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1936

THE 1935

CHILOCCOAN

Yearbook



at the Chilocco Indian
Agricultural School,
Chilocco, Oklahoma,
and printed by
Indians



CHILOCOCOAN

THE 1936

CHILOCOCOAN

Senior Class

Annual

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*Published by the
Senior Class of 1936
at the Chilocco Indian
Agricultural School,
Chilocco, Oklahoma,
and printed by
Indians*





Foreword

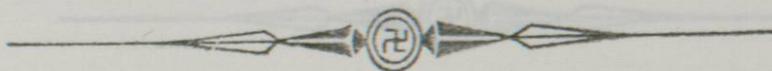
The "Chiloccan" for 1936 again records briefly the activities and achievements of the past year, in an attempt to share with alumni and friends of Chilocco something of the interest and opportunities offered by the school in training the Indian boys and girls who graduate from Chilocco Indian Agricultural School.



CHILOCCOAN

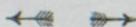


LAWRENCE E. CORRELL, Superintendent





Dedication .



To

Our Sponsor

Miss Mabel Walker

Who never shirks, but

Day by Day does her full share,

Carries her full load,

And that cheerfully;

Whose faithful work and sympathetic guidance

Have made possible our best achievements,

We,

The Seniors,

dedicate the Chiloccoan

of 1936.



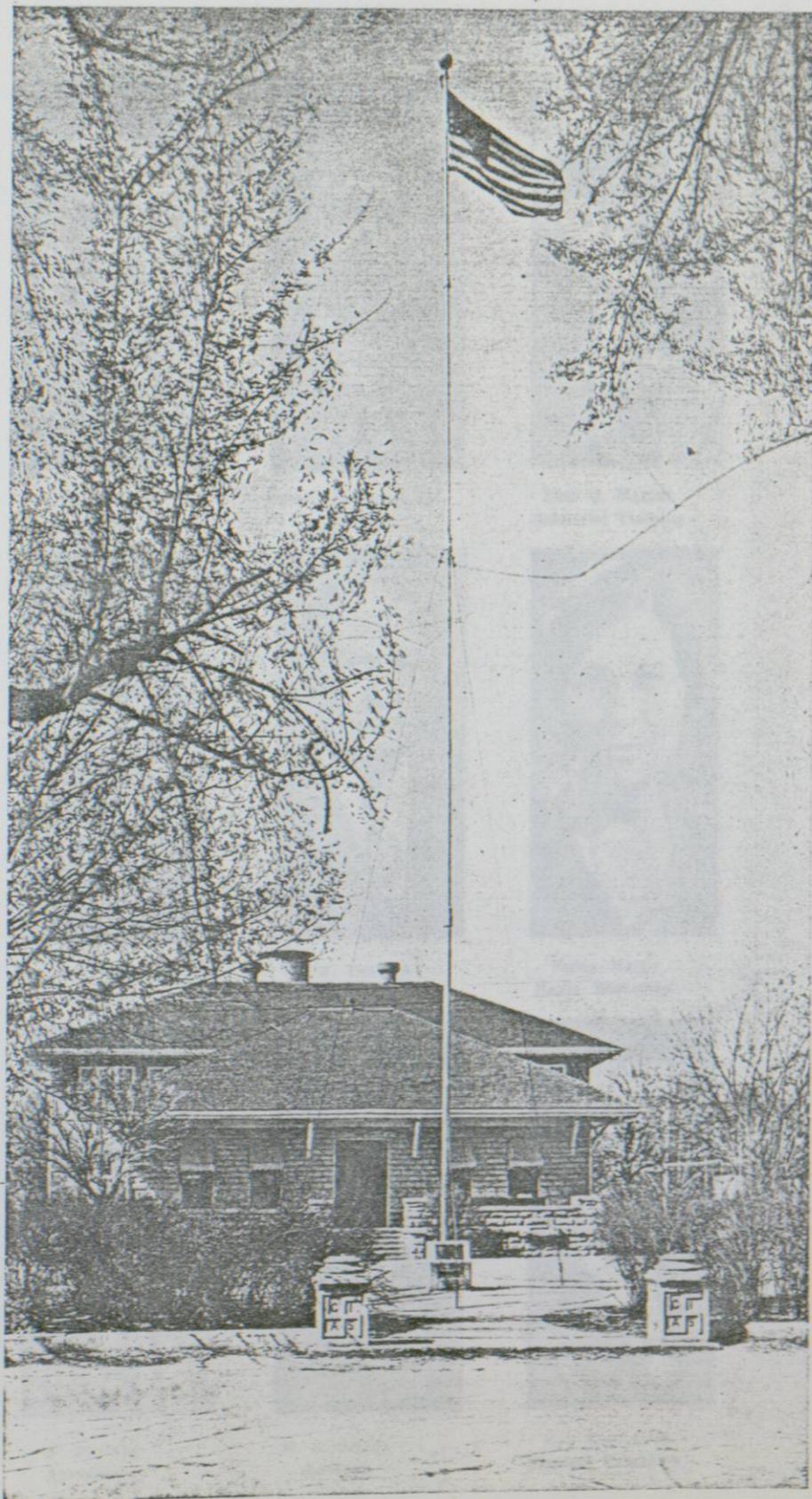
CHILOCCOAN



MABEL WALKER, Teacher



CHILOCCOAN



The Administration Building





HEADS OF DEPARTMENTS



R. F. HEAGY
Academic



HENRY SISCO, M. D.
Health



FRED O. MAEDER
Industrial Training



EDNA B. STOWELL
Advisory



C. W. HIGAM
Business



FLORA MALOY
Home Economics



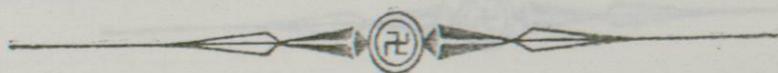
W. F. GRAY
Agriculture



H. S. KELLER
Advisory



RAY COLGLAZIER
Physical Education



CHILOCCOAN



ANNA BELLE ACORN
 TRIBE: *Cherokee*
 VOCATION: HOME ECONOMICS

GRADY ANDERSON
 TRIBE: *Choctaw*
 VOCATION: PRINTING



HOWARD BAKER
 TRIBE: *Choctaw*
 VOCATION: PAINTING

ALICE BOBB
 TRIBE: *Caddo*
 VOCATION: HOME ECONOMICS



JOHN BOSEN
 TRIBE: *Creek*
 VOCATION: PRINTING

GORDAN BUSHYHEAD
 TRIBE: *Cherokee*
 VOCATION: ENGINEERING



FANNIE CHRISTIE
 TRIBE: *Choctaw*
 VOCATION: HOME ECONOMICS

GARLAND CLICK
 TRIBE: *Creek*
 VOCATION: PRINTING



ROBERT COCHRAN
 TRIBE: *Cherokee*
 VOCATION: DIVERSIFIED FARMING

JOHN CONRAD
 TRIBE: *Cherokee*
 VOCATION: BOYS' ADVISORY



CHILOCCOAN



FRANCIS COOKSON
 TRIBE: *Cherokee*
 VOCATION: HOME ECONOMICS

E. P. CORNTASSEL
 TRIBE: *Cherokee*
 VOCATION: HORTICULTURE

FLORENCE DAVIS
 TRIBE: *Pawnee*
 VOCATION: HOME ECONOMICS

SIMPSON DUSHANE
 TRIBE: *Cherokee*
 VOCATION: DIVERSIFIED FARMING

MACIE ESLINGER
 TRIBE: *Cherokee*
 VOCATION: HOME ECONOMICS

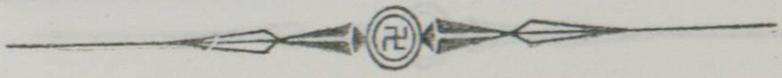
DAVID FANMAN
 TRIBE: *Cheyenne-Pawnee*
 VOCATION: ENGINEERING

SAMUEL FIELDS
 TRIBE: *Cherokee*
 VOCATION: ANIMAL HUSBANDRY

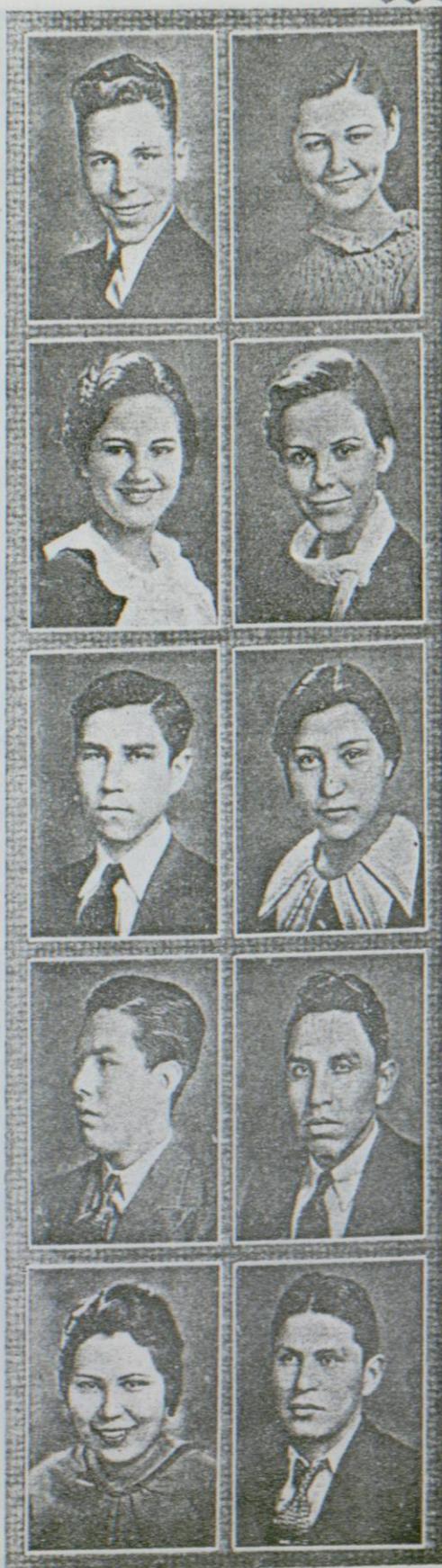
CLIFFORD FLEMING
 TRIBE: *Cherokee*
 VOCATION: PRINTING

IDA FORAKER
 TRIBE: *Chickasaw*
 VOCATION: HOME ECONOMICS

CAROLYN FRYE
 (Did not graduate.)



