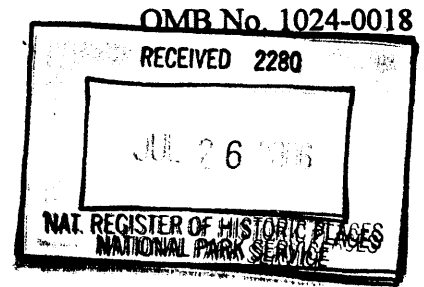


United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM



792

1. Name of Property

historic name Chilocco Indian Agricultural School

other names/site number Chilocco Indian School ; U. S. Indian School, Chilocco

2. Location

street & number US 77 & E0018 Road not for publication N/A
city or town Newkirk vicinity X
state Oklahoma code OK county Kay code 071 zip code 74647

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant X nationally X statewide ___ locally. (N/A See continuation sheet for additional comments.)

[Signature] _____ 7-24-06
Signature of certifying official Date

Oklahoma Historical Society, SHPO
State or Federal agency and bureau

In my opinion, the property ___ meets ___ does not meet the National Register criteria. (___ See continuation sheet for additional comments.)

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:
 entered in the National Register [Signature] 9/8/2006
 See continuation sheet.
 determined eligible for the _____
National Register
 See continuation sheet.
 determined not eligible for the _____
National Register
 removed from the National Register _____
 other (explain): _____

Signature of Keeper Date
of Action

5. Classification

Ownership of Property (Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property (Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

Contributing	Noncontributing	
<u>43</u>	<u>4</u>	buildings
<u>1</u>	<u>0</u>	sites
<u>18</u>	<u>7</u>	structures
<u>3</u>	<u>0</u>	objects
<u>65</u>	<u>11</u>	Total

Number of contributing resources previously listed in the National Register 0

Name of related multiple property listing (Enter "N/A" if property is not part of a multiple property listing.)
N/A

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: School

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Functions (Enter categories from instructions)

Cat: VACANT/NOT IN USE Sub: _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Description

Architectural Classification (Enter categories from instructions)

- LATE VICTORIAN: Romanesque Revival; Folk Victorian
- LATE 19TH & 20TH CENTURY REVIVAL: Colonial Revival
- LATE 19TH & 20TH CENTURY AMERICAN MOVEMENTS: Craftsman
- MODERN MOVEMENT
- OTHER: No Distinctive Style

Materials (Enter categories from instructions)

foundation CONCRETE
roof ASPHALT
walls STONE: Limestone
BRICK; WOOD: Weatherboard
other _____

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

A Property is associated with events that have made a significant contribution to the broad patterns of our history.

B Property is associated with the lives of persons significant in our past.

C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

D Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations (Mark "X" in all the boxes that apply.)

A owned by a religious institution or used for religious purposes.

B removed from its original location.

C a birthplace or a grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

EDUCATION

ETHNIC HISTORY: Native American

POLITICS/GOVERNMENT

ARCHITECTURE

Period of Significance 1883-1956

8. Statement of Significance (Continued)

Significant Dates _____

Significant Person (Complete if Criterion B is marked above)

Cultural Affiliation _____

Architect/Builder Bidwell, Edmund, architect; Pauley, Hoyland & Smith, architects
Hopper, George, builder

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

- State Historic Preservation Office
- Other State agency
- Federal agency : BIA
- Local government
- University
- Other

Name of repository: _____

10. Geographical Data

Acreage of Property approx. 288

UTM References (Place additional UTM references on a continuation sheet)

	Zone Easting	Northing	Zone Easting	Northing
1	_____	_____	3	_____
2	_____	_____	4	_____

See continuation sheet.

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Jim Gabbert, Architectural Historian

organization Oklahoma State Historic Preservation Office date _____

street & number _____ telephone _____

city or town _____ state ___ zip code _____

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.

