

Chilodman

NINETEEN
THIRTY
THREE





Published by
THE SENIOR CLASS
of
Nineteen Hundred and Thirty-Three
at the
Chilocco Indian Agricultural School
Chilocco, Oklahoma

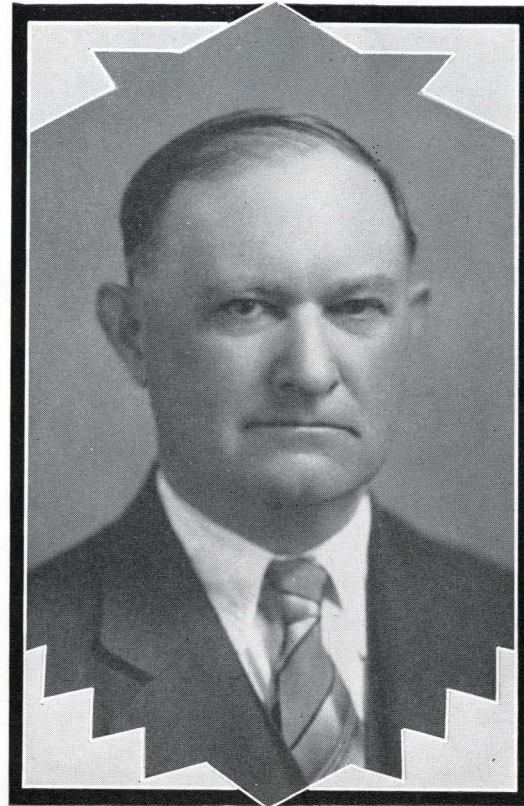


FOREWORD

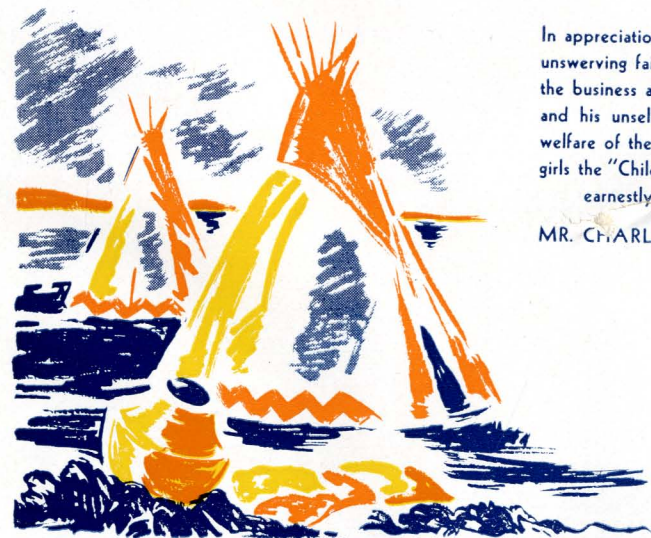
This volume of the "Chiloccoan" brings to you the message that the Indian boys and girls of the Senior Class of the Chilocco Indian Agricultural School are ready to take their place in the occupations open to American youth, or to continue their interests in the life which each will lead. As an appreciation of the opportunities that have made possible the Commencement of this class a part of the book is devoted to the achievements of the various departments, as well as the extra-curricular activities.

May the message which this book brings strengthen the chain of interest and sympathy that must always exist between each of us and C. I. A. S.





DEDICATION

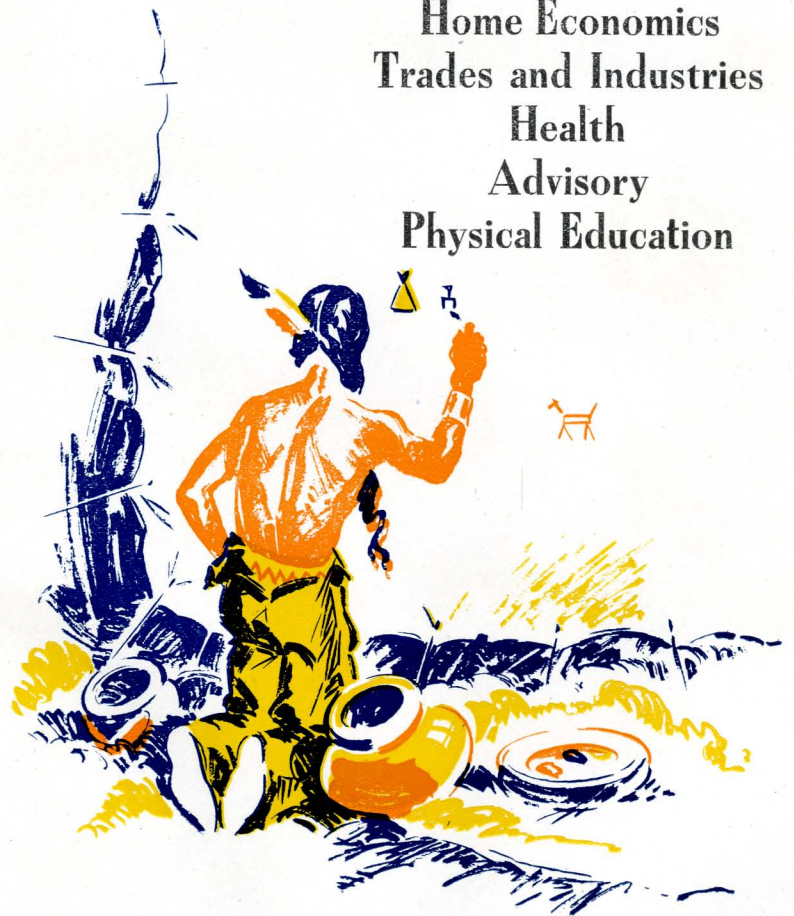


In appreciation of his loyalty, his unswerving faithfulness to duty in the business affairs of the school, and his unselfish interests in the welfare of the Chilocco boys and girls the "Chiloccoan" of 1933 is earnestly dedicated to

MR. CHARLES W. HIGHAM

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Administration



CHILOCCOAN



LAWRENCE E. CORRELL, Superintendent



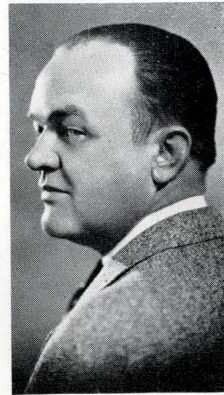
HEADS OF DEPARTMENTS



R. F. HEAGY
Academic



M. A. V. SMITH
Health



C. J. JORDAN
Industrial Training



LIZZIE McCORMICK
Advisory



C. W. HIGHAM
Business



FLORA MALOY
Home Economics



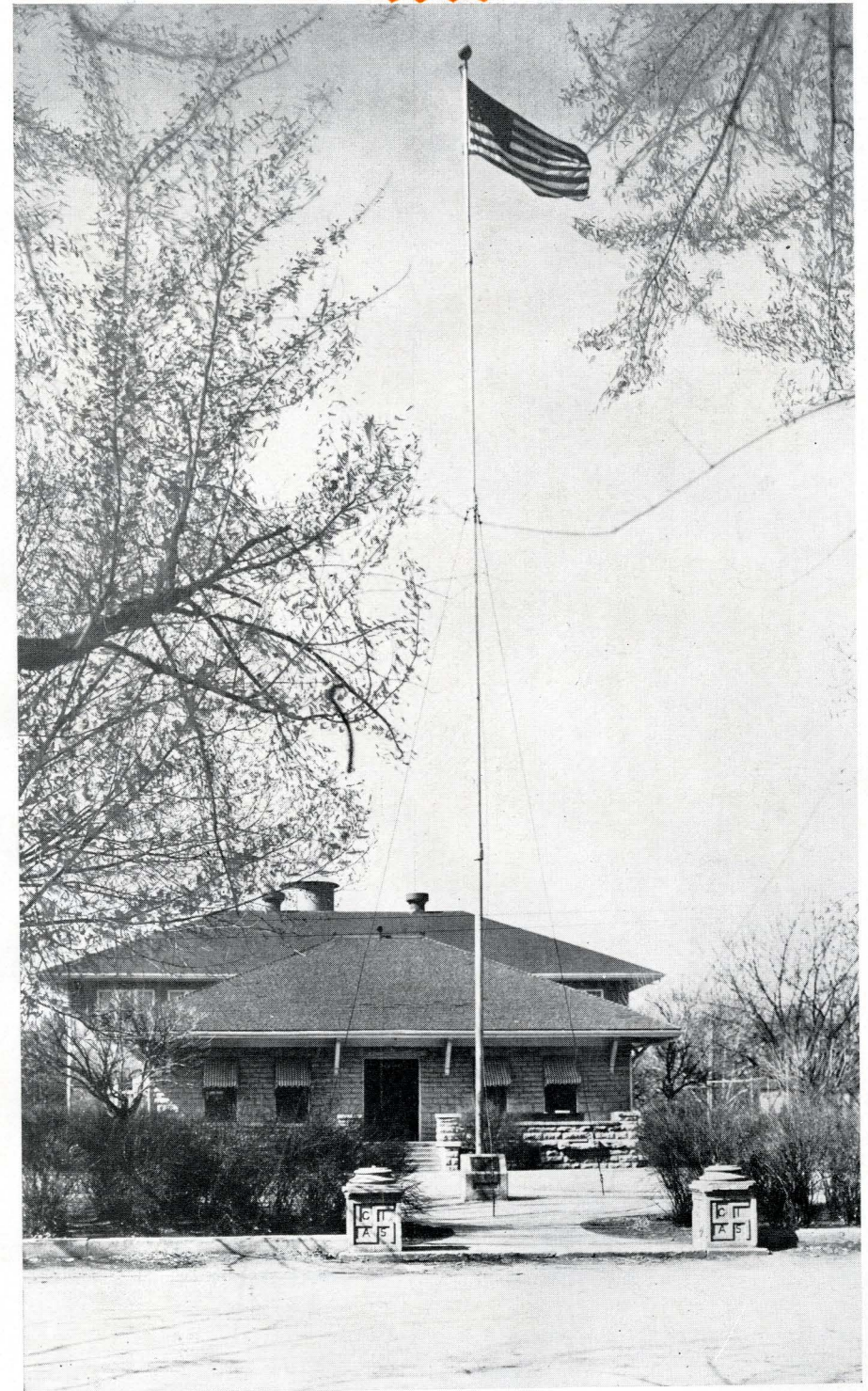
W. F. GRAY
Agriculture



H. S. KELLER
Advisory



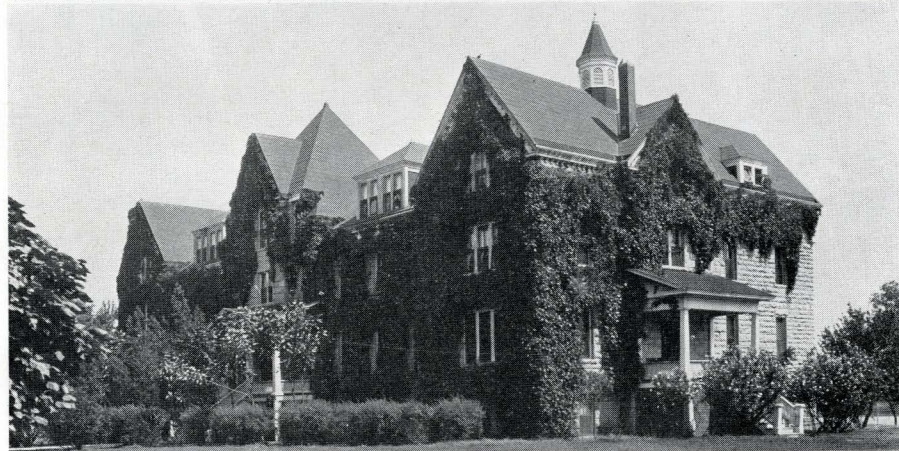
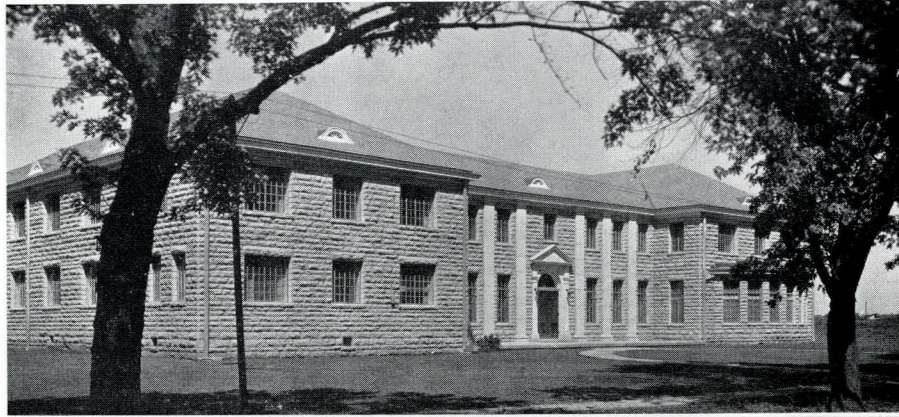
RAY COLGLAZIER
Physical Education