CHILOCCOAN



LOUIS GRIFFIN
TRIBE: *Cherokee*
VOCATION: DIVERSIFIED FARMING

FANNIE HARRIS
TRIBE: *Sac-Fox*
VOCATION: HOME ECONOMICS

NELLIE JACKSON
TRIBE: *Choctaw*
VOCATION: HOME ECONOMICS

MARY JOHNSON
TRIBE: *Cherokee*
VOCATION: HOME ECONOMICS

JACK JOURNEYCAKE
TRIBE: *Delaware-Cherokee*
VOCATION: BAKERY

CLARA KEYS
TRIBE: *Caddo*
VOCATION: HOME ECONOMICS

RAYMOND KILCREASE
TRIBE: *Chickasaw*
VOCATION: BAKERY

JOHN KING
TRIBE: *Creek*
VOCATION: HORTICULTURE

JOSEPHINE KINGFISHER
TRIBE: *Cherokee*
VOCATION: HOME ECONOMICS

JOE KITCHKOMMIE
TRIBE: *Pottawatomie*
VOCATION: MASONRY-PLASTERING



CHILOCCOAN



EPSY LADNER
 TRIBE: *Choctaw*
 VOCATION: HOME ECONOMICS

VENUS LARA
 (Did not Graduate.)

WILLIAM LASLEY
 TRIBE: *Pottswatomie*
 VOCATION: DIVERSIFIED FARMING

JOSEPH MANATOWA
 TRIBE: *Sac-Fox*
 VOCATION: DIVERSIFIED FARMING

CHERRIE MATHESON
 TRIBE: *Cherokee*
 VOCATION: HOME ECONOMICS

GEORGE MATHEWS
 TRIBE: *Chickasaw*
 VOCATION: MASONRY-PLASTERING

EDWIN MOORE
 TRIBE: *Creek*
 VOCATION: DIVERSIFIED FARMING

KENNETH MOOPE
 TRIBE: *Creek*
 VOCATION: DIVERSIFIED FARMING

GILBERT MORRIS
 TRIBE: *Choctaw*
 VOCATION: ANIMAL HUSBANDRY

LLOYD MORRIS
 TRIBE: *Choctaw*
 VOCATION: POULTRY RAISING



CHILOCCOAN



VEDA MOUNTS
 TRIBE: *Cherokee*
 VOCATION: HOME ECONOMICS

CHARLES MUSKRAT
 TRIBE: *Cherokee*
 VOCATION: DIVERSIFIED FARMING

WALKER MYERS
 TRIBE: *Comanche*
 VOCATION: DIVERSIFIED FARMING

JESS PAHDOCO
 TRIBE: *Comanche*
 VOCATION: MASONRY-PLASTERING

SUSIE PARKESON
 TRIBE: *Creek*
 VOCATION: HOME ECONOMICS

MARVIN PARKS
 TRIBE: *Cherokee*
 VOCATION: POULTRY RAISING

ANDREW PETITT
 TRIBE: *Cherokee*
 VOCATION: DIVERSIFIED FARMING

JERDIE PORTER
 TRIBE: *Chippewa*
 VOCATION: HOME ECONOMICS

ANNABEL PUSLEY
 TRIBE: *Choctaw*
 VOCATION: HOME ECONOMICS

LEONARD QUINTON
 TRIBE: *Cherokee*
 VOCATION: DIVERSIFIED FARMING



CHILOCCOAN



WALTER QUOTONE

TRIBE: *Kiowa*

VOCATION: PAINTING

MARVIN RHATIGAN

TRIBE: *Seneca*

VOCATION: ANIMAL HUSBANDRY

AHNIWAKE SANDERS

TRIBE: *Cherokee*

VOCATION: HOME ECONOMICS

SHELBY SANDERS

TRIBE: *Cherokee*

VOCATION: DIVERSIFIED FARMING

LEONARD SCOTT

TRIBE: *Creek*

VOCATION: BAKERY

ROBERT SCOTT

TRIBE: *Creek*

VOCATION: CARPENTRY

FRED SHERMAN

TRIBE: *Pueblo*

VOCATION: PRINTING

LOUELLA SMITH

TRIBE: *Creek*

VOCATION: HOME ECONOMICS

ONIS SMITH

TRIBE: *Cherokee-Creek*

VOCATION: CARPENTRY

TYRUS SMITH

TRIBE: *Delaware*

VOCATION: DIVERSIFIED FARMING



CHILOCCOAN



CLEMENT STODDARD
 TRIBE: *Creek*
 VOCATION: HOME ECONOMICS

WOODROW SULPHUR
 TRIBE: *Creek*
 VOCATION: PAINTING-MASONARY

LETA MAY THOMAS
 TRIBE: *Creek*
 VOCATION: HOME ECONOMICS

JEFF VANN
 TRIBE: *Cherokee*
 VOCATION: PHYSICAL EDUCATION

JOSIAH VANN
 TRIBE: *Cherokee*
 VOCATION: CARPENTRY

THOMAS WELBOURNE
 TRIBE: *Arapahoe*
 VOCATION: PLUMBING

JOHN WILLIAMS
 TRIBE: *Ponca*
 VOCATION: POULTRY RAISING

CALVIN WISHKENO
 TRIBE: *Pottawatomie*
 VOCATION: ANIMAL HUSBANDRY

BEAMAN YORK
 TRIBE: *Choctaw*
 VOCATION: CARPENTRY

EUGENE CORNTASSEL
 TRIBE: *Cherokee*
 CLASS: MASCOT





SENIOR CLASS HISTORY



LIVES OF SENIOR should remind them of each lesson's mighty cost, and, departing, leave behind them deep regrets for chances lost."

Looking into the mirror which reflects the year of 1933-'34-'35 and '36, we present to you the history of the senior class, an ambitious group, who in the freshman year participated in all athletic and school activities.

The high light of that year was obtaining of our class banner, a pentagon shape with the green back ground trimmed and lettered in white, which spelled Fidelity—This was the aim of seniors: going, searching, striving to achieve the best.

The flower we selected was the white cornation; it is sweet and attractive. It has no thorns to prick those who approach, but turns a smiling face to everybody it attracts to it by its fragrant influence.

It came to pass that we were received with malicious glee by a certain band of wild beings who were called "Sophomores," and who because of their fierce taste for Freshman blood, did pounce upon us daily and nightly, and did cause us to suffer great things and to say in our hearts:

FIDELITY

F—is for Faithfulness, for without it one's scope is not attained.

I—is for Integrity, a virtue of the Indian for his ideals.

D—is for Democracy, the ward which opened the way for a higher speed, in mind and deed, and which we have accomplished during our senior year.

E—is for Eagerness and Earnestness, for knowledge and how it is obtained.

L—is for Loyalty, to the school, teachers and school-mates.

I—is for Ideals, the Seniors do much admire.

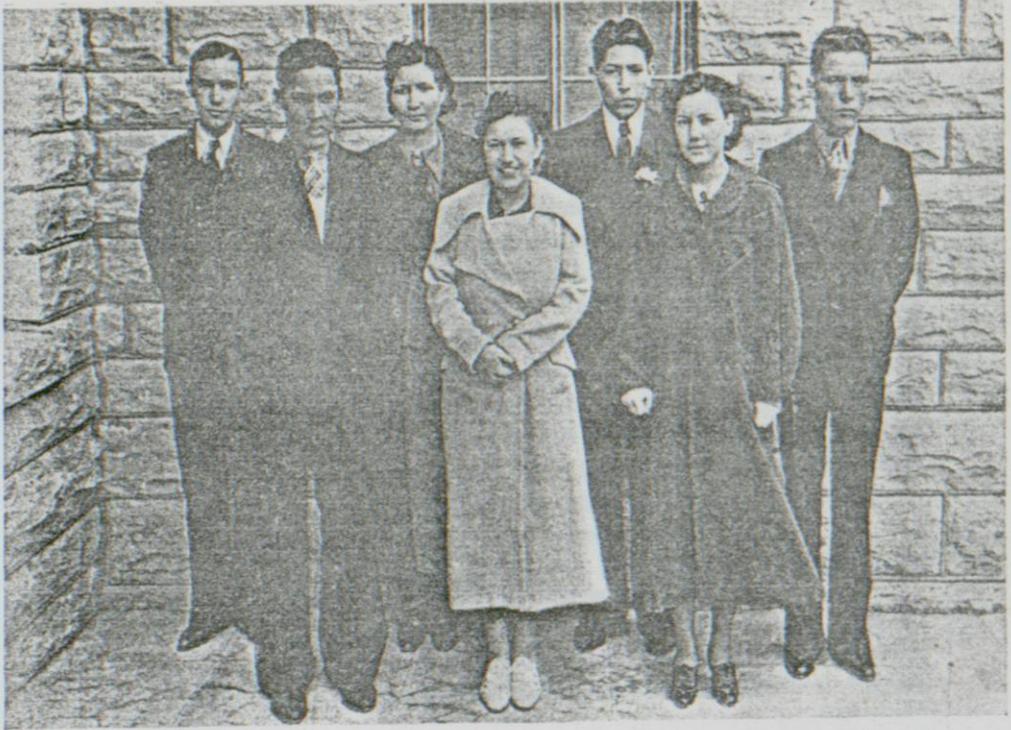
T—is for Thoughtfulness, of the ones who have toiled and sacrificed for the training received.

Y—is for Youth, while in youth seek and you shall find the doors of opportunity open to you.

OFFICERS AND SPONSORS—SENIOR CLASS

President	KENNETH MOORE
Vice President	LOUIS GRIFFIN
Secretary	EPSY LOUISE LADNER
Sergeant-at-Arms	THOMAS WELBOURNE
Motto	FIDELITY
Colors	GREEN AND WHITE
Sponsor	Mabel Walker
Sponsor	E. E. Morris
Mascot	Eugene Cornassel





HONOR SOCIETY



MEMBERS OF THE HONOR Society from the Class of '36 are Ahniwake Sanders, Alice Bobb, Cherrie Matheson, E. P. Corn-tassel, Beaman York, Walter Quoetone, and Louis Griffin who is class Val-dictorian. These boys and girls are students who have an outstanding record during four years of instruction at Chilocco, which has earned for them the highest average found in the upper ten per cent of the entire class.

EXTRA CURRICULAR ACTIVITIES



THE ACTIVITIES REFERRED to here are those which include the clubs, organizations, and religious instruction not referred to by other departments.

The Indian Dramatics Club under the leadership of Mrs. Claud Hayman have given numerous programs during the year. The most outstanding event was a trip to Cherokee, North Carolina, where they assisted in a four day Indian Fair by giving their entire program one evening and by taking part on two evenings in a pageant "Spirit of the Great Smokies," and by dancing twice daily in front of the grand stand at the Indian ball park. Chaperoned by Mr. and Mrs. Hayman they left the school September 26 and returned October 8. This group was composed of David Fanman, Cheyenne; Houston Nlinekole, Apache; Clifford Red Elk, Comanche; Thomas Welbourne, Cheyenne; Willis Attocknie, Apache; Samuel Morris, Sac-Fox; Libby Botone, Kiowa; Pearl Monetatchi, Comanche and Gilbert Pepper, Kaw.

Later four of the above have left school and have been replaced by William Cleghorn, Beatrice Kopaddy and Marie Red-Elk.

The Y. W. C. A. organization is sponsored by Mrs. Jose Antone. The officers are President, Susie Parkerson; Vice-President, Lucille Canard; Secretary, Brownie Griffin; Chairman of Program Committee, Beulah Sixkiller; Pianist, Helen Palmer.