A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name Kaw Tribe of Oklahoma; Chairman *****

street & number PO Box 50 telephone (580) 269-2552

city or town Kaw City state OK zip code 74641

name Otoe-Missouria Tribe; Chairman *****

street & number 8151 Highway 177 telephone (580) 723-4466

city or town Red Rock state OK zip code 74651

name Pawnee nation of Oklahoma; President *****

street & number PO Box 470 telephone (918) 762-3621

city or town Pawnee state OK zip code 74058

name Tonkawa Tribe; President*****

street & number P.O. Box 70 telephone (580) 628-2561

city or town Tonkawa state OK zip code 74653

name Ponca Nation of Oklahoma

street & number 20 White Eagle Drive telephone (580) 762-8104

city or town Ponca City state OK zip code 74601

name Cherokee Nation of Oklahoma; Principal Chief Chad Smith

street & number P. O. Box 948 telephone (918) 456-0671

city or town Tahlequah state OK zip code 74465

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Chilocco Indian Agricultural School
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Summary

The Chilocco Indian School is located in north central Oklahoma, just west of US Highway 77, between Newkirk, Oklahoma and Arkansas City, Kansas. The original Chilocco reservation consisted of over 8,000 acres; the nominated property contains approximately 288 acres centered on the campus of the school and extending along the entry road. The balance of the reservation was used as farm and grazing land in support of the school. The campus is located one mile west of US 77, ¾ mile south of the Oklahoma/Kansas state line. Chilocco Creek meanders northwest to southeast along the south edge of the campus through gently rolling prairie. Screens of mature trees mark the west and north edges of the campus; new stands of volunteer trees are filling in formerly open areas around the campus. There are 76 total resources in the district, including buildings, structures, sites, and objects.

The campus is reached through a mile-long *allee* of elm trees. Pastures and fields are to the north and south of this road. A cluster of buildings, most notably the National Guard armory, mark the entrance to the campus. Chilocco Lake separates these buildings from the main campus. The campus consists of 44 buildings – academic and residence, most of which are constructed of locally quarried limestone, laid out around a central mall. Buildings related to the various academic and vocational departments are clustered to the southeast, south, and west of the mall. A cluster of residences is located north of the mall. South of Chilocco Creek, a small cemetery and scattered agricultural buildings are set apart from the main campus.

The campus has not been utilized as a school since 1980 and the facilities have been left to deteriorate. Many of the buildings have been compromised by failing roofs or acts of vandalism. They do, however, retain excellent integrity of design, location, feeling, association, setting, materials, and workmanship. Alterations to the buildings reflect the many years of service they provided, both as functional resources but also as laboratories for the vocational departments of the school.

The focal point of the campus is an oval, central mall, around which were arrayed the primary academic and residential buildings of the school. On the east side of the oval is Hayworth Hall, the main classroom building. Built in 1910 after a fire had destroyed its predecessor, it is a three story limestone building with multiple gables, a complex footprint and a central tower. On the north edge of the oval is Leupp Hall, built in 1905, the home of the domestic sciences department and also, for many years, the main dining hall for the school. A three story, limestone building, Leupp Hall has had a number of additions over the years to accommodate the growth and changing needs of the school. On the west edge of the oval is the Administration Building, built in 1918, a single story limestone building with wide overhanging eaves supported by heavy knee braces. At the southeast corner of the oval are the power plant, print shop and the boys' honor dorm, all constructed of limestone. The south edge of the oval is dominated by Hayman Hall, a two story, limestone boys' dormitory constructed in 1933. Located within the oval is a fountain, a war memorial, and the student union building, a red brick, single story building constructed in 1965.

North of the oval, north of Leupp Hall, is a cluster of residential buildings. A large girls' dorm, a staff apartment

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building, and a single dwelling, all constructed of limestone are intermixed with seven other frame cottages and numerous garages. These cottages were constructed primarily by the students.

West and southwest of the oval there are buildings dedicated to the vocational trades and some additional frame cottages used as staff residences. The warehouse, a limestone rubble building rebuilt in 1911 after a fire, is the oldest of these buildings. The largest buildings are the Practical Arts Shop, constructed in 1963, and the new boys' dorm, the newest building on campus, completed in 1966.

East of Chilocco Lake stand two stone cottages, built in 1903, a small, stone apartment building, the National Guard Armory, and various buildings related to the agricultural operations of the school. The cottages and apartment were for instructors and staff. Further south of the campus are more agricultural buildings, including a sheep barn and the ruins of the dairy barn.