ADMINISTRATION BUILDING



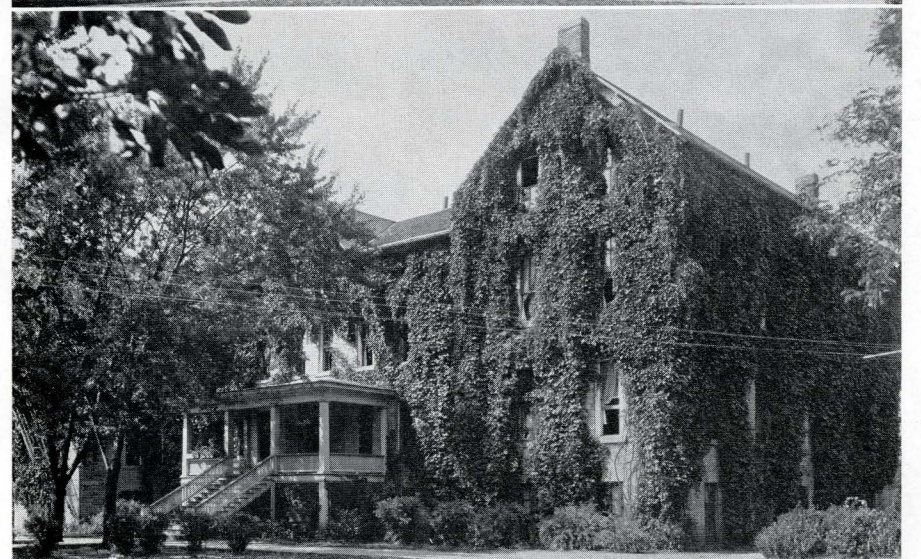
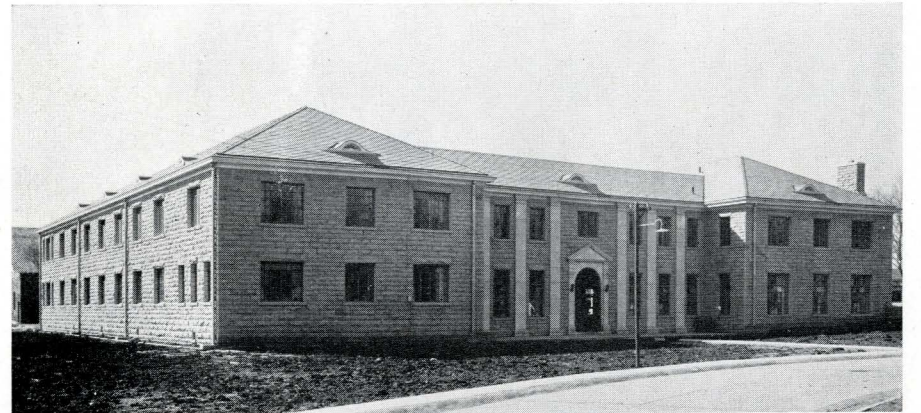
CHILOCCOAN



GIRLS' HOMES



CHILOCCOAN



BOYS' HOMES



ORGANIZATION OF DEPARTMENTS



THE SUPERINTENDENT is the administrator of the school, and is directly or indirectly responsible for every boy and girl, man and woman attending school, or employed on the reservation. In direct connection with his office is the office of Business Affairs. This office, under the management of the Principal Clerk, Assistant Clerk, and three Junior Clerks, takes care of the numerous business affairs, such as the considering of applications of would-be-students, the buying and issuing of supplies, the handling of funds for the children, and the paying of salaries.

Seven other departments form the remainder of the plan. From each of these departments come the Principal or Head, to make up an Advisory Committee, whose duty it is to aid in keeping the whole unified. Scheduled meetings are held, with the Superintendent in charge, each member bringing the problems of his department for the consideration of the vocational placements, the major behavior problems, student attitudes, and maladjustments. The instructors of each department are responsible to their respective principals or directors. Thus the whole plan is systematized, and the Superintendent is enabled to keep in touch with even the smallest details of the school.

The Academic Department offers the work of grades seven to twelve, inclusive, and is supervised by the Principal of the Academic Department. Fourteen teachers take care of the class room instruction in English, mathematics, the social sciences, and physical sciences. There is a well equipped library in charge of an efficient librarian. The Principal's secretary looks after the office work.

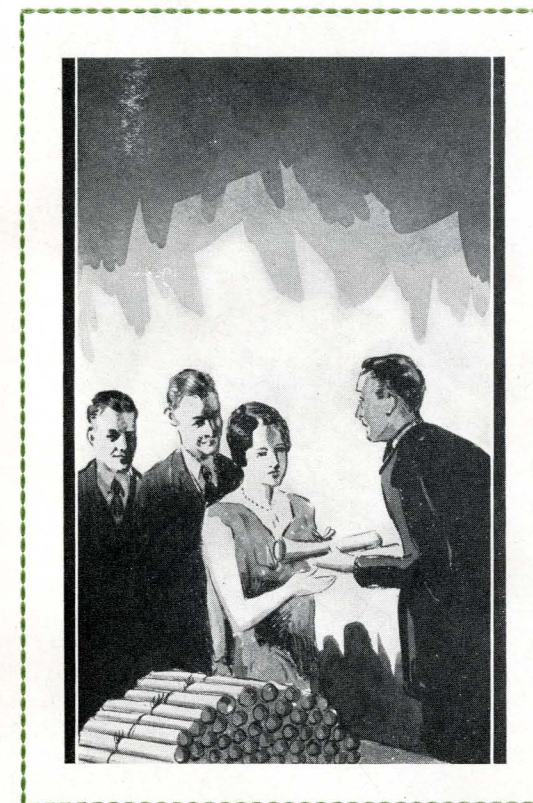
The Principal of the Academic Department also supervises the work of the Art Department, which includes vocal and piano instruction, given by the music teacher; band and orchestra instruments, by the orchestra leader; and the fine and applied arts, by the teacher of Fine and Applied Arts.

A second division of the administration is that of Agriculture. The Director of Agriculture supervises the whole of it, but there is an instructor in direct charge of each sub-division. These include the poultry units, dairy animal husbandry, slaughtering and meat cutting, and field crops. Classroom instruction in the theory of farming is given by the Teacher of Agriculture.

The Home Economics Department offers both theory and practice in all phases of home making, foods, clothing, child care, family relationships, home nursing, interior decorating, and vocational guidance. There is a Principal of this department, and to assist her there are four other teachers. Under her general supervision also, are the kitchen and dining room, although the cook and her assistant look after the food preparation, and the dining room matron and her assistant have charge of the serving.

The work of the laundry, the bakery, the sewing room and mending room is in charge of the Laundress, the Baker, the Seamstress, and Mending Room Matron, respectively.

The head of the Vocational Department supervises the work of all vocations under the respective instructors. The sub-divisions are: construction carpentry repair carpentry, painting, masonry, brick and stone work, engineering, auto mechanics, blacksmithing, shoe and harness making, plumbing, and printing. The actual work is correlated with classroom instruction, the theory of trades being given by the Instructor of Shop Subjects. Continued on page—"Honor Society"



Academic





IDA ANDERSON
Tribe: *Choctaw*
Vocation: HOME ECONOMICS

MARIE ARNOLD
Tribe: *Delaware*
Vocation: HOME ECONOMICS

MARTHA BAILEY
Tribe: *Creek*
Vocation: HOME ECONOMICS

LOUIS BAKER
Tribe: *Mondak*
Vocation: ANIMAL HUSBANDRY

CHARLES BAKER
Tribe: *Choctaw*
Vocation: SHOE REPAIRING

RACHEL BAYHYLLE
Tribe: *Pawnee*
Vocation: HOME ECONOMICS

DOLPH BITANNY
Tribe: *Navajo*
Vocation: AGRICULTURE

MELONEE BROWN
Tribe: *Choctaw*
Vocation: HOME ECONOMICS

RUBY BROWN
Tribe: *Chickasaw*
Vocation: HOME ECONOMICS

ALBERT BROWN
Tribe: *Choctaw*
Vocation: PAINTING

RUFUS CANARD
Tribe: *Creek*
Vocation: ENGINEERING

JESSIE CANOE
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

OPAL CHILDRESS
Tribe: *Cherokee*
Vocation: LIBRARIAN

CECIL CHISHLOM
Tribe: *Creek*
Vocation: SPECIAL AGRICULTURE

SUSIE CHOPPER
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

MURROW COOPER
Tribe: *Choctaw*
Vocation: POULTRY

NELLIE CORNELL
Tribe: *Creek*
Vocation: HOME ECONOMICS

LEWIS CURTIS
Tribe: *Cherokee*
Vocation: AUTO MECHANICS

CHILOCCOAN





VIVIAN DAILY
Tribe: *Otoe*
Vocation: NURSING

ELI DEERE
Tribe: *Creek*
Vocation: PAINTING

FERN DRY
Tribe: *Cherokee*
Vocation: PHYSICAL EDUCATION

ROBERTA ELDRIDGE
Tribe: *Cherokee*
Vocation: PHYSICAL EDUCATION

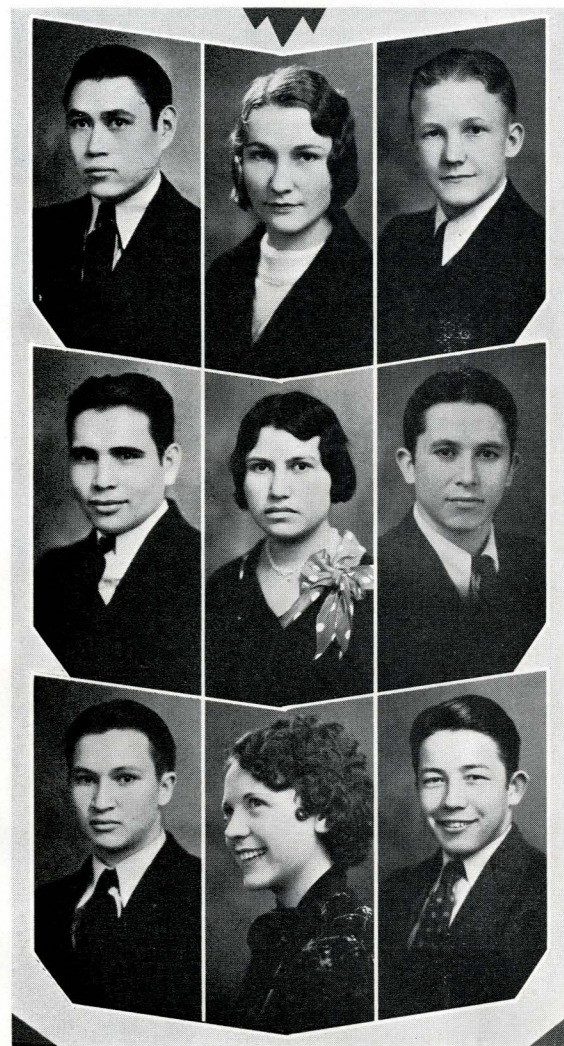
GENEVA ELLISON
Tribe: *Choctaw*
Vocation: HOME ECONOMICS