The most outstanding events of this organization for the year was as follows: a play entitled "The Gift of Self" presented at Tonkawa in a religious dramatics contest and "Easter Tiddings" presented in the general assembly on Easter night in Haworth Hall.

Three troops of girl Scouts under the direction of Mrs. Rey F. Heagy, Mrs. Ted Finefrock, and Miss Mabel Walker have provided an active program for more than ninety girls. The present activities have centered around nature hike, star study, puppet shows, folk dancing, and a flower garden for one troop.

The Boy Scout program is carried out in two troops under the direction of Mr. Henry J. Matrow and Mr. Henry Albrecht, assisted by a troop committee. Activities for the boys have included long hikes, and overnight camping, and an active part in the annual Scout Circus held in Arkansas City, and the area Court of Honor which was held at Chilocco.

Miss Gladys Sharp is in charge of the Sunday School classes with graduate students and employees assisting as teachers.

B. Y. P. U. classes are held on Sunday afternoons and evenings for the Baptist boys and girls.

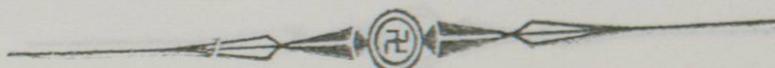
Catholic instructions and services are held each Sunday morning, Father Gisard of Newkirk, Oklahoma officiating.

The Epworth League sponsored by Rev. G. W. Baker of Ponca City, Oklahoma have their meetings each Wednesday evening.

The Protestant Sunday morning services, are in charge of Methodist and Baptist alternately. These services are attended by all students.

The Sunday evening vespers are non-denomational with different clubs, presenting the program.

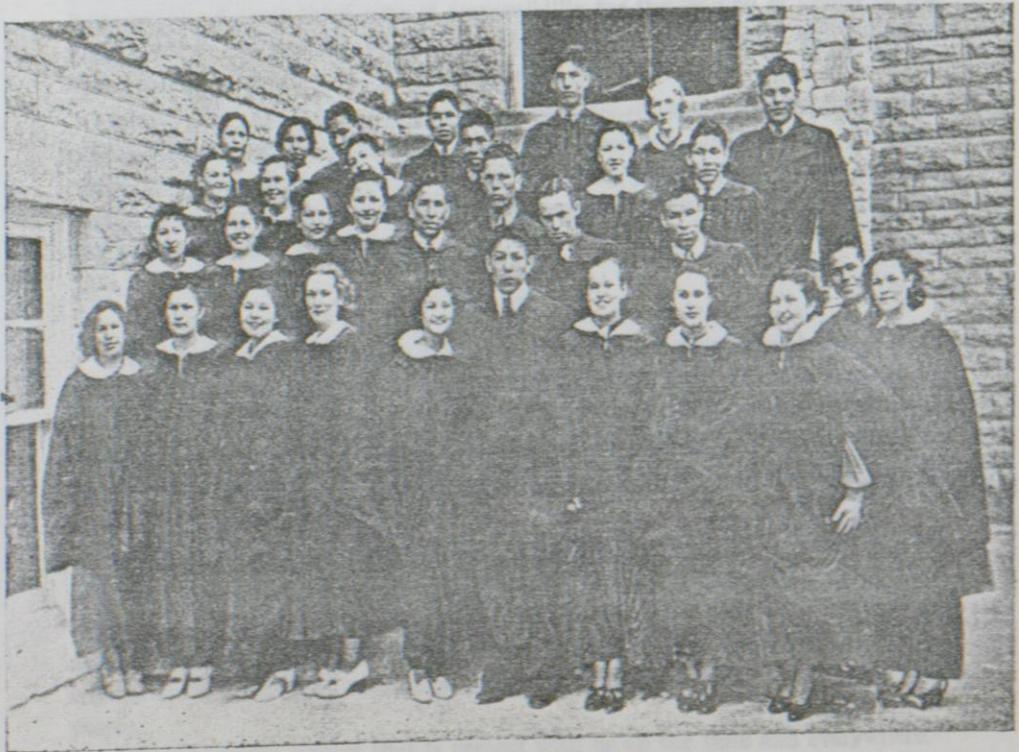
The two Hi-Y groups are sponsored by Mr. E. E. Morris and Mr. John Conard. The student leaders for the two groups are as follows: Group one, President, Louis Griffin; Vice-President, Josiah Vann; Secretary, Dave Fanman; Treasurer, Grady Anderson; Sergeant-at-arms, Charles Muskrat. Group two; President, Ted Maney; Vice-President, Frazier Brown; Secretary and Treasurer, Onis Smith; Sergeant-at-arms, Harold Sawtrom.



CHILOCCOAN



CHILOCCO BAND AND ORCHESTRA—1935-'36.



CHILOCCO CHOIR—1935-'36.



MUSIC AND ART

BAND AND ORCHESTRA



THE CHILOCCO INDIAN BAND had an enrollment this year of fifty-four members. The Orchestra enrollment, of thirty-six members, was a selected group of advanced instrumentalists from the band organization. Under the instruction and leadership of Francis Chapman, both units made splendid progress during the year and rendered some excellent music for social functions and for public concerts.

The invitations to supply music for neighboring communities were accepted by the band. An invitation to supply music for the state convention of Federal Employees was accepted by the orchestra; and an evening was rendered by the orchestra for the district convention of Royal Arch Masons.

In addition to the regular Band-Orchestra group, eighty-seven students were enrolled in extra-curricular classes for instrumental music instruction. Thus we have talent being developed to replace those who will leave the regular organization through graduation.

GIRLS' ORCHESTRA, VOCAL AND PIANO MUSIC

The vocal music groups consist of the choir of forty members, boys' and girls' glee clubs, three boys' quartets, and a girls' sextet. Daily chorus work is also provided. Individual instruction is given in piano and strings. From those studying stringed instruments a string orchestra of fourteen girls has been organized. All of the groups practice regularly and furnish music for school activities, such as Sunday morning chapel services, special-day programs, occasional programs in neighboring communities, and commencement functions. The choir have completed their third year of responsibility for the leading of graces in the dining room. The annual piano and voice recital and a concert by the vocal organizations were given as a culmination of the years work.

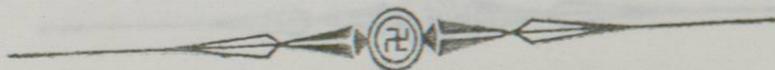
It is hoped that contact with and appreciation of beautiful music will help them in their emotional adjustments here and elsewhere. John Galsworthy says, "Beauty alone in the largest sense of the word, the yearning for it, the contemplation of it, has civilized mankind. Sentiment apart the ideal of beauty is the best investment man can make."

ART

Everyone should feel deeply the need for aesthetic development race, creed, or social and educational advantages making no distinction. It is for each of us to capably analyze and appreciate Art, its principles, and its effects which confront us on every hand. Is there any other subject which is so often a part of our daily life as Art? We sense some phase of art from early morning to late evening—all the days of the year.

We cannot get away from Art even if it is our desire. In the morning we see immediately the walls, pictures, furniture, rugs—anything else in our bedrooms. As we dress we confront style and material of clothes. Do you escape aesthetic influence as soon as you go out in the open? No. There are the architecture of the buildings, landscapes, streets, lights, automobiles and even the people.

"Art is the only subject that is present with us all the time and everywhere."





AGGIE SENIOR ACHIEVEMENTS

ROBERT E. COCKRAN. Adair, Oklahoma. Tribe, *Delaware*. General Farming, Animal Husbandry, Diversified Farming. Achievements: Aggie Club and National Guard.

E. P. CORNTASSEL. Westville, Oklahoma. Tribe, *Cherokee*. General Farming, Animal Husbandry. Achievements: Aggie Club, Orchestra and Band.

JOHN W. CONRAD. Braggs, Oklahoma. Tribe, *Cherokee*. Diversified Farming. Achievements: Aggie Club, National Guard, Employed as Assistant Advisor.

SIMPSON DUSHANE. Quapaw, Oklahoma. Tribe, *Cherokee* and *Delaware*. General Farming, Animal Husbandry and Diversified Farming. Achievements: Aggie Club, National Guard, Football, Baseball, and Glee Club.

S. A. FIELDS. McAlester, Oklahoma. Tribe, *Cherokee*. Animal Husbandry, Achievements: Aggie Club, Hi-Y, and B. Y. P. U.

LOUIS GRIFFIN. Cookson, Oklahoma. Tribe, *Cherokee*. Animal Husbandry, Diversified Farming. Achievements: Aggie Club, Glee Club, President of Hi-Y, Vice-President of Senior Class, Student Council.

JOHN KING. Edna, Oklahoma. Tribe, *Creek*. Horticulture. Achievements: Aggie Club.

WILLIAM LASLEY. Mayetta, Kansas. Tribe, *Pottawatomie*. Dairy Husbandry, General Farming, Animal Husbandry, Diversified Farming. Achievements: Aggie Club, Boxing.

JOSEPH MANATOWA. Stroud, Oklahoma. Tribe, *Sax-Fox*. General Farming, Diversified Farming, Animal Husbandry. Achievements: Aggie Club, Basketball, Baseball, National Guard, Student Council.

EDWIN MOORE. Morris, Oklahoma. Tribe, *Creek*. General Farming, Animal Husbandry, Diversified Farming. Achievements: Aggie Club, National Guard, Football, Basketball.

KENNETH MOORE. Morris, Oklahoma. Tribe, *Creek*. Animal Husbandry, Diversified Farming. Achievements: President of Aggie Club, President of Senior Class, Football, Basketball, National Guard, Student Council.

CHARLES MUSKRAT. Spavinaw, Oklahoma. Tribe, *Choctaw*. General Farming, Diversified Farming. Achievements: Aggie Club, Hi-Y, Football, Secretary of Aggie Club.

GILBERT MORRIS. Bennington, Oklahoma. Tribe, *Choctaw*. Animal Husbandry, Achievements: Aggie Club.

LLOYD MORRIS. Bennington, Oklahoma. Tribe, *Choctaw*. Poultry Husbandry. Achievements: Aggie Club, 4-H Club. National Champion at International Poultry Show in Chicago, 1934.

WALKER MYERS. Apache, Oklahoma. Tribe, *Comanche*. General Farming, Diversified Farming. Achievements: Aggie Club, Hi-Y.

MARVIN PARKS. Phoenix, Arizona. Tribe, *Cherokee*. Painting, Poultry Husbandry. Achievements: Aggie Club.

ANDREW PETTIT. Pettit, Oklahoma. Tribe, *Cherokee*. Trades, Sheep Husbandry, Diversified Farming. Achievements: Aggie Club, Hi-Y.

LEONARD QUINTON. Stillwell, Oklahoma. Tribe, *Cherokee*. General Farming, Trades, Animal Husbandry, Diversified Farming. Achievements: Aggie Club, National Guard, Football.

SHELBY SANDERS. Braggs, Oklahoma. Tribe, *Cherokee*. Animal Husbandry, Diversified Farming. Achievements: Aggie Club, National Guard.