The buildings, sites, and structures that comprise the campus of Chilocco Indian School are all directly related to the function and purpose of the school. They are, for the most part, united by a common use of materials and design. There are no intrusions in the campus that depart from the mission of the school, although there are buildings that are less than fifty years of age. Individual buildings have been altered over time, primarily reflecting the continued use of the school until its closing, its use as a laboratory for the students, and the eventual deterioration that came with abandonment. The campus retains excellent integrity of design, setting, feeling, association, location, workmanship, and materials.

Resources (Noncontributing resources are underlined)

- 1) Entrance Gate. C. 1920. Structure. Located approximately 100 feet west of US Highway 77, the entrance gate consists of two quarry faced, limestone piers (each approximately 12 feet tall and two feet square) that support a metal superstructure. This superstructure is arched and supports a sign reading "Chilocco Indian School" with each letter painted in red on an individual sheet of white-painted steel. Photo #1
- 2) Entrance Road. C. 1884/1925. Structure. Perpendicular to US Highway 77 and running due west is the original entrance road to the campus. Paved with asphalt in 1925, the road once terminated at the A.T. & S.F. Railroad line. The road is lined with elm trees, forming an *alee*. Small concrete culverts are integral parts of the road, as is the causeway that carries it into the main campus. Photo #1
- 3) National Guard Armory. C. 1950. Building. This red brick, Modern Movement building is two stories in height. It has a square footprint, a flat roof with a central, flat-roofed monitor. The roof has a concrete coping.

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The main entry is centrally placed and recessed; there are paired steel and glass doors, each with six lights. Flanking the entry are three steel sash, industrial type awning windows. The east and west sides of the monitor have a series of fifteen steel awning type windows, allowing light and ventilation into the drill hall. Two large overhead garage doors on the rear of the building allow access to the drill hall. Photo #2

- 4) Building 80, Staff Quarters. 1903. Building. A one story, pyramidal roof house constructed of ashlar limestone, quarried on the Reserve. The square footprint house had a rear addition at an unknown time. The roof has a flat deck at the apex and the eaves flare slightly; it is clad in composition shingles. There is a shed roof porch that spans the front; it is supported by simple 4x4 posts. It is not original, but was added in the 1930s. The porch ceiling is beadboard and the side gables of the shed roof feature vertical bead-board terminating in saw tooth ends. The façade is symmetrical, with the central entry flanked by square window openings. These are boarded. The walls are of rectangular limestone blocks, quarry-faced, laid up in a running bond. The lintels for the door and windows are dressed. There is a wooden frieze board. Photo #3
- 5) Building 83, Staff Quarters. 1903. Building. This building is identical in construction to Building 80, with the following exceptions. There is a small gabled stoop instead of a porch. The window openings on the façade have been altered; Matching stone has been laid in, truncating the sized of the opening. The windows are aluminum, dating to the 1960s. The rear addition, like that of Building 80, is frame with wide weatherboard siding and a gabled roof.
- 6) Building 85, Old Hospital/Staff Apartments. 1897/ 1925. Building. This two-and-a-half story building was once used as the hospital for the school. It was of Late Victorian Queen Anne style, heavily modified in 1925 when a new hospital was constructed. The building has a rectangular footprint and is oriented to the north. The gabled roof has two offset, lower cross gables that project from the main line of the facade. Inset in the valley of these gables once were towers; these were removed when the building was converted to apartments. The gable end walls are of wood scalloped shingles. The main walls are of coursed, quarry-faced limestone. A band of lighter, wider stone separated the two floors. Entries are into the former towers. Windows are paired and single 2/2, 1/1 and boarded. A second floor balcony, accessed bay a wide central stair, is located between the two projecting sections/towers. This allows access to the second floor apartments and is not original. Two original window openings were modified to provide entries. Small, frame shed roof additions on the rear enclose entries. Photo #4