DWIGHT ESTES
Tribe: *Cherokee*
Vocation: AUTO MECHANICS

MAUD FOX
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

BENJAMIN FRANKLIN
Tribe: *Sac-Fox*
Vocation: PAINTING

THERESANN GAREN
Tribe: *Iroquois*
Vocation: HOME ECONOMICS



HOMAN GRAY
Tribe: *Creek*
Vocation: POULTRY

GLADYS GRIFFIN
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

HAROLD HARDING
Tribe: *Cherokee*
Vocation: PLUMBING

PARKER HARRIS
Tribe: *Chickasaw*
Vocation: ENGINEERING

JENNIE HARRY
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

ARCH HICKMAN
Tribe: *Creek*
Vocation: SHOE REPAIRING

ROBERT HICKMAN
Tribe: *Creek*
Vocation: SHOE REPAIRING

NETTIE HICKS
Tribe: *Euclaw*
Vocation: NURSING

AUSTIN HUGHES
Tribe: *Chickasaw*
Vocation: AGRICULTURE





THURMAN HORNBUCKLE
Tribe: *Cherokee*
Vocation: BAKERY

JOSEPH KING
Tribe: *Choctaw*
Vocation: POULTRY

CECIL MATHEWS
Tribe: *Chickasaw*
Vocation: ENGINEERING

LENA IMPSON
Tribe: *Choctaw*
Vocation: PHYSICAL EDUCATION

RICHARD LIDDELL
Tribe: *Chickasaw*
Vocation: AUTO MECHANICS

WILLIAM McAFEE
Tribe: *Choctaw*
Vocation: HORTICULTURE

BENJAMIN JAMES
Tribe: *Choctaw*
Vocation: POULTRY

ETHELINE LOCKWOOD
Tribe: *Cherokee*
Vocation: LIBRARIAN

ANNA McCRARY
Tribe: *Cherokee*
Vocation: PHYSICAL EDUCATION



WILLIAM McCRARY
Tribe: *Cherokee*
Vocation: ENGINEERING

OKEMAH MONTGOMERY
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

NORA NADEAU
Tribe: *Pottawatomie*
Vocation: HOME ECONOMICS

FRED MILLER
Tribe: *Delaware*
Vocation: AUTO MECHANICS

HAZEL MONTGOMERY
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

CHARLES NARCOMY
Tribe: *Creek*
Vocation: CARPENTRY

IRENE MOORE
Tribe: *Chickasaw*
Vocation: HOME ECONOMICS

ESTHER MOTES
Tribe: *Choctaw*
Vocation: HOME ECONOMICS

FAYE PAYNE
Tribe: *Cherokee*
Vocation: PHYSICAL EDUCATION



FAYE PARNELL
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

DONNIE PARSONS
Tribe: *Choctaw*
Vocation: BAKERY

VIRGINIA PATTERSON
Tribe: *Choctaw*
Vocation: HOME ECONOMICS

JOSHUA PORTER
Tribe: *Pima*
Vocation: ANIMAL HUSBANDRY

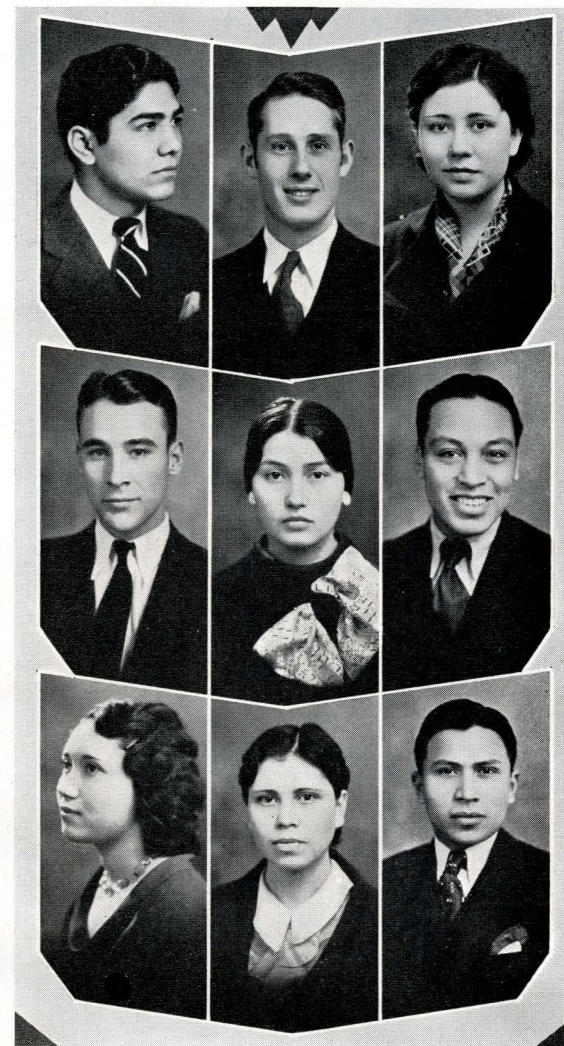
LELIS RECORD
Tribe: *Euchee*
Vocation: ENGINEERING

FLORINE ROMANS
Tribe: *Cherokee*
Vocation: PHYSICAL EDUCATION

HANNAH ROY
Tribe: *Ponca*
Vocation: HOME ECONOMICS

JOHN SAM
Tribe: *Cherokee*
Vocation: SPECIAL AGRICULTURE

VIVIAN SCRIVENER
Tribe: *Chickasaw*
Vocation: HOME ECONOMICS



JAKE SENOYA
Tribe: *Comanche*
Vocation: PRINTING

CHARLES STANDIFIRD
Tribe: *Cherokee*
Vocation: ENGINEERING

HILDA SMITH
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

LE ROY TAYLOR
Tribe: *Choctaw*
Vocation: ENGINEERING

KATIE THOMAS
Tribe: *Creek*
Vocation: HOME ECONOMICS

AMOS TIGER
Tribe: *Creek-Euchee*
Vocation: MASONRY

VIVIAN VANN
Tribe: *Cherokee*
Vocation: HOME ECONOMICS

BESSIE WALL
Tribe: *Choctaw*
Vocation: HOME ECONOMICS

BENSON WALLACE
Tribe: *Choctaw*
Vocation: HORTICULTURE

SENIOR CLASS HISTORY



THE CHILOCCO 1933 SENIOR CLASS had its beginning in 1921 when a lonely, frightened, Choctaw boy entered the first grade with this aim in view, "Let me with confidence and courage pursue the best that Chilocco can offer." In 1923 he found the companionship of a Euchee boy who had the same determination. But not once did it enter his mind that he would be given the highest honor that his fellow classmates could bestow upon him by electing him president of the class.

These two boys were joined the following year by two no less determined girls. They represent the Cherokee and Ponca tribes.

In the seventh grade these four and other classmates elected the first class officers. They chose purple and gold for the class colors. To carry out the colors in the class flower, the iris was chosen. The class pressing on to accomplish their purpose chose for their motto, "Excelsior." Their aim was, "The earnest upward striving of the soul—an impulse not to be subdued in death."

With the help of Mrs. Margaret Pearson Speelman, the class in the eighth grade composed the class song, "Class '33."

During the Freshman year the class banner was designed by Mary Moore. This was the first year that members of this class were eligible to be chosen for the school choir. Three members at that time were selected; at the present time half the choir membership is represented by the 1933 class.

In the Sophomore year the class was represented in nearly every vocation of the school. The girls' varsity basketball squad was organized; four of its members represented this class. The class predominated on the boys' varsity squad. In every other field of athletics there were active members of this class.

Members of the 1933 class took part in the band, orchestra, glee club, Hi-Y, Y. W. C. A., B. Y. P. U., Boys' Pep Club, and Aggie Club.

It was in the Sophomore year when the class first elected Lehis Record as President, and Gladys Griffin as Vice President. The two have served in these offices since. With the leadership of the president and the cooperation of the vice president and the entire class through the years of 1931, 1932, and 1933, to attain the aim of their motto, "Excelsior," the class members hope to carry throughout their life's journey its teachings.

The junior year, under the sponsorship of Mrs. Antone and Mr. Robinson, gave the class a still higher rank. Many of the school's highest ranking officers were chosen from this class. During this year, the class was permitted to preserve the iris flower garden for their graduation exercises. The junior girls outnumbered others among the Home Economics Club members, which joined the Home Economics Club Association during the year. The Chilocco Club is the largest Home Economics Club in the State. The annual Home Economics Club Party held in February was the first party of the Club history.

Forty girls and thirty-seven boys have reached the senior year by faithful labor and patient endurance to prepare themselves to meet that which will confront them in later years. The class of '33 is the largest that has graduated from Chilocco.

The Senior class won the inter-class tournament basketball championship of 1933.

The class motto, "Excelsior" symbolizes that the 1933 Class will not vanish when farewells are spoken, but its members will strive on to make happy and successful lives for themselves and others.



LEONA WELLER
Tribe: *Caddo*
Vocation: PHYSICAL EDUCATION

MITCHELL WEST
Tribe: *Cherokee*
Vocation: PRINTING

JOHN WILLIAMSON
Tribe: *Cherokee*
Vocation: BAKERY

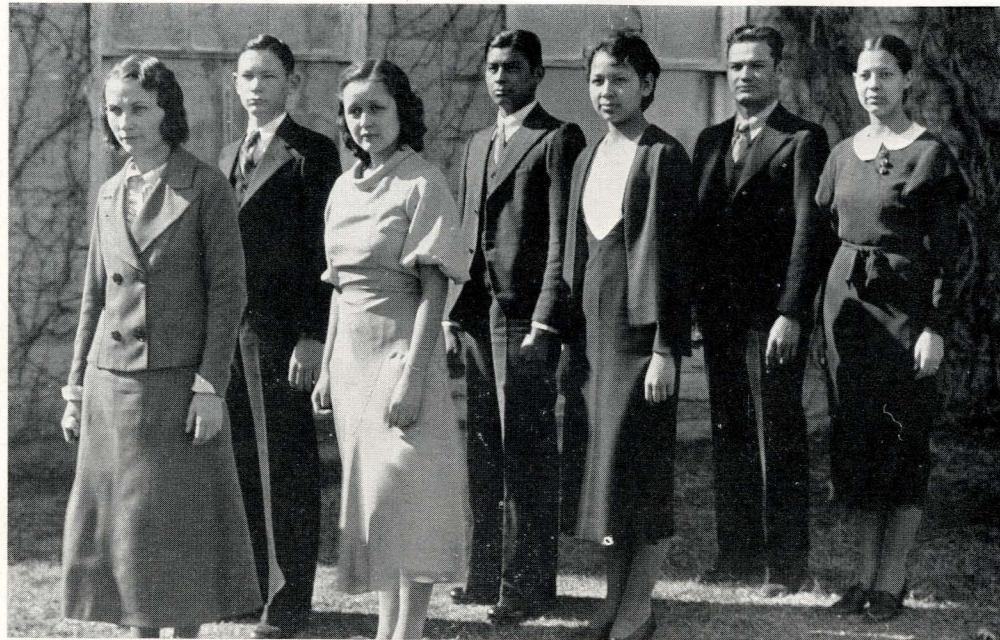
GERTRUDE WOOD
Tribe: *Creek*
Vocation: HOME ECONOMICS

JOHNNIE WOOD
Tribe: *Creek*
Vocation: HOME ECONOMICS

THOMAS WOODALL
Tribe: *Cherokee*
Vocation: ADVISER

ROGER WORSHAM
Tribe: *Chickasaw*
Vocation: PRINTING





HONOR SOCIETY

SINCE THE ORGANIZATION of the Honor Society in 1927, thirty-five members have been elected from the graduating classes. Because the faculty at Chilocco believe that an outstanding record during four years of high school will be worth something to young men and young women later in life, the Honor Society was organized to recognize these students.

To be a member of this society the student must have a high scholastic standing. He must have taken an active interest in Extra-Curricular activities and his personal record must be absolutely free from any blots.

Seven students from the graduating class of 1933 have been elected to the society — Virginia Patterson, the Valedictorian of the class, Marie Arnold, Gladys Griffin, Etheline Lockwood, Joe King, Mitchell West, and Cecil Matthews.

ORGANIZATION OF DEPARTMENTS

Continued from page—"Organization"

The Director of Boys' Physical Education is the Coach, and his only assistants are student teachers, boys who have elected to become gym instructors when they have finished school. There is also a Girls' Physical Education Director and she likewise has her student assistants.

Chilocco is fortunate in having a good hospital. The health supervisors are the Physician, the Head Nurse, two assistant Nurses, and the Attendant. Preventive measures as well as curative measures are taken, and few are the cases of contagious disease.

Perhaps one of the most important departments in the whole system is that which seeks to keep the students in a contented frame of mind, to iron out the difficulties that may arise, and help solve the weighty problems that confront all young people of the adolescent age. This is the Department of Advisorship. The Advisory staff consists of a Boys' Advisor and his assistant, two Boys' Matrons, the Girls' Advisor, two Girls' Matrons, and a Relief Matron.

EXCERPTS FROM THE VALEDICTORY



THE CLASS OF 1933 APPRECIATES the many opportunities which Chilocco has to offer. We realize that it gives the Indian youth a chance to develop his natural ability, create initiative, and also to develop him mentally, physically, and morally.

We find that in order to grasp our opportunities we must require alertness to seize chances—responsiveness to slightest suggestion of ambition. There are times when we cannot know what is the best thing to do until we have done something and checked up on the results. Under these circumstances, the quicker we make a decision, the sooner we shall arrive at a sound conclusion.

The greatest opportunity that comes to every boy and girl is that of obtaining an education. Yet many girls and boys fail to grasp the importance of this opportunity and leave it for others of far less value.

Opportunity does not come to one, but you yourself have to make it by being satisfied with small things and willing to make of them things of hope.

A person feels today that he could live a much better life if he could only live life over again. This makes him look back with regretful memory to the golden days of his youth and then he sadly mourns his wasted chances. He turns hopefully to the thought of a life to come, but in his blindness and ignorance he does not realize that the new life is all around him and he has but to reach out and take a strong hold upon it.

Opportunities are every where—in the air, in the earth, and in other vocations which are considered a small start. Opportunity is multiplying rapidly because the field of vocations is spreading widely. We can not reach opportunity with, "I can't," but it has to be reached with an honest heart, which often beats beneath a ragged jacket, and two arms which are willing to attempt anything which may come our way. Josiah Holland in his poem "Gradatim" says:

"Heaven is not gained at a single bound;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies
And we mount to its summit round by round."