TYRUS SMITH. Delaware, Oklahoma. Tribe, *Delaware*. Carpentry, Animal Husbandry, Diversified Farming. Achievements: Aggie Club, National Guard, B. Y. P. U., Boxing, Football, Baseball.

JOHN WILLIAMS. Ponca City, Oklahoma. Tribe, *Ponca*. Printing, Poultry Husbandry. Achievements: Aggie Club, Hi-Y, Band.

CALVIN WISKENO. Mayetta, Kansas. Tribe, *Pottawatomie*. Dairy Husbandry, Animal Husbandry. Achievements: Aggie Club.



CHILOCCOAN



GRADUATING CLASS—AGRICULTURE DEPARTMENT
(See opposite page for membership names).



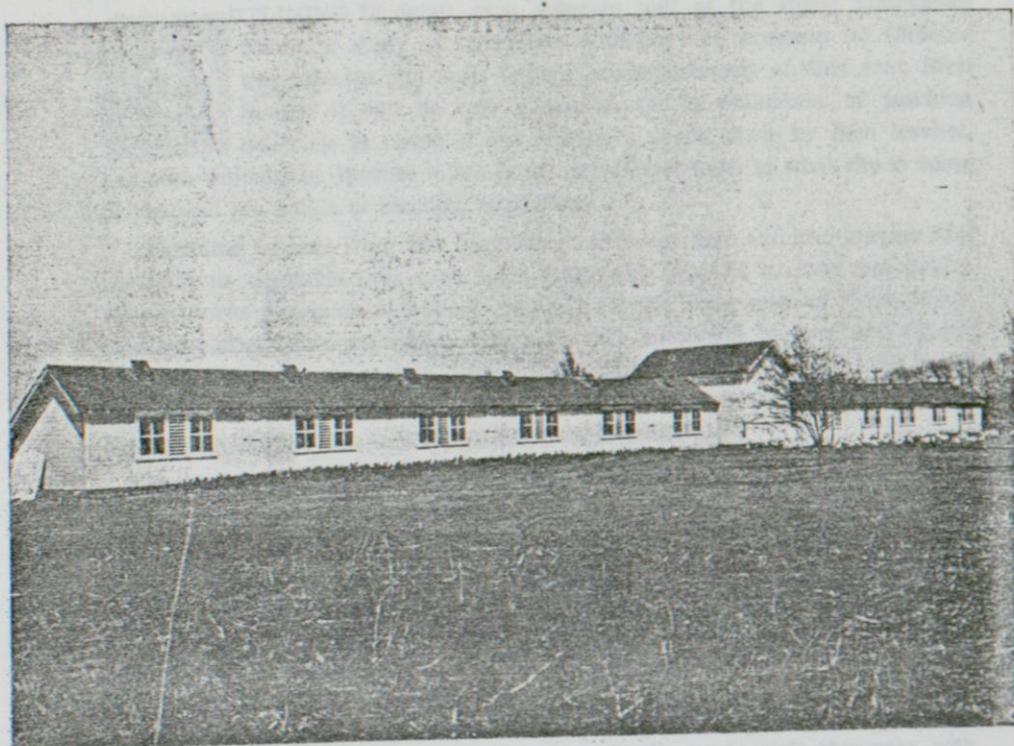
CHILOCCOAN



PREPARING TO BECOME FUTURE FARMERS
(See opposite page for membership names).



CHILOCCOAN



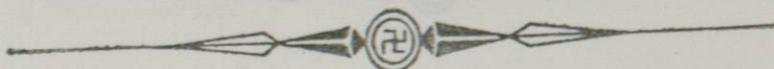
JUNIOR POULTRY LAYING HOUSE

MEMBERSHIP—GRADUATING CLASS—AGRICULTURE DEPARTMENT

1. Graduating class of the Agricultural Department.
2. The officers of the Aggie Club.
3. The honor students of the Agricultural Department: Louis Griffin and E. P. Cornassel.
4. Kenneth Moore, "All-around Aggie."
5. Listing corn is one of the operative jobs.
6. A load of alfalfa hay going to the dairy barn.

MEMBERSHIP—PREPARING TO BECOME FUTURE FARMERS

1. Future farmers examining a real house.
2. Their projects consist of four acres of garden crops.
3. Juniors heating the branding irons.
4. Wheat pasture is the ideal forage in the spring.
5. The Jack.



CHILOCCOAN

HOME ECONOMICS 1935-36



OUTLINING IN DETAIL each separate unit of the Home Economics course of study in accordance with the new program for Chilocco was perhaps the most tedious accomplishment of this year. Even though it will be ever changing, the re-evaluation of teaching materials in terms of the children's needs, made by each teacher, has been worthwhile, because it has given her greater faith in what she is doing or changed her points of teaching altogether.

Moulding pottery from two varieties of Chilocco clay and the making and use of some vegetable dyes have been interesting projects in Arts and Crafts. Cross-stitched monks cloth drapes were made for the living room of Home Three. The correlation with Art classes has been very successful in Arts and Crafts, Clothing and Home Decoration classes, particularly. Reclaiming the good material from old woolen caps, skirts, and dresses, furnished the material for the clothing problem of many eleventh and twelfth grade girls.

For the first time white rats were furnished us for some experimental feeding in Nutrition classes, and opportunity for more individual cooking was given to girls of food classes.

Contribution of the Home Economics Department to campus life were through the sponsoring of a spring fashion show for girls, assisting with two P. T. A. programs, giving our annual Home Economics clubs party, having a departmental exhibit and tea for seniors and employees, and the serving of meals to some of the visiting athletic teams.

Poultry and gardening classes, formerly taught to eighth grade girls and the special vocational group, were taught to tenth grade girls this year with gratifying results, and very stimulating interest was exhibited by these classes. Each girl, seventy-six of them, made her own coop and feed trough from scrap lumber and wooden boxes before setting her hen. The hatch became the possession of each girl who took them home at the end of school for starting a home flock of chickens. Gardening classes made use of the cold frame constructed by the class last year. Rhubarb, horse-radish, mint, winter onions, and a bed of asparagus were started this spring in addition to the growing of the usual garden vegetables. Storing of vegetables in simple underground pits was demonstrated as well as picking of, sorting of, and caring for garden products.

This year the director lived in the Practice Cottage for the first time, and although bedroom space does not permit the girls to spend the night there, the cottage was their home between 6:30 a. m. and 8:00 p. m. for a period of five weeks. All meals except Saturday supper and the three Sunday meals were prepared at the cottage, making some study of cost of food on varying dietary levels possible. Caring for a flock of chickens, fresh milk daily, and making butter and cheese regularly were part of cottage life routine. Careful planning of evenings with the individual and the group aided in demonstrating that contributions may be made both to activities in community life and the development of a wholesome social life within the family group. Provision was made for membership in school clubs, for participation in other school activities, for care of personal hygiene, for reading newspapers and current magazines, and, for picnics, games, and the entertainment of guests with the family group.

School time was allowed a Home Economics teacher for the organization of and assisting with two homesteader clubs, which met once each week. Problems such as, acquiring suitable layettes, supplying adequate food at minimum cost and poultry and gardening needs were studied. Encouragement was also given toward the development of community life among the homesteaders.



CHILOCCOAN



HOME ECONOMICS CLUB
(See opposite page for membership names).



YUKPA CHUKI IKBI
(See opposite page for membership names).



CHILOCCOAN



HOME ECONOMICS ACTIVITIES
(See opposite page for membership names).



CHILOCCOAN



HOME ECONOMICS COTTAGE AND GARDEN

MEMBERSHIP—HOME ECONOMICS CLUB

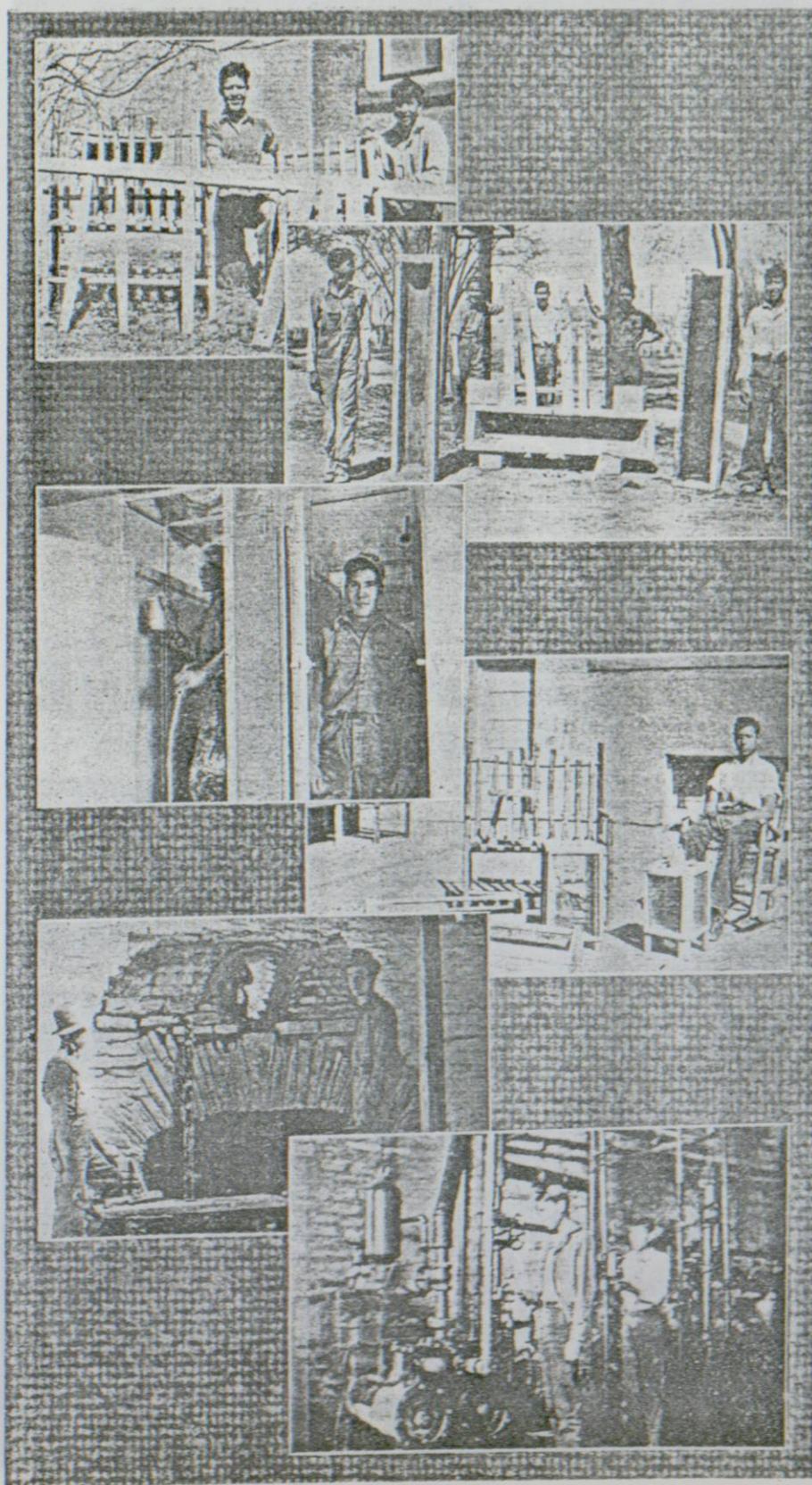
Back Row: Fannie Christie, Verdie McCamish, Ida Mae Butter, Doris Lewis, Mary Ketcher, Perle Blair, Ruth Cornsilk, Beulah Sixkiller; Marcella Engles. *Second Row From Back:* Evona Pike, Murina, Durin, Naomi Freeman, Blanche Pakoska, Mable White, Floy Duffield, Lucille Gray, Naomi Logan, Laura Quinton, Marcelle Burnette, Sarah Sunday. *Second Row From Front:* Miss Myers, (Sponsor), Lizzie Winlock, Veda Mounts, Carolyn Jones, Leta Mae Thomas, Effie King, Naomi Ketcher, Louella Smith, Florence James. *Front row:* Juanita Crittenden, Hattie Mae Bruce, Jennie Two Hatchet, Lorena Hornett, Emma Dyer, Irene Canafax, Thelma Hornett, Kewpie Kilpatrick.

