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## Indian School Diary, 1932, from the Olive Rush Papers

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[[underline]] July 7.Thurs [[/underline]]

Louise Morris went over with me today and was a great help straightening out difficulties. Hokeab's idea for the large space No.2 - is the sort of thing that should go in the center of a room-where centralization is important - three tepees and a formally arranged council with a sort of chief [[?orcacique]] in the centre -[[line drawing]]

(a most formal) composition & no sort of a balance of the composition of house & deer on the other side the big entrance door. Louise felt a strong stand should be taken and was fine also in helping poor little Albert about his rug-He had (this \*4 Navajo woman weaving a [[strikethough]] very bad modern rug with a prominent greek-fret borderand seemed not to understand [[insert]] he will [[/insert]] our lack of appreciation. Edward and other [[insert]] Navajo [[/insert]] boys also felt it was a silly stand for us to take and we gave them a wholesome lecture on the subject of keeping to their purer elements of design - which they [[insert]] (was) [[/insert]] needed more than we had ever suspected.) I told Hokeab his composition would be stunning as the central one in a room and that no doubt we may find another room to do - Riley is getting the key to the gym - and we expect to look at that tomorrow to see if it would lend itself well -

There is some rivalry about the space No.2. I believe it was Romando who remarked that Hokeab has too much - I explained that it seemed fair to give all on the left to the school boys since the Pueblo men have all on the right - to which he seemed agreed. Much questioning also about the large space in the hall - a corn dance a popular theme for that. I have made it clear we must save one good space for [[?Tomita Peña]]

- of Cochiti who has been delayed in getting here. Mr May is encouraging as all this eagerness for space shows a proper enthusiasm for the work - says the Principal of the school! Aqua Pi's work was looking (spotty & I explained about the necessity for going often to the opposite side of the room to judge the effect - also of using enough turps not to get a shine.) Am asking all the painters out to tea in my garden & studio Saturday, after work, [[strikethrough]] In evening -At the opening of the organized Indian Art Crafts Centre - Hazel Hyde & [[?Wick Wills]] held forth on subject Indian Art & its saleability. After I spoke to [[underline]] Mary Austin [[/underline]] of (our murals & the [[insert]] idea [[/insert]] seemed to excite her interest as she had felt their work to be mural, and soon she will see them and I hope help us with publicity. Asked Chapman about Miss [[?Marmon]] & he believes no work would be done - with her there. She is marvellously attractive.)

must trelle Straighting out difficulties, Hokeals idea the large space Mr. 2 - is the sot of this tipere and a formelly assanged com of clief occupe in the balance to the second on the other older the Signatures down and we then the stand of the stand alternation of design - brack they maded in the tent the central may a spectral of design - brack they made with the central may a time of their an desite in may find write to have to be poly in a time of their an desite in may find write to have at their terms is and if it doned had their order on the second to the terms for the second that the done to the school on the second to the terms for a firm all on the left to the choice brack and the terms and have all on the right to deal has been and a special to the terms for a firm all on the left to the choice brack and the first and have all on the right to deal has been a grade on the product attemption to a second the back of the school of the second there for the sound the terms when the channels are produce as there for the sound the form when the channels are produce the school one for the sound the form when the channels are produce to the school one for the sound the form when the school of the school on the school one for the sound the form when the school of the school on the school one to the school one the school of the school of the school of the school of the school one to the school one to the school of the form when the school of the school one to the school one to the school of the form when the school of the school one to the school one to the school of the school of the school of the school of the school one to the school one to the school of the form when the school of the school of the school one to the school one to the school of the school of the school of the school of the school one to the school of the school of the school one to the school of the school of the school of the school of the school one to the school of the school the make story the Romachile of the selence! Age to a make contributing shots a supplier is adout the measure of the ground fire to the opposite of attention to product the effect - also being them of the to go a detailing - and any of the first particular but to the in my producis sutartian after when terror of the organized developes ONT Deallot General - Hardelt gale + to about this built and the state of the second and of the second secon

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