This means that opportunity for success is not gained in a single task, but we have to build our ladder step by step from the bottom to our goal. To you, who are determined to get on in the world every circumstances in life may be turned to advantage. The field of opportunity is a wide field to be too certain of higher things, for thousands of people pass by great opportunities in the shape of small duties and others come behind, who have little thought of grasping things too far ahead and have woven their success around the things the majority thought to be worthless.

The law of all progress is, "We must open the door next to us before the door ahead of that will swing for us to enter." From this we must remember that nothing moves in this world until it is moved by some force greater than itself.

It has been said that, "By the time a fool has made us his mind, the opportunity has gone by." The people who do things in this world make opportunity. They never have to wait, because they dig, fight, and give up all for it.

—VIRGINIA PATTERSON



ANNUAL STAFF

ROGER WORSHAM	Editor-in-Chief
MITCHELL WEST	ASSOCIATE EDITOR
ETHELIN LOCKWOOD	Campus Editor, Girls
AUSTIN HUGHES	Campus Editor, Boys
OKEMAH MONTGOMERY	Activity Editor, Girls
JOE KING	Activity Editor, Boys
FLORINE ROMANS	Sport Editor, Girls
AMOS TIGER	Sport Editor, Boys
MABEL WALKER	Sponsor

SENIOR CLASS OFFICERS

LELIS RECORD	President
GLADYS GRIFFIN	Vice President
VIRGINIA PATTERSON	Secretary
MURROW COOPER	Sergeant-at-Arms
<i>Flower</i>	IRIS
<i>Motto</i>	EXCELSIOR
<i>Colors</i>	PURPLE and GOLD
<i>Emblem</i>	STAR
<i>Mascot</i>	LEVI GRITTS

CLASS SONG '33

Chilocco is the best place in this world to be.
 So, I know with me you will all agree
 And the best class in the High School
 Is old '33. Give three cheers for '33.

CHORUS

Class '33, Dear '33,
 United now we stand,
 And we pledge our might,
 To do what's right,
 For the students of this happy band.
 So when you see the '33,
 Remember who we are.
 We will pull together always
 And we'll hitch our wagon to our star.

In the "Purple of the Iris," all our class delight.
 Golden stars shine bright, keep our hearts alight,
 With love for Alma Mater and our class unite
 Praising our own '33.





HOME ROOM OFFICERS AND SPONSORS — JUNIOR CLASS

JUNIOR CLASS HISTORY

THE JUNIOR CLASS, WHOSE record of attendance for this year is the second largest of any other class in school is sponsored by Mrs. Antone, Mr. Robinson, and Mr. Sturgess for their daily routine of Academic work. The Juniors organized as a class November 23, 1932, electing officers to assist in the leadership of the class. These officers are: President, Brewster Sunday; Vice-President, Robert Victor; Secretary, Mary Smith; Sergeant-at-Arms, Louis Silk; Cheer leader, Solomon Morris; Pianist, Sadie Hildebrand; Treasurer, Mrs. Antone.

The following is the list of tribes and the number of students represented from each tribe: Arapaho, two; Arickara, two; Caddo, two; Cherokee, fifty-one; Cheyenne, four; Chickasaw, eleven; Choctaw, twenty-nine; Comanche, one; Creek, twenty-eight; Delaware, two; Euchee, one; Kaw, four; Kickapoo, one; Kiowa, three; Miami-Quapaw, one; Navajo, one; Otoe, three; Ottawa, one; Pawnee, eight; Ponca, one; Pottawatomie, seven; Pueblo, one; Sac-Fox, three; Seminole, three; Seneca, two; Shawnee, five; and Wyandotte, one.

Home Room officers from the class are: Irene Jacobs, Coowie Vann, Eva Rice, Pearl Sixkiller, Sadie Hildebrand, Grace Henry, Mildred Davis, Solomon Morris, Frank Vann, Austin Grant, Elzie Sockey, Leo Matheson, Charles Hanes, Anderson Childers, Daniel Beck, William Glory, John Thomas, Milford Parks, George Sam, Brewster Sunday, Homer Burgess, Carmen Griffin, Theda Douglas, Margaret Ross, Amanda James, Christine Blueback, Hazel Logan, Irene Gardner, Lorraine Thompson, Celena Allen, Ola Woolridge, Beatrice Neece, Betty Hunter, Lilly Stanley, Stella Halley, Betsy Burns, and Rhoda Dent.



HOME ROOM OFFICERS AND SPONSORS — SOPHOMORE CLASS

SOPHOMORE CLASS HISTORY

SINCE THE BEGINNING of the school term, 1932-33, the Sophomore class has made more progress than in all of their junior high days. The class song was written and the banner was made this year. Their motto, "Forward Ever" is a constant inspiration to the whole class. The higher the goal, the more the Sophomores strive for it.

The following students are the Sophomore class officers: President, Rubie Williamson; Vice President, Lorene Ross; Secretary and treasurer, Edna Reece. Mr. Morris, Mr. Albrecht, and Miss Hogg, are sponsors of the class.

The following tribes are represented in the Sophomore class: Cherokees, forty; Choctaws, twenty-one; Shawnees, three; Chickasaws, thirteen; Creek-Cherokee, three; Yuma, one; Otoe, one; Creek-Seminole, one; Quapaws, two; Sac-Fox, one; Pottawatomies, two; Ottawas, two; Delawares, three; Cherokee-Seminole, one; Modoc, one; Creek, fourteen; Cheyenne-Arapaho, one; Arickara, one; Seminole, one; Pueblo, one; Seneca, one; Miami, two; Kaws, two; Comanches, four; Caddo-Delaware, one; Kiowas, two; Caddo-Winnebago, one; Ponca, one; Apache, one; Peoria, one; Delaware-Cherokee, one.

Home Room officers who represented the class in the picture are: Timmie Proctor, Gibson Starr, Lucille McMillan, Vivian Craig, John Terral, James Byington, Perry Brewer, Troy Quinton, Arthur Lambert, Joe Ortiz, Ruby Williamson, Lorene Ross, Mary Baker, Edna Reece, Efeadia Harker, Susan Gritts, Bernice Spring, Lucille Thornton, Wetha Horton, Lorene Smith, and Betty McHenry.



HOME ROOM OFFICERS AND SPONSORS — FRESHMAN CLASS

THE FRESHMAN CLASS HISTORY



THE FRESHMAN CLASS MAY be green but green things are needed for growth. The contribution of useful and better things to Chilocco is expected of the Freshman class in the future. Although green, the members of the class have stood side by side with the upper classmen in sharing honors of the school.

The class consists of one hundred and fifty-seven boys and girls representing twenty-one tribes from seven states. The following is the number in each tribe represented in the class: forty-nine Cherokees; twenty-four Choctaws; eleven Creeks; four Chickasaws; six Caddos; three Delawares; three Comanches; four Euchees; two Cheyennes; seven Otoes; eight Pottowatomies; four Sac and Fox; four Seminoles; one Sioux; two Poncas; five Kiowas; four Pawnees; four Shawnees; one Seneca; one Pueblo; three Kaws; one Cherokee-Shawnee-Delaware; one Pawnee; one Seminole-Caddo; one Cherokee-Delaware.

Class officers are: President, Leo Walker; Vice President, Lucille Edwards; Secretary, Libby Botone; Sgt-at-arms, Marvin Liddell; Cheer Leaders, Juanita Durossette and Sam Sanders.

Sponsors of this class are Miss McFarlan, Miss Ahrnken, Mrs. Hensey, Mrs. Morris, and Mr. Sturges.

Home Room officers representing the class are: Sam Sanders, Woodrow Trombla, Jack Montgomery, Rosa Lee Horner, Lucille Edwards, J. T. Smith, Raymond Harjoe, John Williams, Norma Anderson, Inez Quickbear, Jessie Lee Keyes, Bertha Jones, Leo Walker, George Baker, Marie Kekahbah, Viola Farnsworth, Juanita Durossette, Wisdom Nibbs, John Conrad, Dan Posey, Paul Jones, Otis Smith, Goldie Isaac, Mary Farrell, Howard Southerland, Addie Falls, Lorene Kihega, Edith Gardner, and Ike Moses.

FINE ARTS

ART CLASSES

The Fine and Applied Arts classes have an enrollment of six hundred and fifty students who are under the direction of Miss Opal Stuart, Art teacher. It is the aim of Art education to bring enjoyment of the beautiful in nature, and to give the child something to live by and with, so that even in this commercialized world of today he can see real beauty about him.

The courses given involve appreciative and creative elements, as shown by the work which the classes have exhibited during the year. An exhibit of thirty plates, representing the work of forty students, in pen and ink, crayon, oil, and water color was sent to Chappell House, Denver, Colorado, for a display of Indian Art work of to-day. Exhibits were also sent to the public schools in Cheyenne, Wyoming.

Two Art clubs, one for boys and one for girls, meet regularly once each week for the purpose of presenting specialized material to those who have ability and interest to carry on such work. These clubs also assisted in the second annual Fine Arts exhibit which was held in the Studio.

PIANO AND VOICE

The training which Chilocco offers in music is under the direction of two teachers—Miss Irene Wilson, who teaches piano and voice, and Mr. Peter Venne, who directs the band and orchestra.

One of the foremost vocal music groups is the Choir, consisting of forty-eight voices. The organization of this group affords splendid training in co-operation, and in developing a professional spirit among its members. The Choir provides music for Sunday services, special programs, and gives annually a caroling serenade at Christmas time. The cantata, "The Child Jesus," was presented at Christmas, and the operetta, "Ali Baba and The Forty Thieves," at Commencement time.

Opportunities for voice training are also found in the Glee Club for both boys and girls, as there are A and B divisions for each. In these groups are represented fifty-two girls and forty-one boys. A girls' sextette, and three quartettes—an all girls,' an all boys,' and a mixed quartette also provide music for many special occasions.

INSTRUMENTAL MUSIC

Instruction in instrumental music is provided in the orchestra and band groups. The Orchestra consisting of thirty-four members, and the Band of forty-five, and beginners in the classes bring the total to one hundred and eight who are taking either band or orchestra.

The Orchestra provides music for socials and special parties. Among the occasions for which the Band provides music are football games, parades, and the annual Commencement concert. In addition to playing on the campus, the Band makes trips to neighboring towns, some of which were to Ponca City to play before Vice-President Curtis who was making campaign speeches at that time; to Hominy, Oklahoma, to play in an Indian fair; to Arkansas City, Kansas, to play in the annual Arkalalah parade; and to Blackwell, Oklahoma, to play on Armistice Day.

RELIGIOUS ORGANIZATIONS

HI-Y

The Hi-Y is divided into two groups under the direction of two sponsors, Mr. Ensley E. Morris, and Mr. W. L. Robinson.

The Hi-Y Club aims "To create, maintain and extend throughout the school and community, high standards of Christian character." Its dynamic features include a clean standard in living, in speech, in athletics, and in scholarship. The slogan is "Service."

YOUNG WOMENS' CHRISTIAN ASSOCIATION

The Y. W. C. A. was organized at Chilocco in 1909, by Mrs. John R. Wise. In 1910, it had a membership of thirteen. The present membership is 130 in the older girls' division, and sixty in the Girl Reserves. The Y. W. C. A. is sponsored by Mrs. Jose Antone.

The purpose of this organization is "To create, maintain and extend throughout the school, a strong, high moral sentiment, to develop character and prepare for Christian service."

GIRL RESERVES

The Girl Reserve organization takes care of the religious needs of the younger girls. The organization symbolizes health, knowledge, service and spirit. The slogan is "To race life squarely." The purpose is, "To find and give the best." This group is sponsored by Mrs. Hattie B. Ream, and Mrs. Chloa C. Morris.

BAPTIST YOUNG PEOPLES' UNION

The B. Y. P. U. has been established at Chilocco for eleven years. The work is conducted under the leadership of a Baptist Secretary sent out by the Southern Baptist Mission Board. The aim is not only for personal Christian training, but to spread the program into other Indian churches.

METHODIST BIBLE STUDY

Religious work for the Methodist students has been conducted on Tuesday evenings, the girls and boys meeting in separate groups. The theme of the devotional services has been based on living at our best. The work has been conducted by Miss Russell for the girls, and Reverend Baker for the boys. Both leaders are from Penca City, Oklahoma.

THE CATHOLIC SERVICES

Mass for the Catholic employees and students of the campus, is observed each Sunday at 7:30 A. M. in the art class room. Father Gisard of Newkirk, Oklahoma, officiates at mass.

The first period of each Wednesday is given to religious instruction; at such times the Catholic students assemble in Mrs. Hensley's class room for a forty-five minute period of Catechism.

SCOUTING

The Boy Scout organization has for its chief purpose, "The making of better citizens." His oath requires that he do his best, to do his duty to God and his country, and to obey the Scout laws, to help other people at all times; and to keep himself physically strong, mentally awake, and morally straight. The Scout motto is, "Be prepared," and his slogan is, "A good turn daily."