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- 7) **Building 91, Granary. 1939. Building.** A one story, wood clad, transverse frame, gabled building on a concrete foundation. The composition roof has exposed rafter tails. A large wagon entry is centered in each gable end; a single narrow window opening is centered in the east gable. Photo #5
 - 8) **Building 90, Scale House. 1952. Building.** The scale house is a simple, stone, gabled structure. The walls are of random ashlar, cut limestone with quarry face finish. The lintels and sills for the fenestration is concrete. A window is centered in the west gable. A door and a window are located on the south side, facing the scale pit. The scale slab and mechanism have been removed and the windows are boarded. Photo #6
 - 9) **Building 93, Agricultural Vocational Building. 1952. Building.** A long, rectangular building, oriented east/west, with a low-pitched gable roof, this classroom building is constructed of random ashlar, cut limestone. The roof is clad in corrugated tin; the gable ends with asbestos shingles. There is no overhanging eave. The north side of the building has a series of large openings with overhead, garage-type doors. Man doors are located on the gable ends and are offset. The south wall has windows and large openings irregularly spaced. All are boarded.
 - 10) **Building 156, Agricultural Classroom. 1955. Building.** The agricultural classroom building has a long, rectangular footprint. A low pitched gabled roof is covered in corrugated tin; the gable ends are clad in asbestos shingle while the main walls are random ashlar, cut limestone. There are entries centered in either gable end. A rank of five large, steel, industrial sash windows are located near the west end of the south and north sides. Photo #6
 - 11) **Building 159, Calf Barn. 1960. Structure.** Similar in appearance to Building 156 and constructed at the same time. The gable end entries for this building are larger, to accommodate equipment. There are also more windows, with the south and north sides fully lighted with steel, industrial sash awning type windows. Each window is 3x4 lights. Photo #7
 - 12) **Building 154, Hay Storage. 1951. Structure.** Quonset hut style of corrugated tin with large, sliding doors on each end. There are three ventilators evenly spaced along the apex of the building. Photo #8
 - 13) **Building 155, Heavy Equipment Storage. 1951. Structure.** Identical to Building 154, with the exceptions that the end door is an overhead type and there is an offset, fixed metal sash window on the east end. Photo #8
 - 14) **Building 178, Sewage Treatment. C. 1965.** 3 structures. There are two concrete-lined settling ponds and a small, concrete block gabled pump house. These structures are interrelated and are considered a single complex. They are noncontributing due to their age.

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- 15) **Building 92, Machine Shed. 1952. Structure.** This long, one story building consists of three segments, oriented to the south, configured in a shallow "U." The central section is slightly higher than the wings. The gabled roof is covered with corrugated tin. The walls are random ashlar limestone. The south side is open.
- 16) **Bridge. C. 1930. Structure.** This single span, steel stringer concrete bridge spans Chilocco Creek. It appears to be a replacement for an earlier bridge similar to resource #20. The abutments are concrete. The old concrete railing is gone.
- 17) **Building 94, Sheep Shed. 1952. Structure.** This structure is similar to Buildings 156 and 159. As single story, gabled building with asbestos shingle gable ends and random ashlar limestone walls. The east gable end has an offset entry door and a single, steel sash awning type window. The south wall has three such windows centered on the wall and flanked by large equipment openings. Entry doors are located offset, near each corner. The north wall has no windows. Photo #9
- 18) **Cemetery. 1889. Site.** The cemetery for the school contains numerous unmarked graves and a single headstone dating to 1889. There is a chain link fence around the site and a small gate constructed of steel pipe. The gate has a sign reading "CEMETERY." Plain concrete crosses that once marked graves are uprooted and scattered along a fence line. Photo #10
- 19) **Dairy Barn. Ruins.** The remains of the school's dairy barn consist of the cement feeding troughs, concrete piers, and partially collapsed exterior walls. The barn was demolished by a fire and no longer retains enough historic integrity to reflect its original design. It is noncontributing due to loss of integrity.
- 20) **Bridge. C. 1910. Structure.** This bridge crosses Chilocco Creek south and west of the Gymnasium complex. A single span, concrete arch, the bridge has concrete abutments and a steel pipe and concrete post rail system. The arch is segmental. Photo #11
- 21) **Building 97, Boys' Dressing Room. 1937. Building.** Part of the Gymnasium complex. This rectangular, gabled building is sited parallel to the Wrestling Room building, perpendicular to the Gymnasium. Constructed of clay tile and covered in stucco, the building is attached to the Gymnasium and the Pool by a covered hallway. There are steel casement windows on the east wall and a single exterior entry centered in the east wall.
- 22) **Building 98, Swimming Pool. 1937. Building.** The Swimming Pool Building is roughly "T" shaped, with the leg of the "T" wedged in between Buildings 97 & 99. It is a flat-roofed, stuccoed building with numerous steel, industrial sash, awning type windows that are located high along the south, east, and west walls. These windows have simple, concrete lug sills. Entry into the building is through a common hallway shared with Buildings 97, 99, and 100.