MEMBERSHIP—YUKPA CHUKA IKBI

Back Row: Lucille Isaac, Florence Davis, Carrie Frye, Alice Bobb, Beatrice Kopaddy, Alona Falleaf, Rita Jane Fields, Ahniwake Alberty, Maybelle Sumpster, Delphine Cerre, Macie Eslinger, Olive Davis. *Second Row From Back:* Ida Foraker, Carrie Gilstrap, Francis Cookson, Anna Belle Pusley, Lahoma Burgess Goldie Isaac, Lenora Spitto, Ruth Stark, Susie Parkeson, Helen McDonald, Miss Riordan (sponsor). *Second Row From Front:* Clara Keyes, Pearl Monetatchi, Doris Forman, Mary Terrepin, Anna Belle Acorn, Dorothy Butler, Mary Johnson, Martha Williams, Venus Laura, *Front Rows* Ruth Deer, Laura Wilson, Violet Harry, Ahniwake Sanders, Epsy Ladner, Cherrie Matheson, Clement Stoddard, Dolly Partain.



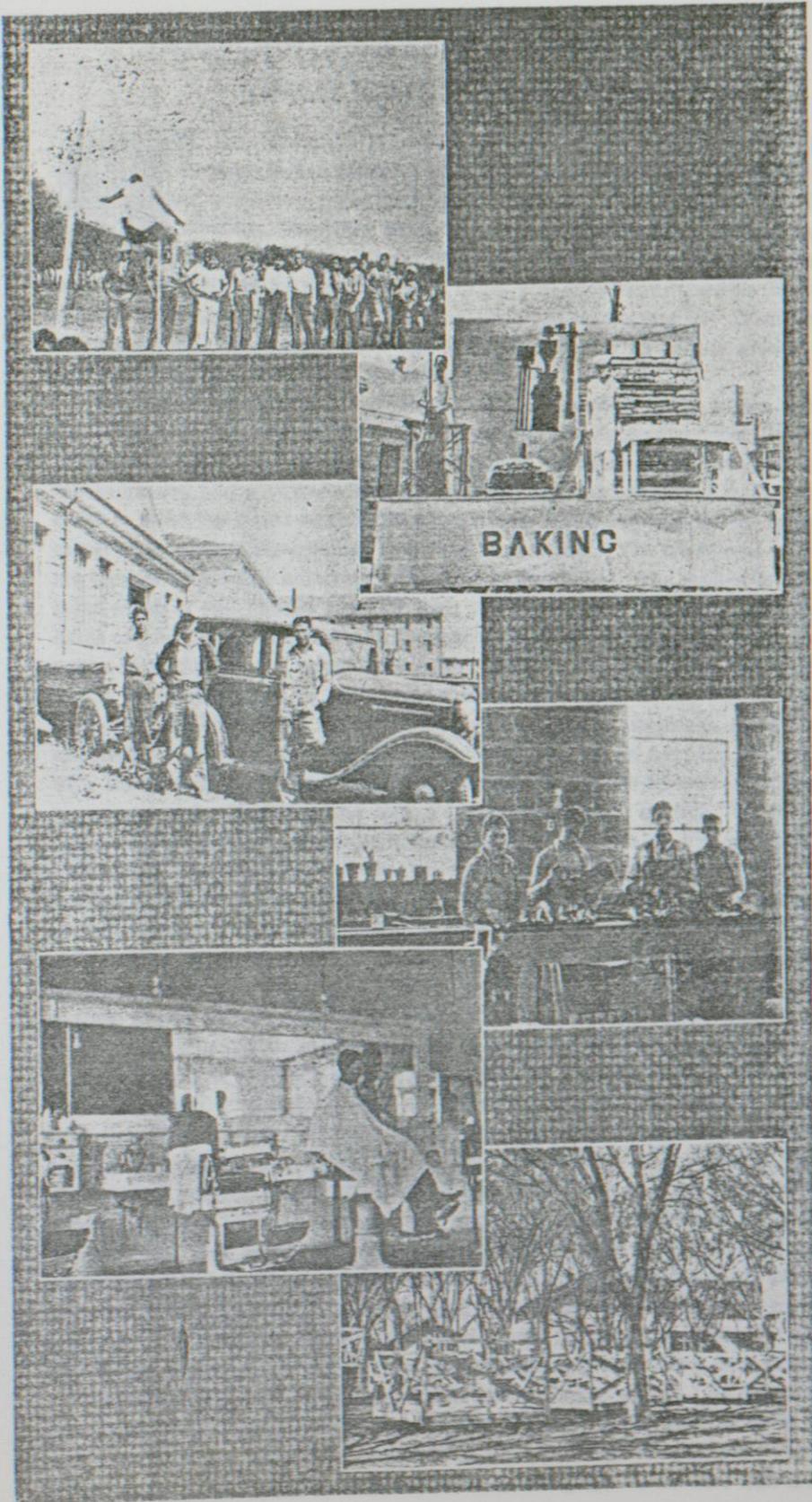
CHILOCCOAN



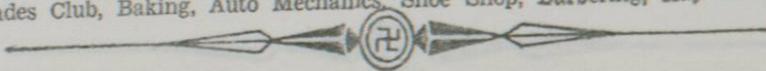
TRADES AND INDUSTRIES
Carpenter Shop, Power Plant, Masonry, Painting.



CHILOCCOAN



TRADES AND INDUSTRIES
Trades Club, Baking, Auto Mechanics, Shoe Shop, Barbering, Hay Racks.





TRADE AND INDUSTRIAL EDUCATION AT CHILOCCO INDIAN SCHOOL



THE TRADE AND INDUSTRIAL EDUCATIONAL DEPARTMENT of the Chilocco Indian School of Chilocco, Oklahoma, consists of the following activities: Auto Mechanics, Bake Shop, Barber Shop and dry Cleaning, Carpentry Shop, Paint Shop, Plumbing and Steamfitting Shop, and Power Plant Operation. These activities will offer short unit courses covering the essential facts, skills, and knowledge to enable Indian students to make a living on or off the reservation as the case may be. Short unit courses dealing with specific skills and knowledge needed by certain groups of adults will also be organized as the need arises.

The idea of educational growth through critical thinking fits in with a democracy since it conditions human action upon wise self-expression. The teacher dominated school does not allow for the freedom necessary for growth through self-expression and a typical social environment. The teacher should make every effort to make the pupils respect the social forces within and without the school, rather than center responsibility in himself and herself. The traditional school is a teacher-dominating autocracy rather than a democracy. The teacher or some force which is still farther removed from the learner sets the tasks and standards of learning and conduct, and the teacher appropriates all judicial and executive authority. By the term "democratic school" is not meant that the school should be administrated by the pupils without due respect for society and the institutions, but the school set-up should be such that the pupils can assume all responsibility consistent with other social interests that are in any way connected with the school, and respect for these interests should be recognized through reason and understanding rather than through authoritative control. We should not preach democracy and continue to practice its opposite in our educational institutions. For the same individual the rate of growth is neither constant in any one line nor uniform in different lines of educational endeavor. The purpose of differentiated curriculums should not be to provide for different levels of ability. The curriculums should provide for different child interests. Different ability levels in each curriculum must be provided by adapting the curriculum to these levels. The standard of achievement for each individual pursuing a curriculum should be determined on the basis of his or her ability and interests.

Adjustment is regarded by many educators as the first aim of education. The institutions of society become the dominant educational objective rather than individual freedom. There is direct opposition between the ideas of education as adjustment, and education as growth through problem-solving. The character of instruction, and of the curriculum, under one of these aims, differs widely from that under the other. The nature of these two concepts is such, however, that they represent the opposite ends of a scale along which human relations move, sometimes approaching one extreme and sometimes the other. The school must continue to seek the most satisfactory solution of this age-old problem of individual freedom versus institutional control, the relation of the wolf to the pack, and must fashion its organization and instruction accordingly.

The school is but one of the educational institutions of society. Its functions are limited by its nature and its organization. Constant study must be made to determine what can and should be taught in the school and what cannot. Much of the present failure ascribed to the school is probably due to the fact that it is



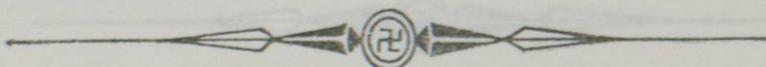


CHILOCCOAN

attempting to secure educational outcomes beyond its power to teach. The school cannot compete but must fully cooperate with the other educational agencies of the community and lives of Indian children. Only a limited part of a child's education is directly or indirectly the result of formal school education. The great school of life, of which the formal school is only one factor, is responsible for the child's education.

Education means many things to many men. To the classicist, it is the ability to derive enjoyment from the study of writings of the ancient philosophers, poets and writers. To the culturist, it is the ability to enjoy the finer things of life. To the scientist, it often means the command of the special knowledge that goes with his specialty. Education in reality is the sum total of our experiences whereby we become more or less able to adjust ourselves to the demands of the better form of society in which we live and work. I maintain that the primary function of education is to make a man a self-sustaining citizen. To achieve this end an individual must meet the seven cardinal principles of education.

The short unit course in different lines, especially those described in the first paragraph of this article, permits students to have an educational growth comparable to their abilities, aptitudes and interests. Further it permits the student to sample vocational activities in the hope that the sampling will permit him to make an intelligent vocational selection in later life. The short unit in no way attempts to supersede the vocational guidance and counseling program, but in most cases when wisely worked out is a direct asset to such a program. For the adult the short unit course permits men to secure knowledge which they need, want, and can use, thereby profiting by such educational contacts. The administration of the short unit course organization is very difficult as individual differences are recognized, and individual needs kept foremost, in the minds of the instructor giving such courses. It is the hope that by careful division, selection, and course organization, that the Department of Trade and Industrial Education will serve a need in Indian education, and will help in a small way to solve some of the problems which are confronting Indian boys and girls at the present time.