The Girl Scout has as her motto, "Be prepared," and her slogan, "Do a good turn daily." Her obedience to the Scout laws (much the same as those of the Boy Scout) makes for a high type of citizenship. The activities of the Girl Scouts center about "homemaking, out-door living, and community service, aiming through these at character development and happiness."

Both boys and girls have had experience in all phases of scout work which are chiefly: cooking, hiking, camp life, nature study, safety first rules, first aid, and fire building.



Agriculture





THE PLOT BOY FARMERS — 1933



AGRICULTURE



THE COURSE IN AGRICULTURE at Chilocco has been planned with the vocational aim definitely in view. The aim is to produce, not a scientist nor a specialist, but a practical, efficient farmer. The agricultural courses are based upon jobs actually done on ordinary diversified farms. They prepare the student to return to his own land, to adapt himself to his local conditions, and to successfully undertake the type of farming that must be followed there.

The junior high school agricultural course has been planned with the idea of supplying the young Indian boy with a farm home environment. In the seventh and eighth grades training in all phases of agriculture is emphasized. There are two reasons for this general training. In the first place, the many boys who leave school before graduation need a diversified training which will help them make a living for themselves on their farms. In the second place, the students who remain in school until graduation receive a thorough foundation upon which to build the complete vocational agriculture training offered in the senior high school division. Boys in the seventh and eighth grades are encouraged to find their "chosen work." They are brought into contact with every agricultural department. Upon entering the ninth grade agricultural students are prepared to select the vocation they wish to follow during their three years of senior high school training.

The senior high school course, taught in six departments, is decidedly practical. The tenth and eleventh grade students spend their vocational time in learning the practical, economic, and in most cases, the technical knowledge of their chosen vocation, along with all related training. During the senior year, in addition to continuing in his major course, the student may take additional work in every department he wishes. While taking this diversified work, the student is encouraged to keep in mind his own particular form, so that he may adapt his training to meet the requirements of the farming he will do. This part of the work derives its great value from the fact that it is done on a self-help basis.

In addition to the regular school course in agriculture, Chilocco offers work in a special vocational department, created to meet the needs of the strictly vocational student. The aim of this department is to intensify the training program for the student, so that he may be placed in some employment, either for himself or others. To accomplish this end the special vocational student gives three fourths of his time to vocational preparation and one fourth of his time to class-room instruction. All agricultural departments are open to this student.

The boy who comes to Chilocco to study agriculture may choose his vocation from a complete list of farm activities economically sound for this part of the country.

The animal husbandry department offers training in feeding, breeding, selection, management, and marketing of livestock. The equipment for this department includes twenty three hundred acres of pasture land, barns, feeding sheds, and silos of modern design and construction, and a good selection of the major breeds of livestock. This work is suitable for the ultimate project and is designed to meet the requirements of those who have the ambition of becoming breeders of livestock on livestock farms.



The purpose of the dairy department is to provide the school with an abundant supply of clean, wholesome milk, and to give a vocational training in the principles of clean milk production. The equipment consists of the dairy barn, calf barn, milk house, and two silos. To make this training effective a project plan is in operation. The student working under this plan gives half of his time to his project and half of his time to instructional work. He is given eight cows to care for. He does all of the work in connection with the animals, the production of milk, the care of calves, the planning of a balanced ration, the producing and grinding of the feed, and the keeping of complete records. The student's compensation is one fourth the value of the milk produced.

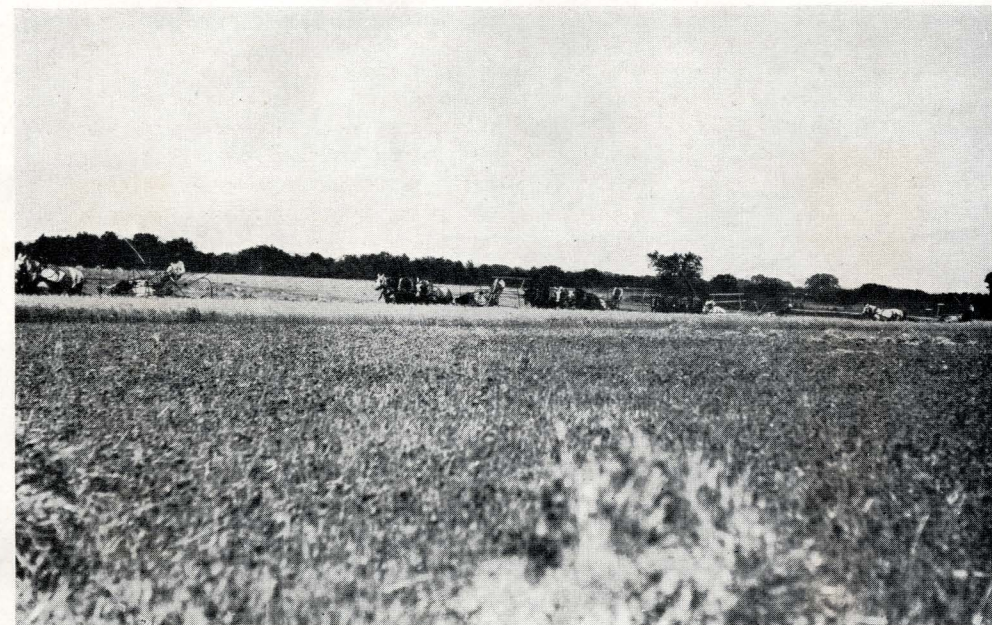
The work offered in the department of field crops and soils includes crop production, crop rotation, crop improvement, crop treatment against disease and insect pests, soil fertility, soil improvement, and soil management. Farm projects or plots are available to the boy majoring in this work, and make his course practical and complete. Each plot consists of seventy acres, and is operated by the student on the straight one-fourth-three fourths share return. All transactions between the farmer student and the school are on a strictly business basis. The student is required to work half time on his project during the school year and all summer with the exception of two weeks vacation. One fourth of all the crops he produces is his to sell; the remainder he delivers to the school. This department meets the needs of the student who will become a diversified grain farmer.

The aim of the horticulture department is to give general, practice training in gardening, fruit growing, and landscaping. The work of this department encourages the improvement of the home ground and helps to make the farm a more ideal place on which to live. Orchard work lends itself to the ultimate project, and at graduation the student has a substantial beginning in the field of agriculture.

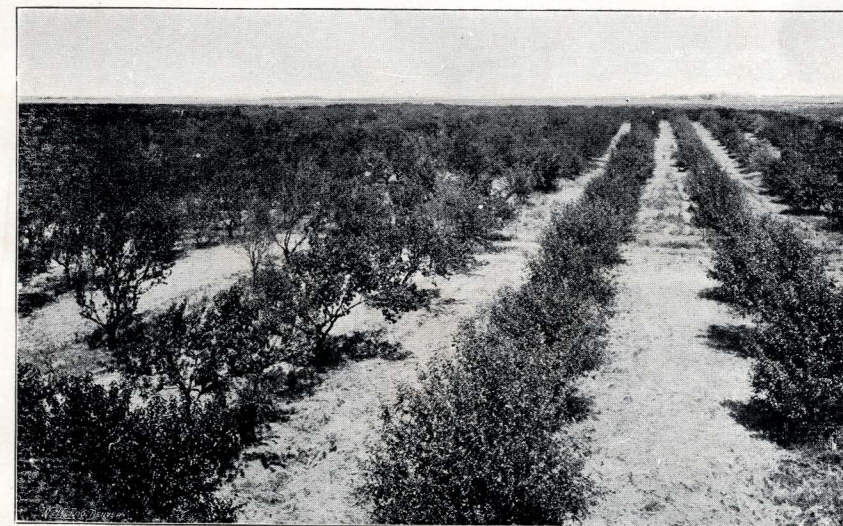
On the poultry farm most of the leading breeds and varieties of poultry are kept and bred for instructional purposes. The equipment includes many types of poultry houses, two mammoth incubators, and all types of small incubators which provide excellent facilities for hatchery work. Feeding batteries make possible the teaching of the most advanced methods of raising baby chicks. Training here is supplemented by exhibiting stock at local poultry shows and by taking part in local, state, and national judging contests. Poultry projects are available for boys who are interested in the work and intend to operate poultry farms of their own. The school furnishes five hundred birds, the necessary equipment and feed, and in return for operating the project the student receives one fourth of the total receipts.

The meats department is excellently equipped for the killing of cattle, hogs, and sheep, for the handling of the carcasses, cuts and by-products, and for the tanning of hides. All of the wholesale and retail cuts of meat are prepared by the students. The student majoring in this department learns the fundamentals of killing, curing, and the conservation of meat on the farm.

The student who is graduated from the agricultural department at Chilocco should have no difficulty in making a living on an Oklahoma farm.

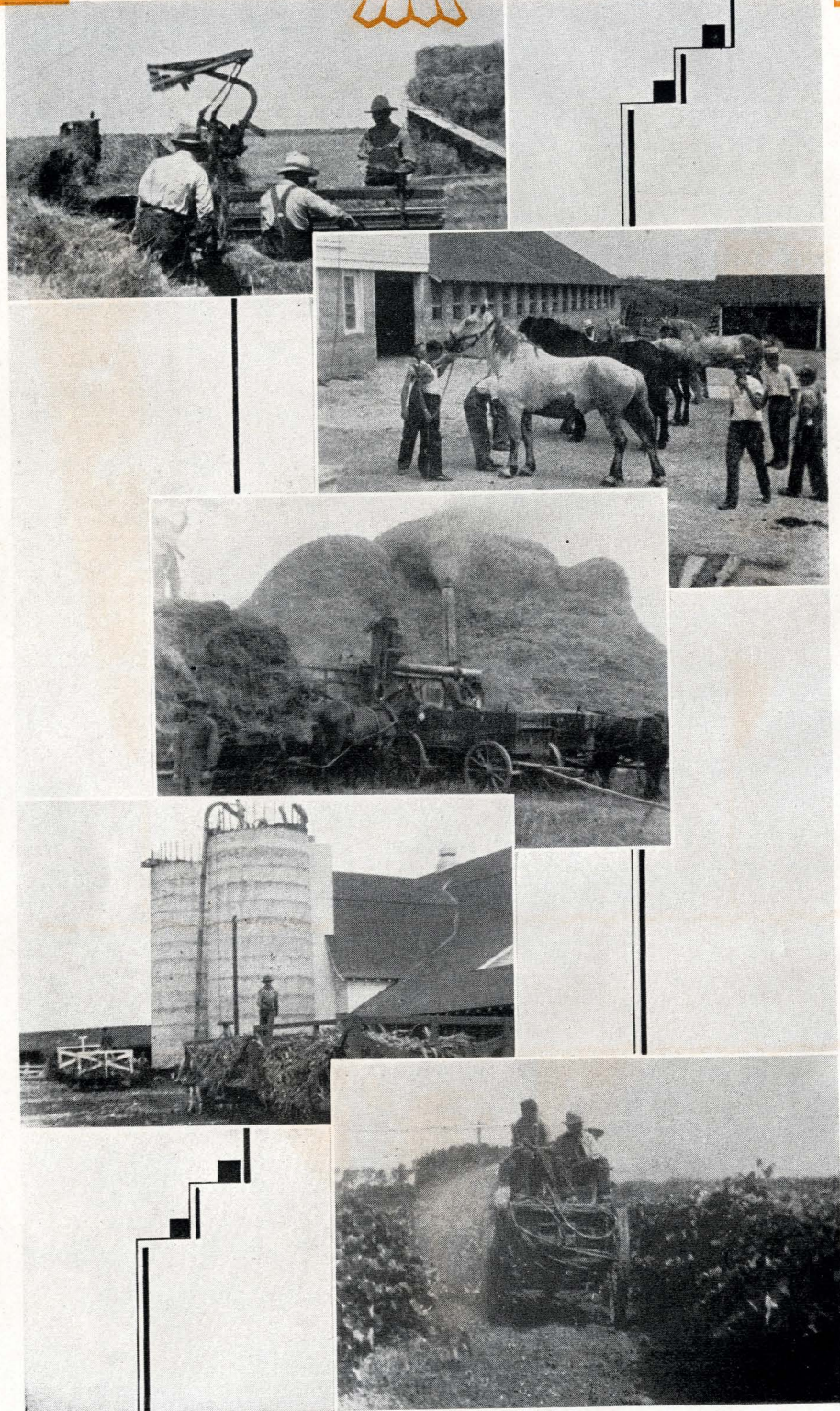


JUNIOR HIGH PLOT BOYS CUTTING OATS



A GENERAL VIEW OF THE EIGHTY ACRE ORCHARD

CHILOCOCOAN



SNAPSHOTS OF FARM ACTIVITIES



Home Economics





LEUPP HALL — GIRLS VOCATIONAL DEPARTMENTS



HOME ECONOMICS COTTAGE AND GARDEN



HOME ECONOMICS AT CHILOCCO

FACULTY OF THE DEPARTMENT

FLORA MALOY	Principal of Home Economics
PEARL COLGLAZIER	Teacher of Home Management
LUCILLE LUSK	Teacher of Foods and Nutrition
MARGARET RIORDAN	Teacher of Clothing and Design
LOUISE HITCHCOCK	Teacher of Textiles and Clothing
IRA SCOTT	Teacher of Foods and Cookery



THE HOME ECONOMICS DEPARTMENT has gone forward this year in its development from several points of view. The addition to our faculty has made better distribution of work and responsibility possible and our new filing cabinets provide a place for illustrative and other reference materials adequate for good organization and growth. In all of our laboratories we have made more effort to check on individual achievement and have stressed the importance of the immediate application of home economics information to everyday living.