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- 23) **Building 99, Wrestling Room. 1937. Building.** Building 99 is virtually identical in its exterior arrangement to Building 97. On the west wall are four steel casement windows and a single entry door. Near the south end of the wall is a large, steel sash, industrial, awning-type window. The gable ends of both Building 99 and 97 are of wood clapboards. A single louvered vent is centered in the gable. Photo #12
- 24) **Building 100, Gymnasium. 1925. Building.** The Gymnasium building is a large, rectangular building with a gabled roof. The original construction of the building used locally quarried limestone laid up in a random ashlar. When the three buildings were constructed at the rear of the gymnasium in 1937, the building was stuccoed to match. The gable ends are of wood clapboard with louvered vents located near the apex of the gable. A small gablet is located over the original entry to the gymnasium. A gabled extension, set perpendicular to the main body and lower than the eave line, was added in 1937. This extension provides an airlock, coatroom and ticket booth. The stucco walls are pierced with simple, steel sash, four pane, pivoted windows. A secondary entry is located to the west of the main entry. This building was rebuilt from an older stone building used as a stable. Photo #12
- 25) **Building 180, Wheeler Hall, Boys' Dormitory. 1966. Building.** This "H" plan, Modern Movement building is the largest and newest on the campus. It consists of a three story section with a flat roof and a one story section with a flat and sawtooth roof. The single story section is located to the north and served as the dining hall and common rooms. The three story section, on the rear or south, is sited to take advantage of the slope of the property and does not appear to rise much higher than the front section. The building is constructed of concrete with a veneer of random ashlar limestone. The flat roof cantilevers, providing sunshade to the windows. Each floor of the rear also has a cantilevered pent roof with a sunshade. The front section has a sawtooth roof over the core of the section. Clerestories are set into the sawtooth, lighting the interior. Windows in the building are regularly spaced and consist of fixed panes of glass with colored aluminum panels below. This building is an excellent example of Modern architecture from the mid-century. However, it is noncontributing due to its age. Photo #13
- 26) **Building 189, Two Stall Garage. C. 1966. Structure.** This simple stone and concrete garage was constructed along with the dormitory. It has a flat roof and two overhead doors, separated by stone-clad piers. Although compatible with the rest of the campus in design and materials, this resource is noncontributing due to age.
- 27) **Building 151, Classroom. 1950. Building.** Building 151 is a rectangular, metal-clad building resembling an oilfield or industrial building. The gabled roof and walls are clad in corrugated tin. A wooden shed roof extension is centered on the west wall. Windows are a mixture of steel sash fixed windows and wooden hung windows and are not symmetrically placed. A large, sliding door is located on the east wall, near the south side. Sections of siding are coming off on the southwest corner, exposing the steel structure. Photo #14