HOME ONE—Boys' Home

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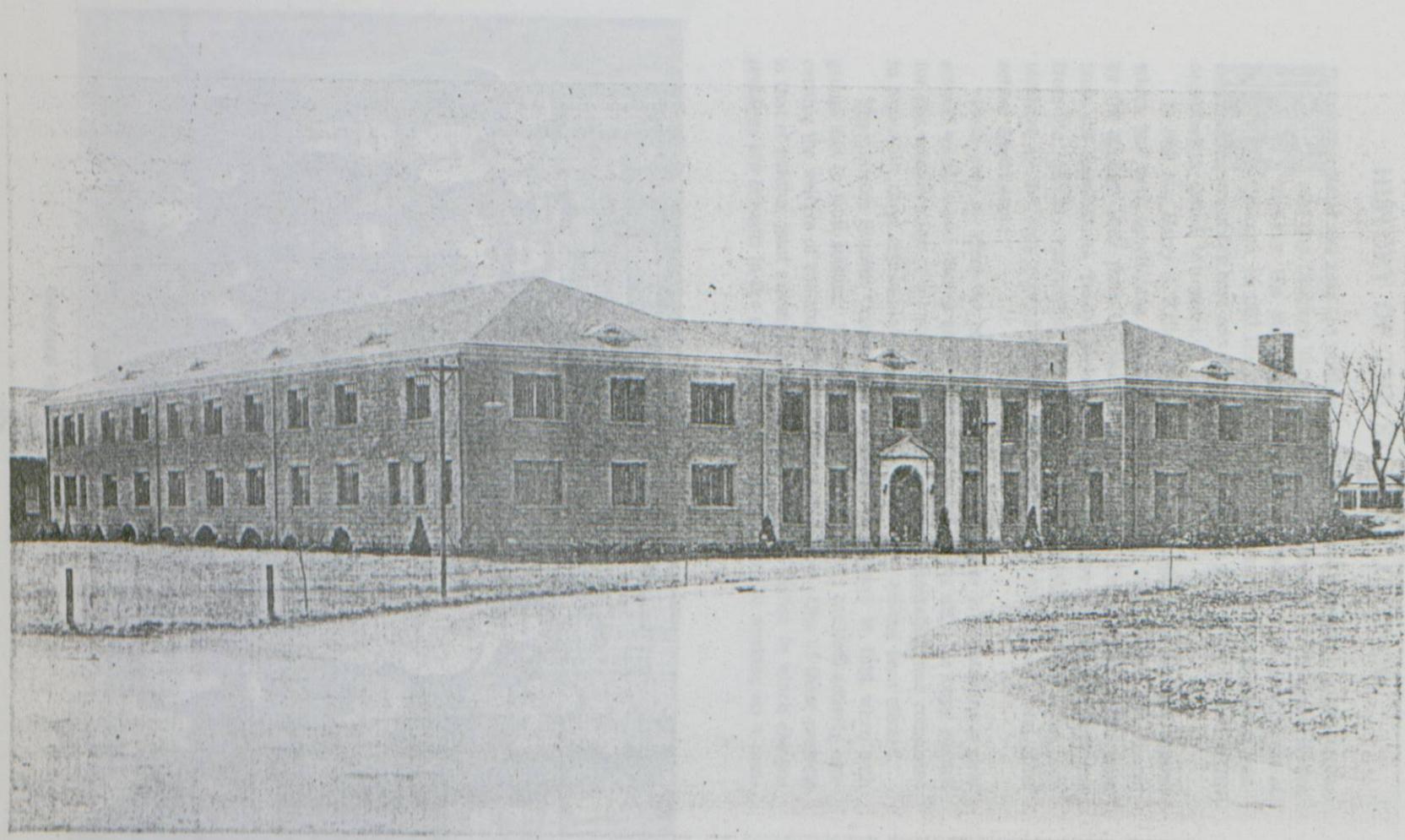




HOME TWO—Boys' Home

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HOME SIX—Boys' Home

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HISTORY OF THE STUDENT COUNCIL

FROM THE TIME the military organization was disbanded until the present day, Chilocco has made consistent attempts to organize a system whereby the students would have a voice in his government at Chilocco. In 1931 the first real start was made when the group leaders of the boys met once a month with the girls' group leaders. This organization lasted two years.

In 1933 Mr. Harry S. Keller, boys' advisor, organized a boys' student council which has been functioning steadily since that time. The council was elected by the student body from the various departments. Two representatives each from the Agricultural, Trades, Related Subjects, Advisory departments, and one from the Athletic department, were chosen. Much valuable assistance has been rendered by the boys' council through cooperating with the advisory and other school departments.

Plans were set afoot the beginning of the present year for organizing a girls' council which would discuss girls' problems and cooperate with the boys' council for the consideration of all student problems. This organization was completed in November, three representatives from each girls' home having been elected.

The Chilocco Student Council was organized on February 28, 1936, when both groups met in joint session. Dating from that time, many projects actively concerning the welfare of the students have been undertaken. One of these projects is that of holding joint assemblies on alternate Tuesday nights, in which campus problems are brought to the attention of all. The Council is working on a cam-