Classes in clothing have less construction problems and more study of selection than in former years, and emphasis is placed on the economic value of clothing renovation. The garments constructed determine the sewing problems and the grade determines the article constructed and elaborateness of patterns attempted. The home-made and the ready-made garments are constantly contrasted in order to develop good judgment as to the practicability and use of each. The following are the construction problems of each grade: *Seventh*, hand towels, pot holders, a kimono of figured broadcloth or sateen, and shorts of longcloth. *Eighth*, a costume slip of cotton poplin or similar material, and a gingham or print dress with raglan or no sleeves. *Ninth*, sleeping pajamas of prints, a child's garment, and a school dress of gingham or percale prints with set-in sleeves. *Tenth*, school costume of shantung, cotton mesh, ratine, pique and Indian head prints; make-over problem in wool or silk; and a summer dress of flaxon, batiste, voile, handkerchief linen, etc. *Eleventh*, a wool street dress in staple and novelty weaves in season and appropriate to the occasion, and an informal afternoon dress and costume slip of silk crepe. *Twelfth*, a wool sport suit, two pieced and lined, of appropriate materials in season, and a graduation dress of voile, dotted swiss, cotton net, or organdy.

In foods laboratories, food preparation and cookery are studied by the meal plan. Breakfasts for the family including planning, preparation, and serving make up the work of the seventh grade, while lunches and their allied problems together with gardening and poultry units of four weeks each, make up the eighth grade course of study. The ninth grade make a study of family dinners. In unit kitchens there is splendid opportunity for teaching the sharing of home work by assigning the work of meal preparation to the 'mother,' 'daughter,' 'father,' and 'son' of the unit, and having each girl take her turn in these places by changing about each time there is a laboratory lesson. Good, but very informal family table service is practiced in the junior high school foods classes. Senior high school foods classes gives more time to the health and nutrition value of foods than to the principles of cookery. In the tenth grade the course of study is built around the measuring of serving portions, and checking the caloric, mineral, and vitamine content of foods and simple menus. Girls of the eleventh grade learn to plan and serve foods on the different economic and occupational levels, and for families and individuals of specific



dietetic difficulties. Drill for the vocational use of the training received in the foods laboratory is the main aim of the twelfth grade classes. Individual practice is given in cooking and serving for special school functions, visitors, and classroom dinners to develop skill for possible placement in homes as general household helpers.

Home management classes for the tenth grade furnish girls with useful knowledge for selecting household equipment and give practice in cleaning and laundering. While living in the practice cottage for a period of five weeks, eleventh grade girls demonstrate how to accomplish the regular and weekly routine duties of household accounting. How to apply the standards of good taste to the arrangement of furnishings in the simplest of homes, and how to select useful, attractive, and appropriate furnishings, as the income permits, are the principal aims of home decorating classes. They make a quilt block, decorate a pillow with yarn work, and help with some article of household linen on which hemstitching or a crocheted edge is used.

The home nursing and child care units teach care of the sick in the home and emphasize the importance of good home sanitation and regular habits of personal hygiene to disease prevention. Family relationships and child development units of the twelfth grade try to point the way to the good life through the development of wholesome personalities, while the vocational guidance unit aims to give help in analyzing vocations and personal traits and aptitudes so that the individual may continue her training toward the vocation for which she is best suited.

For a group of sixteen girls, who for various reasons have been unsuccessful in their academic subjects, special classes are taught. These classes offer training in principles of cookery, simple nutrition, menu planning and table service, clothing selection and construction, and home crafts—somewhat according to the individual ability of the girl and her former academic grade.

THE HOME ECONOMICS CLUB

MARGARET RIORDAN Sponsor
 LOUISE HITCHCOCK Assistant Sponsor

The club is affiliated with the American Home Economics Association and has the same organization as of last year. Its purpose is social and recreational, as well as supplementary to our home economics course of study. Some of our best programs this year were: "The Installation Service," a meeting on "Interesting Travel Experiences" of some of our members, and "The Fashion Silhouette, Spring Colors and Fabrics," by Miss Ada Dewey of Newman's. For good times there were the fall picnic, the Valentine party, and a sunrise breakfast in the spring. The club has no membership fees but sells fruit cakes at Christmas and makes and sells Chilocco pennants throughout the school year for paying expenses. It received state recognition in February when Miss Riordan talked on "Aims of Home Economics Clubs" at their meeting during the State Teachers' Meeting at Tulsa. Marie Arnold was chosen as the best all round senior by the junior girls of the club and awarded the gold club pen.



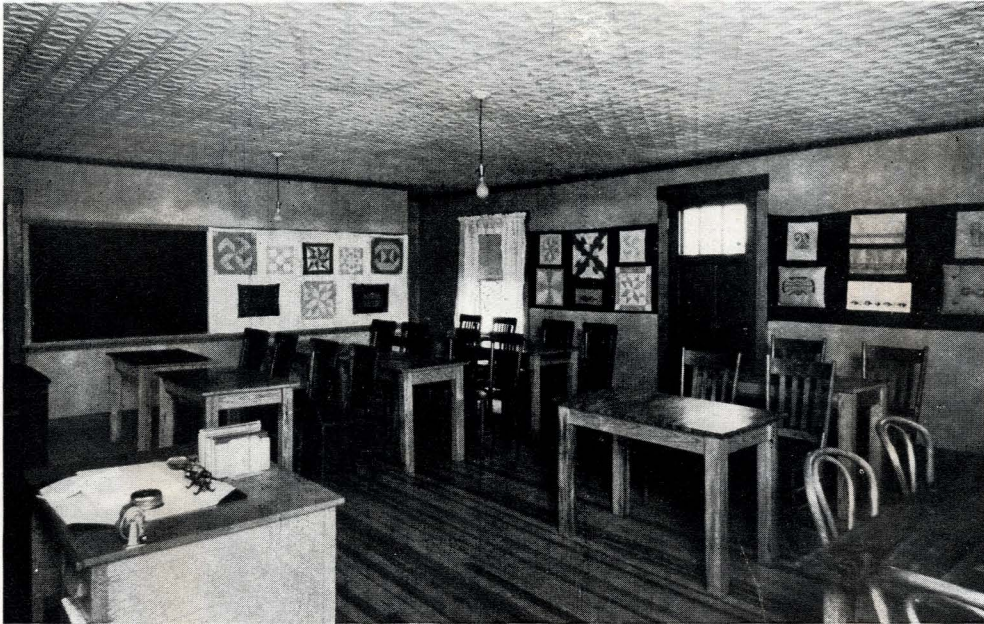
JUNIOR HIGH SCHOOL FOODS LABORATORY



HOME ECONOMICS CLUB



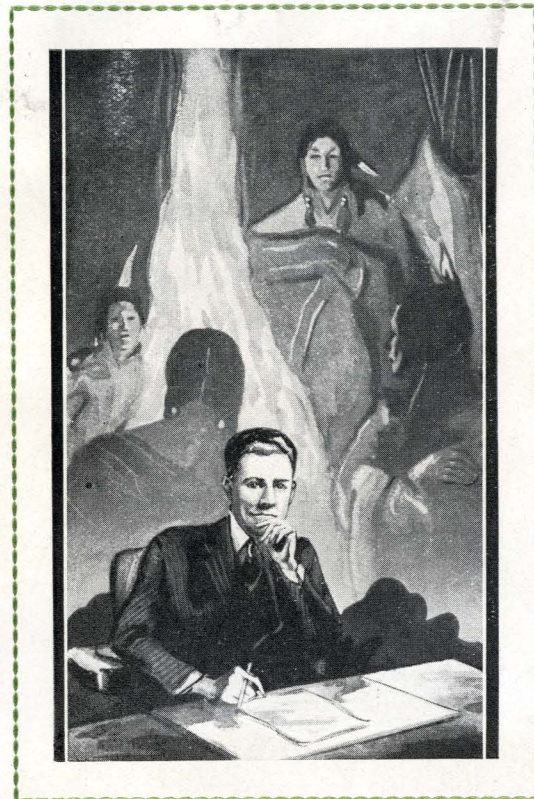
CHILOC COAN



HOME MANAGEMENT AND RELATED ARTS LABORATORY



SENIOR HIGH SCHOOL CLOTHING LABORATORY



Trades and Industries





OFFICERS AND SPONSORS — TRADES' CLUB

TRADES AND INDUSTRIES

FACULTY

CHESTER J. JORDAN	Director of Trades & Industries
CHARLES K. MCCLELLAND	Senior Teacher of Shop Subjects
<i>Instructors</i>	
FRANCIS CHAPMAN	Printing
GEORGE O. GRIFFITH	Power Plant
JOSE ANTONE	Power Plant
ROY E. TROST	Auto Mechanics
CHARLES FISHER	Farm Mechanics
ROBERT I. GRIFFIN	Painting
WEST TOINEETA	Carpentry
LAMBERT P. STOFFEL	Masonry
CHARLES T. FLEMING	Plumbing
GEORGE G. RODMAN	Shoe and Harness
HENRY J. MATROW	Baking



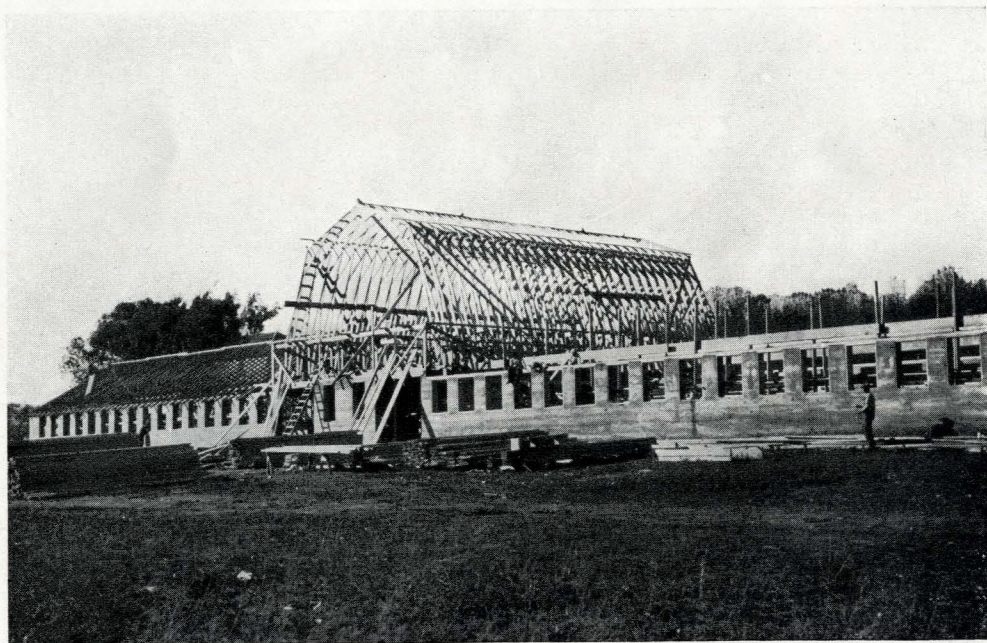
EDUCATION IN THE TRADES AND INDUSTRIAL department is the equipping of pupils with that which will help them to be more useful citizens and better prepare them to assume the responsibilities of men. With a wide range of trade shops engaged in production work like that in the respective trades in a small town Chilocco is able to offer every boy some line of training consistent with his aptitude or fitness. Not only does the boy have the advantage of acquiring the skills of a trade under an environment adapted to his abilities but in addition he is given all of the instruction necessary to give him a complete understanding of the trade processes to the extent that he will be able to compete in the field of employment.

Every boy, during the high school period years, needs to have the opportunity to experience those responsibilities and duties that will be his lot when reaching manhood. Most boys have the natural inclination and interest in things mechanical. The desire to create, build or repair is natural and the boy is fortunate who has the opportunity to work with tools and to discover his own ability in the doing of skilled jobs. He has the opportunity to think through a process and by such experience is better prepared to think out future problems. Through experience in typical jobs, representative of the different trades, given in an exploratory course offered to pupils at the beginning of the training program every boy is better able to select the trade for which he is best fitted. During the remainder of his training time he is able to specialize in the one chosen trade under the instruction of an experienced tradesman with the result that on completing his course he is prepared to enter the field of employment.