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- 28) Building 116, Golf Shop. C. 1940. Building. Also referred to as the Country Club, this simple, stucco, gabled single story building served the 9 hole golf course that once was located along the south edge of campus. The gabled roof is clad in composition shingles and has exposed rafter tails. The walls are stucco and a single entry is centered on the north wall. A single window is located just to the right of this entry.
- 29) Building 107, Fire Station. 1944. Building. This building housed the fire equipment for the school. It is a single story with a flat roof and a roughly square footprint. The walls are of limestone. The building faces south; two large, wooden overhead doors are on the south side. The west and north sides have two, small, double hung windows each. The east side has two large, steel sash casement windows and an offset, wooden entry door. The lintels of the two casement windows are flat arched, molded to look like dressed limestone. They contrast with the walls, which are heavy, quarry faced random ashlar stone blocks $\frac{3}{4}$ of the way up, and thinner, semi-dressed blocks for the last $\frac{1}{3}$. The roof has a stone coping that overhangs slightly.
- 30) Building 150, Filling Station. 1949. Building. A one story, "T" plan, gabled building with limestone ashlar veneer walls. The leg of the "T" is oriented south. The west gable end has a large overhead garage door while the west wall of the leg has a single entry door and a pair of 1/1, square windows. There is a single 1/1 window on the north wall and a pair of 1/1 windows on the south gable end. Photo #15
- 31) Building 108, Warehouse/Commissary. 1910. Building. This two story, limestone building has a low-pitched hip roof. The original, one story warehouse building burned in 1908. Parts of the original walls were retained in reconstructing the building after the fire. The limestone used in this building is load bearing. It was quarried nearby on the reserve and is rough cut and laid up in a random ashlar. A water table of slightly larger, elongated blocks is set at about three feet above grade. The building is oriented to the north. The roof is clad in composition shingles. Each elevation is symmetrical. The east and west elevations have single 4/4 windows centered on each floor. The south elevation has five 4/4 windows on each floor and the north has five windows on the second floor and four on the first, with a large central opening. All of the windows have flat stone sills and lintels. There is a concrete loading dock at the large opening. This opening has a segmental arch carried on rough cut voisseurs. There is a modern, wooden overhead garage door. The north and south sides also had small windows that light the basement. These align with the first floor windows and are wooden awning-type windows. Photo #15 & 16
- 32) Building 110/113, Vocational Shop. 1933. Building. Buildings 110-113 are virtually identical and were utilized for the same purposes as vocational educational shops. Buildings 110 and 113 are connected and are axially symmetrical. Building 111 mirrors 110 while Building 112 mirrors 113. Building 110/113 is an elongated rectangular building with a gable roof. There is a break in the roofline in the center where there is an inset of the main façade. Over the main entry into each section is a small gablet with a fan-shaped louvered vent. There is a smaller, similar vent in each gable end. The walls are limestone ashlar. The windows are

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asymmetrically placed, some in pairs and others single. They have flat arch lintels of grey concrete and stone sills. The inset portion, what would be a drop wing, contains large double door openings. Building 110's large entry, though, has been filled in and replaced with a window and a door. The masonry matches in design, but there is a slight color variation.

- 33) **Building 111, Vocational Shop. 1933. Building.** A free standing building with similar details the double building 110/113. The gabled roof, in this case, does form a drop wing. The building is oriented to the south. The gablet is offset. The fenestration pattern is, from east to west, W, W, W, D, D, W, W, W, W. The windows are all newer aluminum 1/1. The entry door is offset under the gablet and the large opening is to its west. The entry and its neighboring window share a common flat arch lintel. The east gable end has four window openings; the west gable end has two, although one is in an obviously larger opening that was infilled at some time. Photo #17
- 34) **Building 112, Vocational Shop. 1933. Building.** Building 112 is identical to Building 111, although mirrored. The east gable end, though, has a single, centered entry door and an offset window. Another window opening has been infilled. A small, flat roof addition of matching stone is located on the rear of the drop wing on this east end. It has a single, steel door. Photo #17
- 35) **Building 161, Practical Arts Shop. 1963. Building.** This flat-roofed, Modern Movement building is rectangular in footprint and is oriented to the east. It is constructed of a concrete frame that is expressed on the exterior. The interstitial spaces between the posts are filled in with random ashlar limestone. The beams of the frame are decorated with squares that are inset. There are few windows; the west side of the building has a number of metal, overhead garage doors. The east wall has a central entry. A flat, concrete awning is cantilevered over the entry. This building, though compatible with the rest of the campus in terms of design and materials, is noncontributing due to age. Photo #18
- 36) **Building 152, Band & Vocal Music. 1950. Building.** The band & Vocal Music Building is a rectangular footprint, gabled building of vaguely Colonial Revival styling. The building is oriented to the south and the primary entrance is off center. A gabled stoop covers the entry door. The fenestration pattern on the south façade is W, W, D, W, W, D, W, W. There is an entry door centered in the east gable end. The windows of this building are boarded up, but have concrete sills and no lintels. Photo #18 & 19
- 37) **Building 17, Staff Quarters. C. 1910. Building.** Craftsman bungalow style. A single story, California bungalow with a front gabled roof, large gabled porch supported by iron posts, and wood lap siding. The main entry door is centered with pairs of 1/1 windows flanking. All windows and doors have simple flat surrounds. A louvered vent is located in the front and rear gables. The roof is composition shingle and a brick chimney is off center and located on the south roof slope. A variety of window sizes, in pairs and singles are found on the north and south walls. The foundation is stone. Photo #20