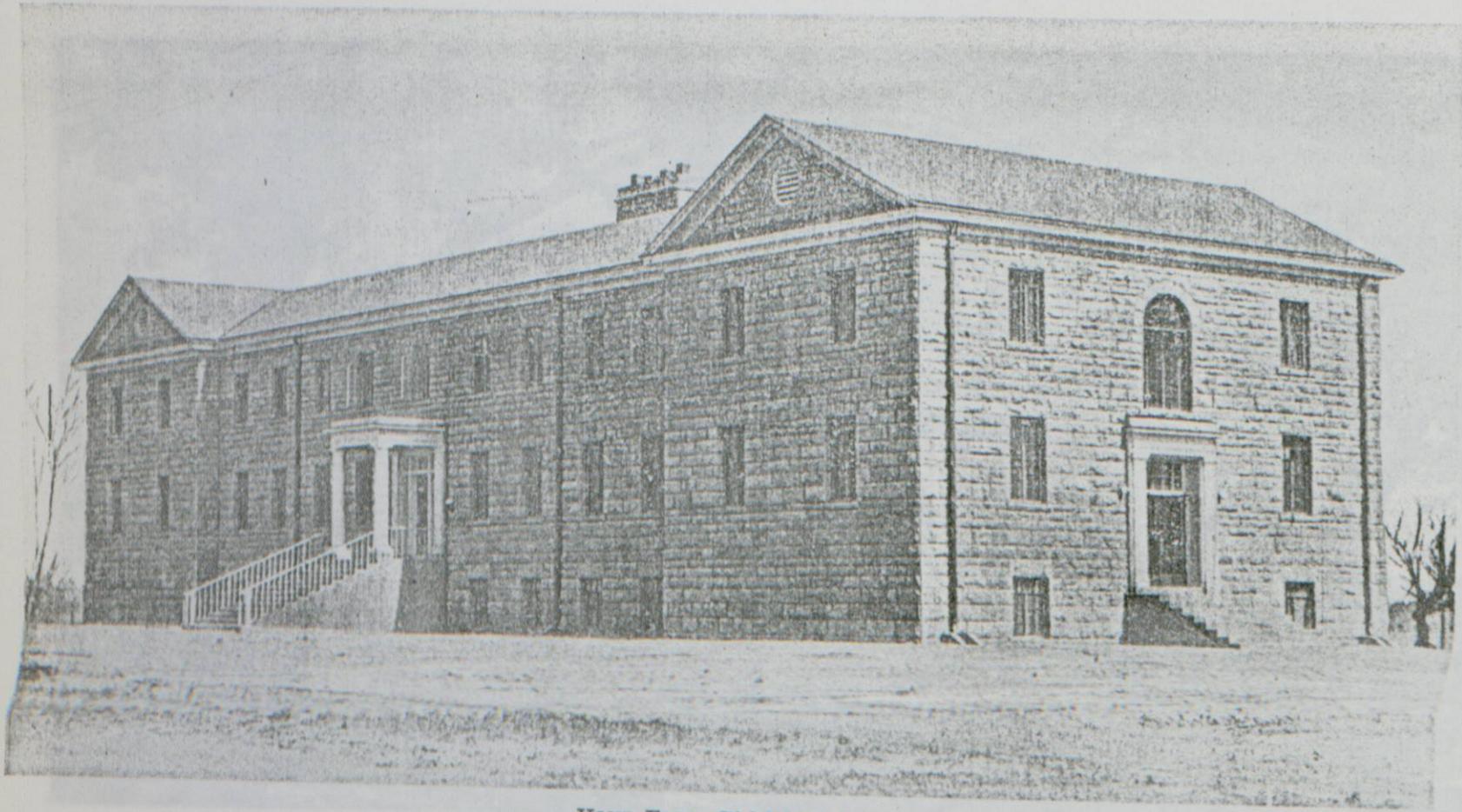


CHILOCCO STUDENT COUNCIL, 1936



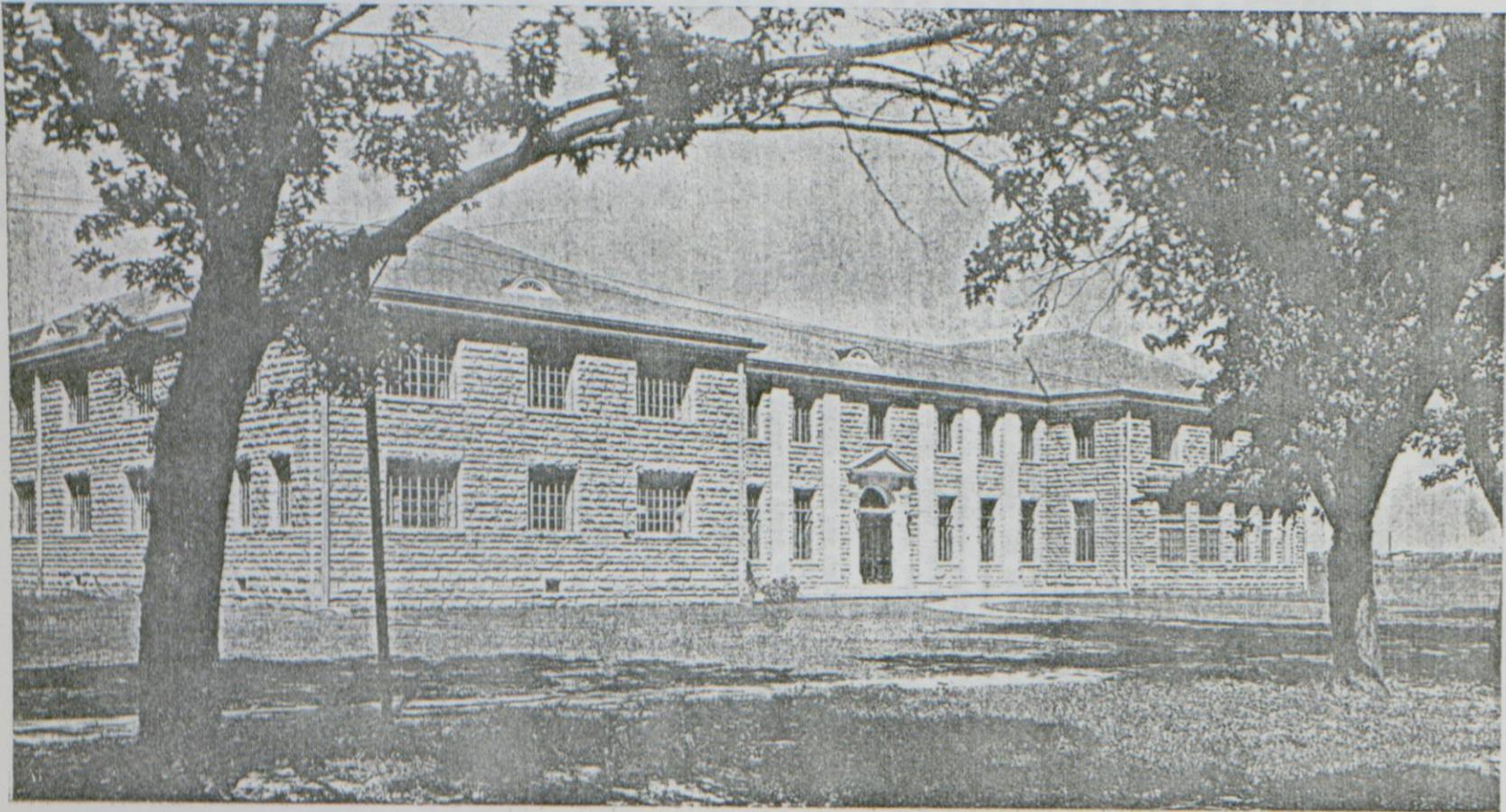


HOME THREE—Girls' Home



HOME FOUR—Girls' Home

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HOME FIVE—Girls' Home

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THE ADVISORY DEPARTMENT AND GUIDANCE



HE TERM GUIDANCE is used to describe the process of helping individuals to make the most of their potential powers. It includes within its scope such specialized services as psychological counseling, vocational counseling, health and educational counseling, control of environment, and direction of extra-curricular activities as a laboratory and the development of social attitudes and skills. It has to do with all children, young people, and adults, not only with the mal-adjusted or the exceptional. It is an emphasis within education designed to focus attention on personal and social values."

The above quotation issued by the New York State Association of Deans and Advisers, explains the far-reaching significance of the function of all those in charge of students. Contradictory to the general impression that guidance is the province of advisers and matrons, it will be seen that it is an organized, co-ordinated program in which, in our government schools, the adviser holds the key position, but in which department advisers and student government should figure strongly. One person's advice cannot make a guidance program, since no one person can touch intimately a great many lives. Every teacher should teach his subject from a guidance point of view. The nurse, the social worker, the Y. W. or Hi-Y sponsor, the scout leader, all have a part in this great responsibility.

There are, however, certain phases of guidance that are definite obligations of the advisory staff. One of these is training in emotional stability, as home or family life is largely a matter of emotions. There are fears, worries, prejudices to overcome; feelings of inferiority, insecurity, and frustration to counteract. All students must be helped to feel a sense of personal value and mutual responsibility.

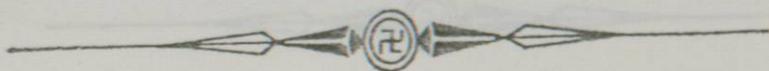
Developing a stronger social consciousness is another special phase. Many groups of boys and girls have been given opportunities during the year to experiment in ways of hospitality by entertaining their friends at informal home parties, teas, and get-togethers. More music and magazines have been procured for the homes, also new equipment for playing baseball, horseshoe, tennis, and ping-pong. Special functions sponsored by the homes include Senior and Junior invitation nights, the big-little sister party, the Christmas pageant, the Council Indian banquet, and the group leaders' Spanish Fiesta.

Home training meetings and assemblies have been our regular Tuesday night activities. Subjects of discussion for home training include health, etiquette, styles, hospitality, and applying for jobs. The assemblies have given many students chances to develop their talents, and have helped in getting concerted action in all campus problems.

Recognizing the fact that there is danger in any education that stops short of conscience, all possible efforts are put forth to build convictions, develop stamina, and preserve integrity of character. In this way only can students be aided in making the most of their potential powers.

In this business of human engineering, there must be co-operation with youth. Consequently it is made possible for the students to help in their government. This year at Chilocco a girls' council has been organized, the boys' council strengthened, and the Chilocco Student Council formed by the meeting of the two in joint session.

Our home set-up differs this year in that we have as assistants, in places of some responsibility, six students who are attending Junior College at Arkansas City. Also fitting well into our scheme of things are ten Seniors who are preparing themselves for college entrance by attendance at Arkansas City High School. These have all made good, and one of the girls, Dimple Johnson, heads the scholarship list in her class.





THE SCHOOL HOSPITAL

HEALTH DEPARTMENT

AIM



THE AIM of the school health department is three-fold; i.e., the cure of disease, its prevention, and the establishment of right health attitudes on the part of the student.

MEANS

The school hospital with its modern medical and surgical facilities provides the means of cure; the laws of personal hygiene as worked out in daily life and the operation of sanitary measures on the school campus and in the school community, afford the agencies for prevention; while the actual administration of means of cure and prevention, the actual living of a life in an atmosphere where the quest for health is dominant, constitute the measures for the creation of right health attitudes.

METHOD

We best learn to do by doing. To this end groups of girls are taken at the hospital and under careful supervision are given the maximum of actual experience in the general care for those who are ill; in the treatment of children's diseases; in the management of minor ailments; in the control of contagious diseases; in the early detection of tuberculosis; in the campaign against trachoma; and in the execution of the many common, home nursing procedures.

They also help in parts of the entrance examination of the pupils, in giving the serum for the prevention of diphtheria, in vaccinations against small pox, and in giving the tuberculin test.

They assist, under oversight, in the operation for removal of tonsils, in the performance of grattage for trachoma, and in various minor surgical procedures.





CHILOCCOAN

And no small part of the practical training received is the actual treatment of the many and varied minor ailments and injuries coming daily to the hospital sick call for attention.

The school grounds and school buildings afford an excellent laboratory for the practice of group hygiene and community sanitation. The members of the class are taken over the grounds and through the dormitories and various departments, where they note the cleanliness of door yards, the sanitary disposition of garbage and trash, the proper disposition of sewage, the provision of safe drinking water, and the production of clean milk supply. They observe the value of clean living apartments, of clean bedding, and of clean eating utensils. They are taught the menace of the fly and of vermin. They note the principles of ventilation and of heating, and the results of overcrowding.

They are taught, through their own experiences and those of others, the results of a proper food supply; the health value of rest, recreation, exercise and work; the evils of excesses; and the benefits of personal cleanliness, and the need of keeping the organs of elimination active.

And aside from the health training obtained by those associated with the hospital, it will be noted that the school health program provides thorough physical examination for all students, besides appropriate examinations for athletic teams and other special groups. Laboratory work is done and X-ray examinations are valuable when needed. Pupils are promptly hospitalized and cared for when ill. The underweight receive special attention. Immunization measures are taken against small pox and diphtheria. Those with a tendency to tuberculosis, pupils with trachoma, and students with diseased tonsils, etc., receive individual attention. A dentist from town visits the school each week. Those with certain physical deformities receive corrective exercises. Dispensary service is provided twice a day regularly. Special lists of pupils with goitre, with heart conditions, with nervous troubles, etc., have special examinations during the year. Vision tests are done, and glasses are fitted for those who need them. Surgical work is provided for, and the health of the student body as a whole is supervised in the dormitory and on the campus by vigilant health oversight, and by frequent inspections.

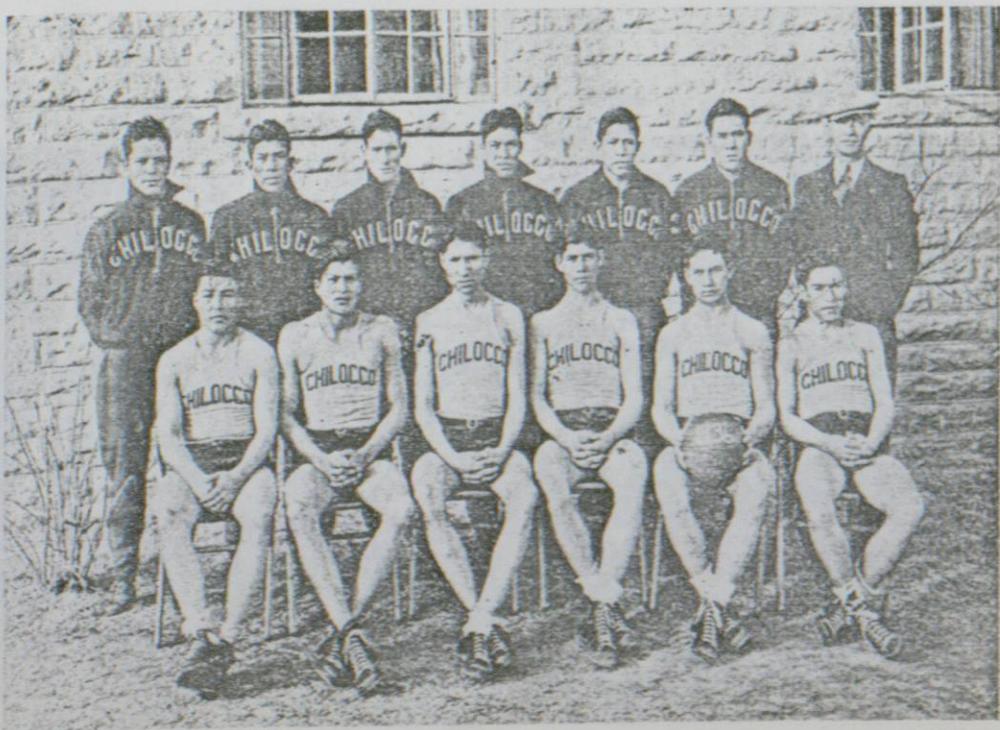
Thus during the entire year the pupil is acquiring specific practical skills in the practice of personal health, hygiene, and sanitation, and in the meantime his ills are adequately cared for.