The trades instructors have not been chosen alone on the basis of their trades experience but also for their fitness to give the best results in an institution where education and training are the objectives. The training program and the routine of operation are under the guidance of a man who has had special administrative training in this field of work as well as having an intimate knowledge of trades work. With this organization every boy has the opportunity to prepare for entrance into a chosen trade.



MASONS LEARNING TO PAVE A ROAD



STUDENT CARPENTERS BUILDING THE HORSE BARN



RELATED SUBJECTS AND MECHANICAL DRAWING, TRADES DEPARTMENT

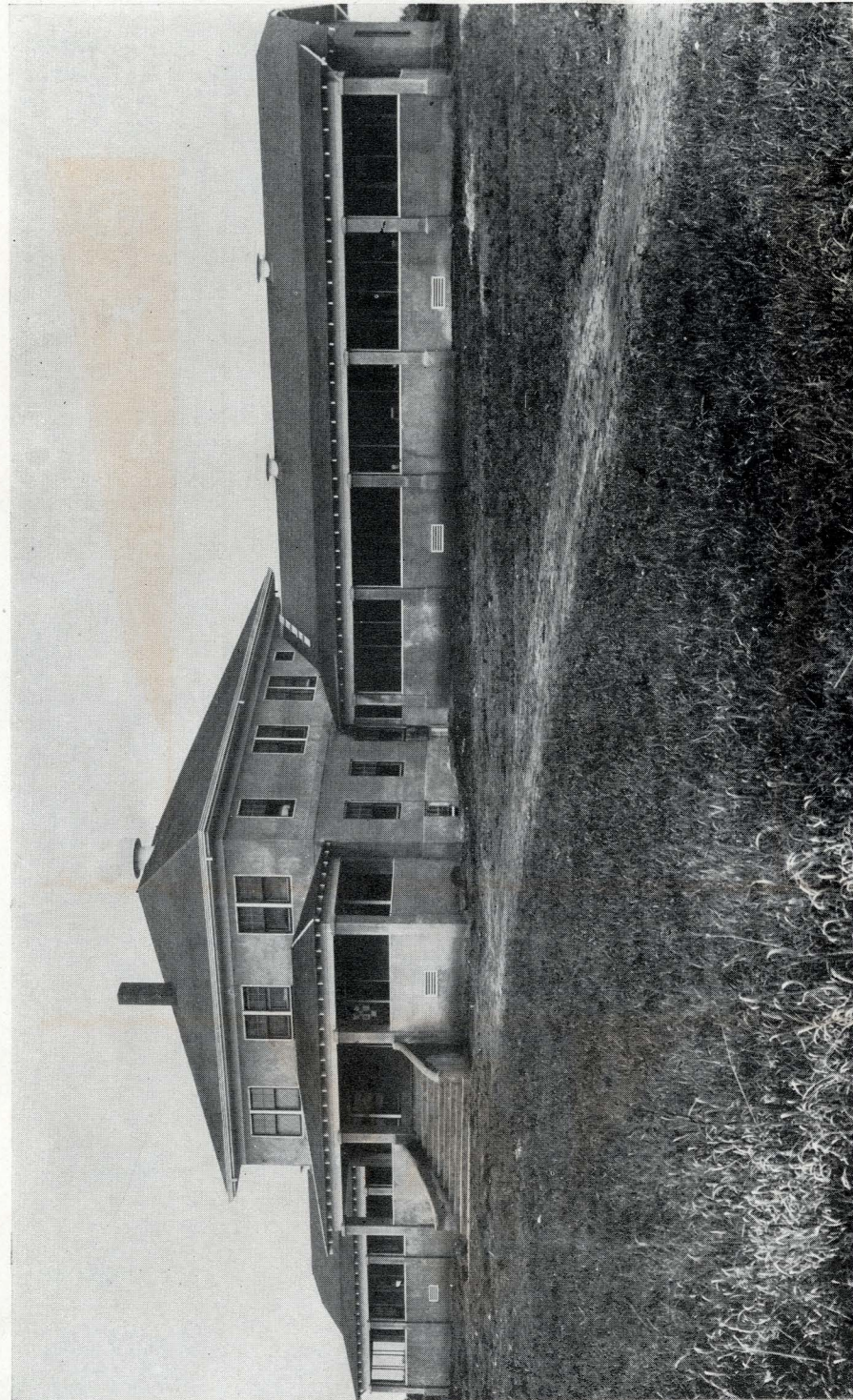


BUILDING CONSTRUCTION — HOME FIVE



Health





THE SCHOOL HOSPITAL

HEALTH



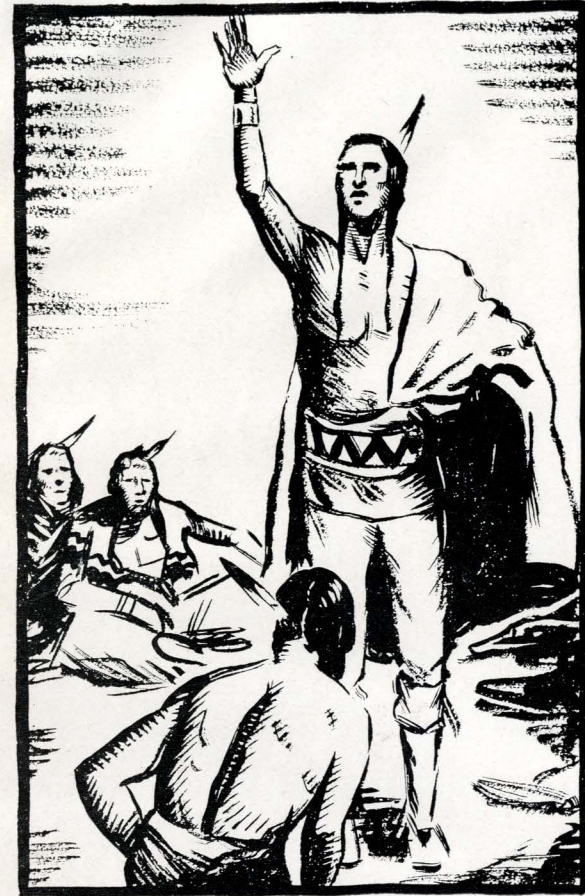
THE HOSPITAL IS MAINTAINED for the care and treatment of the sick, together with a dispensary for the treatment of minor ills and injuries. There are forty-seven beds available for the use of students with three graduate nurses on duty to render the necessary care and all patients are promptly examined by the Physician and the necessary diet and treatment prescribed. A modern operating room, and equipment has been installed which compares favorably with those of the adjacent towns. A physical examination is made of each student and the findings are recorded together with recommendations to the parents as to the corrective measures indicated such as dental work, correction of defective eye-sight, removal of tonsils and adenoids or other foci of infection. In cases of serious illness and, when in the opinion of the physician it is indicated, a consultant is called and the family immediately notified as to the condition of the patient.

HOME NURSING

Each year six girls from the Junior class select the hospital as the place they prefer to work. The hospital takes only those girls who are strong physically, dependable and capable of being trained to be of real service in the hospital during the two years they are with it.

During the Junior year the Red Cross Hygiene and Care of The Sick is used as the text book. The girls are given from two to three recitation periods a week. If at the end of the year they successfully pass the examination a certificate is granted them by the Red Cross. Their practical work consists of cleaning and dusting the wards and halls, and of keeping the clinics and operating room clean. They are taught how to make beds, assist patients with morning toilets, give bed baths, and to do many things that help to make a patient more comfortable. They learn to take temperature and pulse, to care for hot water bottles, ice bags, etc. They learn to prepare them for use. They study how to improvise articles in the home necessary in caring of the sick. They help make supplies for the clinic and operating room and assist in all the girls' clinics. The seniors are often needed as assistants in the operating room. A part of their time is served in the kitchen where they learn to prepare and serve food, and to help keep the kitchen and utensils clean.

These students work in two groups, each group being on duty a part of each day and in school the other part. In this way they are a real necessity in carrying on the work in the hospital and at the same time they acquire knowledge and skill that may serve them well later in life.



Advisory





STUDENT COUNCIL AND GROUP LEADERS — GIRLS



SENIOR STUDENT COUNCIL GROUP — BOYS

GIRLS' ADVISORY

THE SENIOR, Junior, and Sophomore girls who have been in Chilocco during the year 1933 have been domiciled in Homes Three, Four, and Five. At Home Three a number of the younger Sophomore and a few Junior girls reside, many of them acting as group leaders for the junior high girls, who are much younger and need the assistance of the more experienced girls.

The older Sophomore girls and a few Junior girls, who are group leaders, were living at Home Four until recently. These girls who are now temporarily housed elsewhere, expect to be back in their own home by early fall.

The Senior and Junior girls have been in Home Five enjoying their new home and its modern conveniences. They have been making practical use of their lessons in Interior Decorating and Art by making pillows, cushions, scarfs and so forth. These are used to brighten their rooms, the reception room and office and make them more attractive and home like. They helped in planting the grass on the lawn and have cared for it so that it is rapidly replacing the barren look which surrounds all new buildings.

In odd hours the girls of all three homes enjoy their radios, tennis courts, and play ground equipment. When not reading books of literature, magazines or newspapers, they are apt to be found out doors enjoying the sunshine and fresh air.

House work has ceased to be drudgery and every girl does her bit in caring for the home without special assignment. In this way Chilocco turns out graduates who are able to keep an attractive home, make wise use of leisure time, and be a blessing to their home community.



BOYS' ADVISORY

COUNCIL GROUP ORGANIZATION

BOYS ARE Organized into groups of thirty-two each—consisting of one Senator and three Councilmen or group leaders. Through this system of grouping, we are able to control the movements of the student body, and to discover their interests and solve our many problems. The student is made to feel he has a part to play in making life more interesting and helps his buddy solve his daily problems. This makes us one big family properly represented.

COUNCIL ROSTER.—Senators: Ezekiel Starr, Leo Walker, Benson Wallace, Lewis Curtis, Lelis Record, Thomas Woodall, Earnest Tahquette, Grant Thomas, Robert Fields. *Senior Councilmen:* Fred Shermn, Jonas Perry, Bill Cooper, Joe King, Brewster Sunday, Ted Maney, Gilbert Pepper, Herman Franklin, Henry Shaw, Earnest Hawkins, Wallace Christie, Elton Armstrong. *Junior Councilmen:* Carl West, Frank Vann, LeRoy Kitchkommie, Arthur Condulee, J. T. Smith, Joe Washington, James Nowabbi, Bert Crittenden, Billie Delaware, John Williams, Junior Munsell, Tom Chisholm, Hollis Thomas, Harvey Jim, Leslie Cusher, Joe Harryback, John Fitchlynn, Gasper York, Dowell Bowman, Beaman York



STUDENT COUNCIL

STUDENT COUNCIL — *Boys:*

HARRY S. KELLER, *Adviser*

Senators:

EZEKIEL STARR
LEWIS CURTIS
LELIS RECORD
THOMAS WOODALL
MELTON PERRY
EARNEST TAHQUETTE
MARION PRIM
HARVEY JIM

Senior Councilmen:

GRANT THOMAS
FRED SHERMAN
ROBERT FIELDS
JONAS PERRY
BILL COOPER
JOE KING
BREWSTER SUNDAY
TED MANEY
HERMAN FRANKLIN
HENRY SHAW
ERNEST HAWKINS
FRED WHEELER
WALLACE CHRISTY
TOM CHISHOLM
BILLIE DELAWARE
JOHN PITCHLYN

Junior Councilmen:

SAM SANDERS
ALFRED SWITCH
FRANK FIELDS
ADAM CANOE
ALBERT CONRAD
CARL WEST
FRANK VANN
ELI DEERE
LEROY KITCHKOMMIE
ARTHUR CONDULEE
J. T. SMITH
JOE WASHINGTON
JAMES NOWABBI
BERT CRITTENDEN
JOHN WILLIAMS
JUNIOR MUNSSELL
HOLLIS THOMAS
LESLIE CUSHER
JOE HAIRYBACK
ROBERT COCHRAN
GASPER YORK
BEAMAN YORK
DOWEL BOWMAN
FLOYD LAY

STUDENT COUNCIL — *Girls:*

LIZZIE McCORMICK, *Adviser*

HAZEL MONTGOMERY
JESSIE CANOE
COOWIE VANN
BETSY CADUE
ELIZA PARNELL

Group Leaders:

MARIE ARNOLD
BESSIE WALL
LEONA WELLER
BETTY HUNTER
VERA CANTRELL
ALICE BOBB
ZILA PICKENS
FRANCIS TINNEY
CORA MILLER
MABLE WHITE



CHILOCCO

(*School Song*)

Oh Chilocco: Oh Chilocco:
Where the prairies never end,
Oh Chilocco: Oh Chilocco:
You are still our famous friend,
School of Schools you are the best,
You're the school that stands the test
You're the school that brings us fame
Ever we'll revere thy name.

