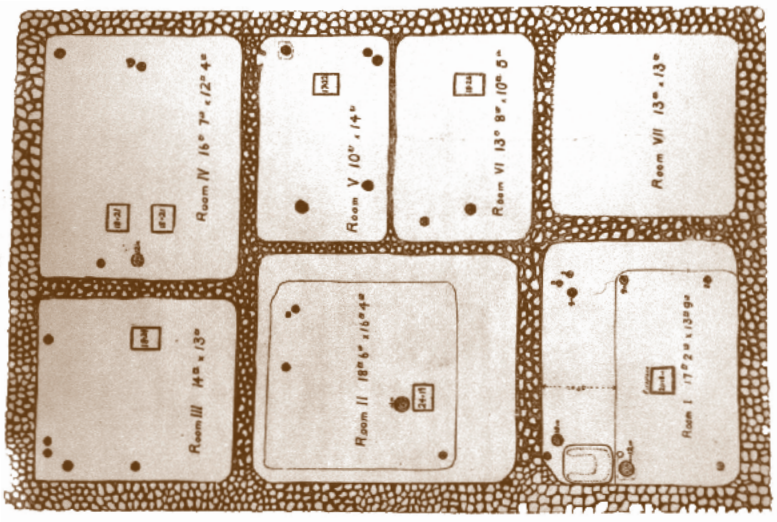
El Cuartelejo

Scott County (14SC1)

The archeological ruins known as El Cuartelejo have been excavated more than any other location in Kansas. Waldo Wedel spent June and July of 1939 studying this site in the High Plains.

Wedel brought attention to El Cuartelejo in his 1959 book *An Introduction to Kansas Archeology* published by the Smithsonian Institution. The earliest archeological investigation of El Cuartelejo was the 1898 study by S.W. Williston and H.T. Martin for the University of Kansas.

The site features the ruin of a rectangular, seven-room stone structure with mud plastering. This architectural style is commonly found in the Southwest. Fragments of decorated pottery support a Southwestern connection, a proposition most recently researched by Margaret Beck of the University of Iowa.



Floor plan of Scott County pueblo ruin based on Wedel's *An Introduction to Kansas Archeology*
Kansas Historical Society

El Cuartelejo, Scott County (14SC1)

Wedel believed that the Smith County site was the same El Cuartelejo or "far district" referred to in 17th century Spanish documents. These reports told of Pueblo people who fled to the Plains to escape Spanish rule. Wedel summarized archeological evidence supporting the idea that El Cuartelejo is the easternmost Puebloan settlement in North America.

El Cuartelejo can be visited as part of Scott State Park. The Kansas Archeological Training Program conducted digs there in 1975 and 1976 as well as other park locations in 2009. The site is listed as a National Historic Landmark.

El Cuartelejo with restored foundation at the open-air site at Scott State Park
Kansas Historical Society