CHILOCCOAN



FOOTBALL TEAM — 1935



BASKETBALL TEAM — 1936



CHILOCCOAN



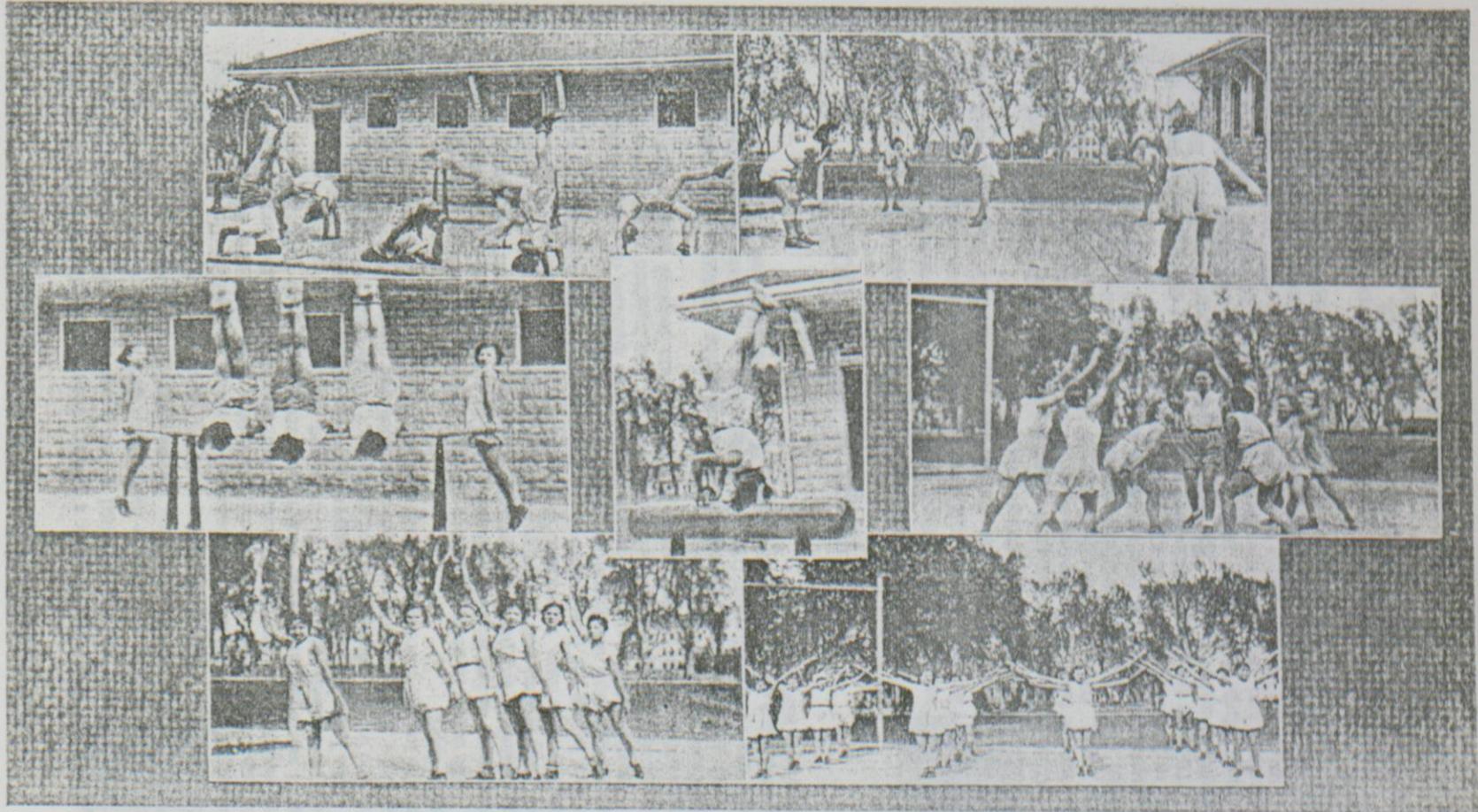
BOXING TEAM — 1936



BASEBALL TEAM — 1936



CHILOCCOAN



The Girls' Physical Education Department at Exercises and play.



PHYSICAL EDUCATION FOR THE GIRLS



EVERY GIRL is given a posture examination at the beginning of the year and any physical defect found which can be remedied by corrective exercises, is listed. Each girl is then classified according to her defects and given special exercises for them.

The above, however is only part of the regular program which consists of: 1 work on the apparatus, 2 dancing, (a) gymnastic, (b) acrobatic, (c) tap, (d) modern, (e) ballroom, (f) interpretive; (g) ballet and (h) folk. 3 club swinging and work with wands; 4 marching tactics; 5 free exercises; 6 tumbling; 7 low organized games; 8 high organized games:—(a) volley ball, (b) basket ball, (c) baseball, (d) tennis (9) track and field.

The Intra-Mural sports program has been highly organized this year. Every girl who wished, belonged to a conference, of which there were six, two in each of the three girls' dormitories. Each conference was divided into as many teams as possible for the current sport, and reorganized after the tournament in that particular sport.

The teams in each conference played those in other conferences, and points were given in the following manner: for the games played, ten points for good sportmanship, ten points for winning a game, five points if the sponsor of the team was present and one point for each girl who entered the game. The points made by each team, were added to the total score of the conference. So the conference having the most points at the end of a season was considered the tournament winner and was given one hundred additional points.

At the end of each game season the girls who qualified for the first team (all school) were given letters for that sport, plus one hundred points toward their Intra-Mural letter. Those chosen for second team received fifty points and for honorable mention, ten points.

At the end of the year the usual annual spring exhibition was given. This year was rather different from those preceding it, in that, the exhibition was entirely black-face. However as usual it embodied all of the varied programs of the year's work.

BOYS' PHYSICAL EDUCATION



ALL BOYS At CHILOCCO are required to take Physical Education unless excused by the school physician or the vocational guidance committee. Boys are interested in developing their bodies physically so their fifty minute periods two and one-half times per week are utilized to their fullest extent.

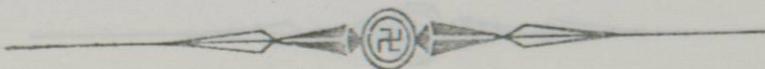
Upon registering for physical education the individual is measured, weighed and his age taken. The student is compared to the average of the boys his age and height. Then each month, thereafter the boy is weighed and his weight recorded along with the original measuring and weighing records. Any abrupt changes in his weight is reported to the school physician who then examines the boy to find out the cause or this sudden change.

The boys are assigned individual lockers and proper clothing to use during the physical education classes. The first few weeks are spent in marching, drills, and lectures. Then tumbling on mats is taught until the basketball season. Then basketball and volley ball are played in the physical education class.

When the weather begins to warm the classes work with Indian clubs, dumb bell and wands. Then from the above exercises the class works with the horse, buck and parallel bars until the weather is warm enough to hold classes out of doors.

The starting of gymnasium classes out of doors brings out door games such as soft ball, soccer, tennis, baseball and track or field work.

Intra-Mural games in season are taught and played outside of the physical education classes with much enthusiasm being shown.





ROSTER OF EMPLOYEES

CHILOCCO INDIAN AGRICULTURAL SCHOOL

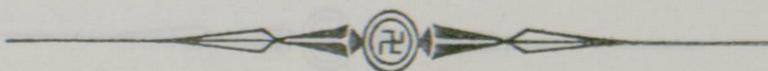
1935-1936

HEADS OF DEPARTMENTS

LAWRENCE E. CORRELL	Superintendent
REY. F. HEAGY	Principal
CHARLES W. HIGHAM	Principal Clerk
WALTER F. GRAY	Head of Agricultural Department
FRED. O. MAEDER	Head of Industrial Training Department
RAY COLGLAZIER	Physical Education
HARRY S. KELLER	Boys' Advisor
FLORA MALOY	Head of Home Economics Department
EDNA B. STOWELL	Girls' Advisor
HENRY SISCO	Physician

Regular Employees

KAY AHRNKEN	Teacher Junior High
HENRY J. ALBRECHT	Teacher Senior High
EMMA T. ANTONE	Teacher Senior High
DAISY D. BAYS	Assistant Advisor
ALBERT BARCELO	Laborer
ETHEL E. BRINK	Head Nurse
SUE BUNGER	Nurse
LOLA L. BURCESS	Dining Room Matron
KATHERINE BURNELL	Junior Clerk
FRANCIS CHAPMAN	Printer; Band and Orchestra
ALVA M. COBLE	Laborer
PEARL M. COLGLAZIER	Teacher Home Economics, Senior High
JOHN CONRAD	Assistant (Indian)
ROGER S. DENMAN	Poultryman
GEORGE FIELDS	Stockman
THELMA J. PINEFROCK	Girls' Director of Physical Education
ALLIE FISHER	Cook
CHARLES FISHER	Laborer
CHARLIE T. FLEMING	Laborer
ALYS M. GOFORTH	Librarian
ROBERT I. GRIFFIN	Painter
GEORGE O. GRIFFITH	Engineer
ETHEL GRINNELL	Laundress
ZELLA GUTHRIE	Teacher Junior High
CLAUD HAYMAN	Assistant Clerk
VIVIAN C. HAYMAN	Teacher Junior High
FLORA HIGHT	Junior Clerk



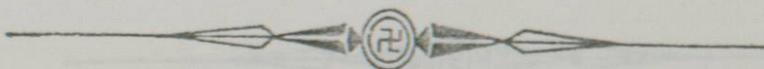


ROSTER OF EMPLOYEES

CHILOCCO INDIAN AGRICULTURAL SCHOOL

1935-1936

EDNA HOGNER	Stenographer and File Clerk
HENRY C. HOLLOWELL	Farmer
ROBERT M. HOLLOWELL	Laborer
CHARLES M. HUNT	Laborer
ALVIN KIVETT	Dairyman
JENNIE LINCOLN	Laborer
SAM B. LINCOLN	Laborer
HENRY J. MATROW	Baker
DORA E. MCFARLAND	Teacher Junior High
ENSLEY E. MORRIS	Teacher Senior High
JEFFERSON MOUSE	Assistant (Indian)
LUELLA C. MURRER	Laborer
JOSEPHINE MYERS	Arts and Crafts
BEULAH NEET	Junior Clerk
ELIZABETH OLIVER	Teacher Home Economics, Senior High
LLOYD O. PARKER	Laborer
JASPER E. PARKS	Farmer
ELEANOR PARRIS	Attendant
SOPHIA FRYE REEDER	Matron
MARGARET RIORDAN	Teacher Home Economics
CARRIE ROBINSON	Matron
GEORGE G. RODMAN	Shoe and Harness Maker
MARIAN ROSS	Teacher Home Economics
NELSON ROWE	Assistant Advisor
MARTIN SANDERS	Assistant (Indian)
ILA F. SCOTT	Teacher Home Economics, Senior High
EDGAR SCROGGINS	Laborer
JOHN F. SEEFELD	Farmer
ALERT SNELL	Assistant (Indian)
LAMBERT P. STOFFELL	Mason
OPAL O. STUART	Teacher Fine and Applied Arts
WEST TOINEETA	Carpenter
ROY E. TROST	General Mechanic
ANDREW VANDERPLAATS	Teacher of Agriculture
ARTHUR I. WADDELL	Nurseryman
MAEEL WALKER	Teacher Senior High
LUCINDA WEST	Assistant (Indian)
JOSEPHINE WHITE	Matron
MARY IRENE WILSON	Music Teacher





Autographs

Conclusion



The "Chiloccoan" each year attempts to portray the activities of the Chilocco Indian Agricultural School and to bring a new feeling of happiness and inspiration to those for whom it recalls happy memories.

May this volume strengthen such bonds of interest and bring to you memories of the class of Nineteen Hundred Thirty-six.