CHORUS

Oh Chilocco: Chilocco: We love your campus grand
We love your lawns and shady walks where graceful
maples stand,
We love your sunsets and the stars at night reflected
in the lake so bright,
We love the cardinal's cheery call
And the bright red maples in the fall.

Oh Chilocco: Oh Chilocco:
Where your old stone buildings stand,
Oh Chilocco: Oh Chilocco:
Ivy covered they are grand,
They are monuments of hope
As we on learning's ladder grope
School that makes our dream come true,
We are ever loyal to you.

Oh Chilocco: Oh Chilocco:
When the morning bugle calls,
Oh Chilocco: Oh Chilocco:
We are glad to fill your halls.
We come here that we may learn,
Life's great secret to discern,
Teach us how to work and play,
Bring us something new each day.





Physical Education





GIRLS BASKETBALL TEAM, 1933

PHYSICAL EDUCATION FOR BOYS AND GIRLS

FACULTY

RAY COLGLAZIER Director of Physical Education
 MRS. TED FINEFROCK Teacher of Girls' Physical Education

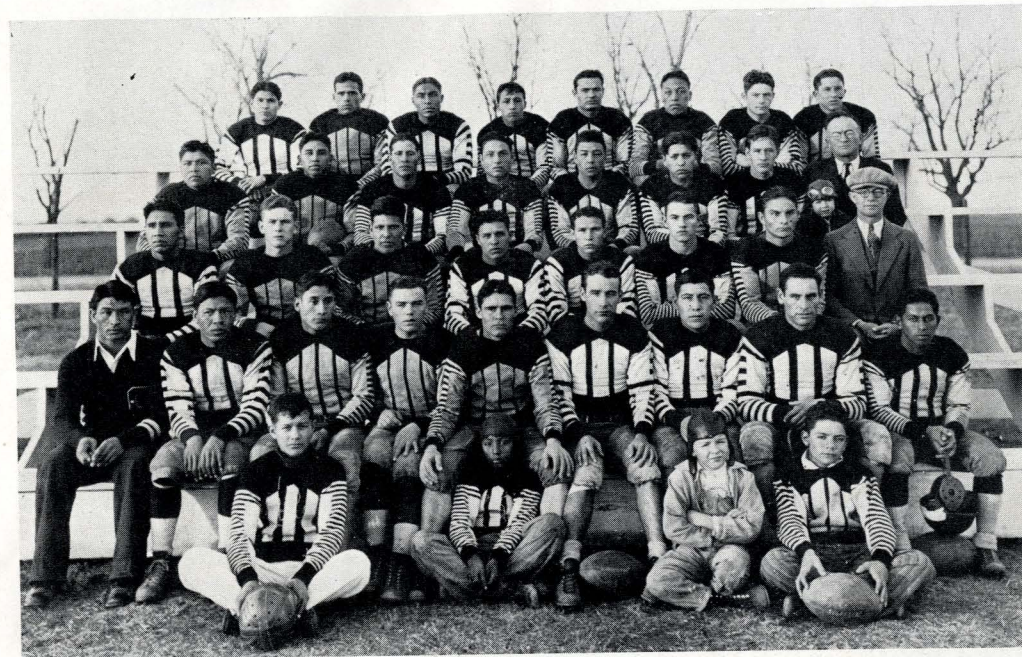


THE PHYSICAL EDUCATION DEPARTMENT has two separate gymnasiums for the girls and boys. Each building is large, well lighted, well ventilated and modern equipped. All students are required to take physical education three periods per week unless excused by the school physician or the Vocational Guidance Committee. The classes are of fifty minutes length.

The work given in classes include free hand exercises, apparatus work, tumbling, archery, folk dancing, tennis, track, and play games. Corrective exercises are also given needy students.

Girls and boys taking physical education for a vocation are given special instruction and classes are assigned to them for their practice teaching.

Intramural games are provided in basketball, track and tennis. Inter-school athletics are sponsored in girls' basketball and tennis, while football, basketball, boxing, baseball and track are included for the boys.



FOOTBALL SQUAD



BASKETBALL TEAM, 1933

CHILOCCOAN

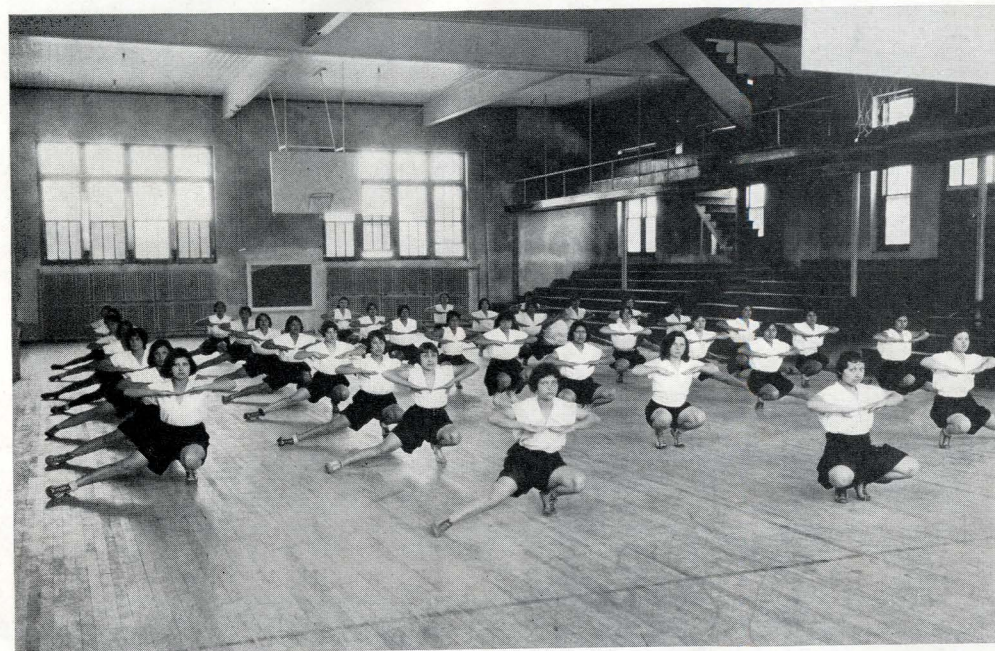


BASEBALL TEAM, 1933

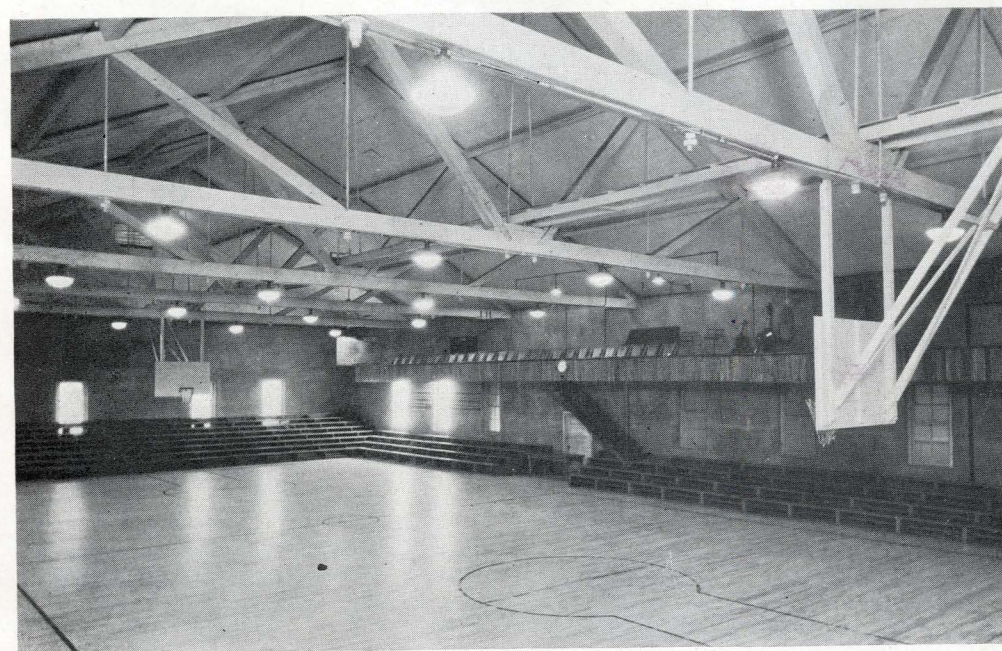


BOXING TEAM

CHILOCCOAN

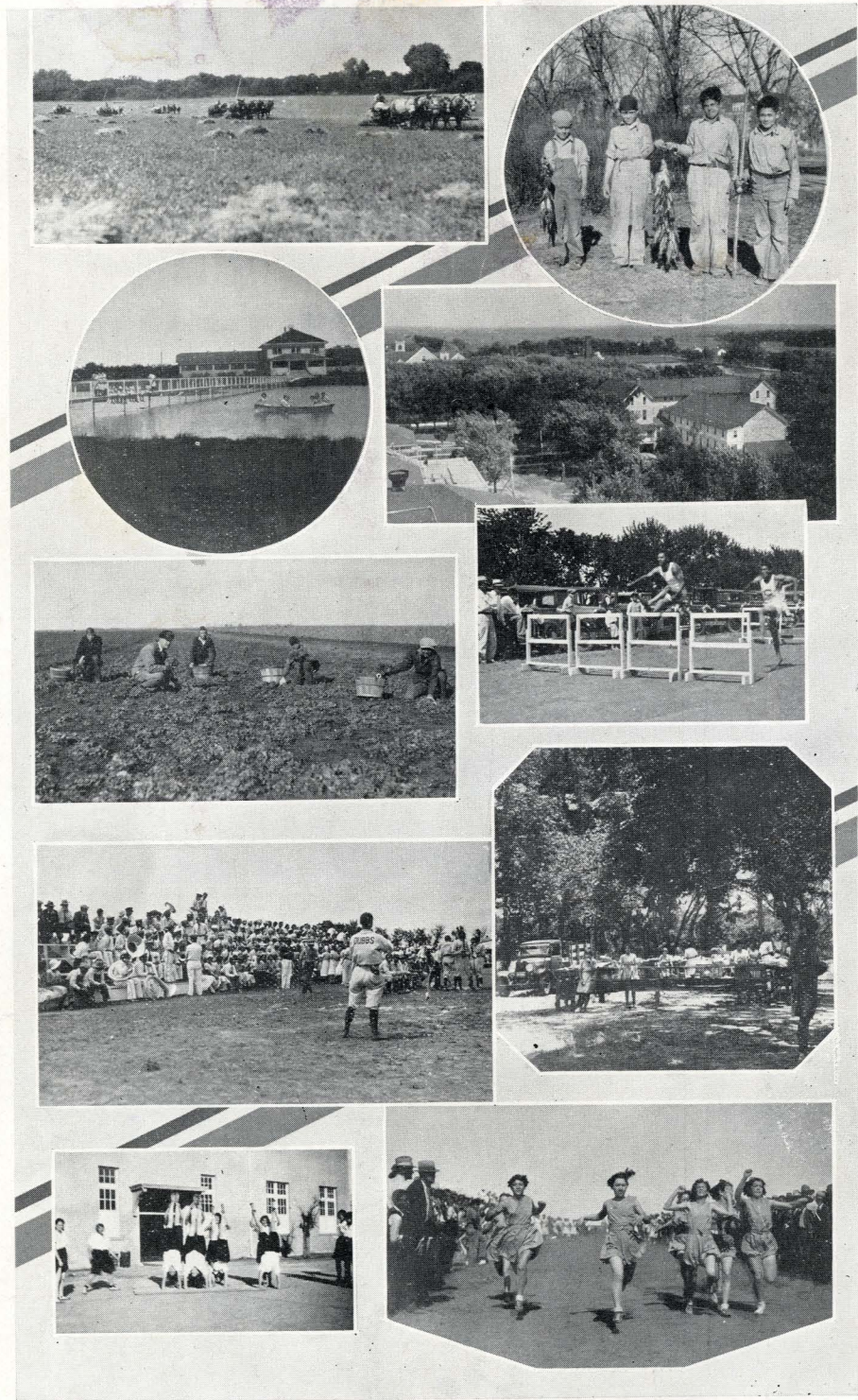


GIRLS' GYMNASIUM — INTERIOR VIEW



BOYS' GYMNASIUM — INTERIOR VIEW





SNAPSHOTS OF CHILOCCO

Conclusion



The "Chiloccoan," each year attempts to portray the many-sided life of Chilocco Indian Agricultural School and to bring more happiness and inspiration to those for whom it recalls memories of our Alma Mater. May this volume strengthen such bonds of interest and bring to you

Memories of the Class of
Nineteen Hundred
Thirty-three