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- 38) Building 18, Staff Quarters. C. 1910. Building. Similar to Building 17 in window details and siding. This bungalow has a gabled front stoop with brick piers. The central entry is flanked by paired 1/1 windows. The roof is composition shingle and has exposed rafter tails. The foundation is cut stone blocks. Photo #20
- 39) Building 19, Four Stall Garage. C. 1930. Structure. A wood frame, side gabled structure with four stalls. The siding is shiplap and the foundation is concrete. Each of the four stalls has a simple 1x4 surrounds. The composition roof has exposed rafter tails.
- 40) Building 20, Four Stall Garage. C. 1930. Structure. Identical to Building 19 except that the siding on the front of this south-facing structure has only a 2" reveal. The east and west gable ends show where similar siding was used to patch the original 4" shiplap siding. Photo #21
- 41) Building 21, Staff Apartments. C. 1940. Building. This two story apartment building has four two-bedroom apartments. The building is clad in quarry faced, random ashlar limestone. The roof is hipped, covered in composition shingles, and has a low pitch. A breezeway separates the building into two sections, with one apartment on each floor. The building is oriented east/west, with each of the primary walls having two sets of paired windows for each apartment. The windows are aluminum, single hung. The end walls have two single 1/1 windows offset and a smaller 1/1 window. Apartment access is gained through the breezeway, where there is also a steel and concrete staircase. Photo #21 & 22
- 42) Building 22, Staff Quarters. C. 1910. Building. Bungalow. A one story, front gabled bungalow with an incised corner porch, lap siding, and a concrete foundation. The wide, low pitched roof has composition shingles, exposed rafter tails, exposed purlins, and a centered ridge chimney. The gable ends are clad in asphalt shingle. A large, wide, center pivot window is located in the front gable. It, like the rest of the fenestration, has wide surrounds and a simple crown mold. The entry is in the recessed porch; paired 1/1 windows are beside. A matching set of paired windows is on the east side of the front façade. The west wall has two sets of paired windows; the east wall has single windows. Photo #21 & 23
- 43) Building 23, Staff Quarters. 1903. Building. This single story, Folk Victorian cottage has a cruciform plan. The cross gabled roof is clad in composition shingles and there is a central chimney. The foundation is stone; the walls are clad in asbestos shingles, but the original lap siding is visible in spots. The corner boards have caps. There is a wide raking board in each gable. The full-width, hipped porch is supported by wrought iron posts. The main entry is offset; two single 1/1 windows are beside it. The east and west gable ends have single 1/1 windows with wide surrounds and crown molds. The north gable end has paired 1/1 windows centered and a single, smaller 1/1 offset to the east. The condition of the building is poor. Photo #24

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- 44) Building 25, Four Stall Garage. C. 1940. Structure. (Ruins). All that remains of this four stall garage are the concrete block walls. There is enough integrity to see that it once was a side gabled structure, similar to resources 19 and 20. Noncontributing due to loss of integrity.
- 45) Water Tower. Structure. ****. Semi-cylindrical water tank supported on four tubular steel posts. Photo #22
- 46) Building 7, Administration Building. 1918. Building. One story, with a low-pitched, hip roof with wide eaves and knee braces. The building could be classified as Craftsman in style. The roof has composition shingles and a small ridge that is oriented east/east. The walls are cut limestone, quarry faced and laid in a running bond. Windows have large stone lintels and thin stone sills. The main entry, on the east side, faces out onto the oval. A central door, flanked by sidelights, is accessed by a set of concrete steps (five risers) with stone wing walls. Flanking the entry are two windows on each side. All windows have been replaced with modern aluminum sash. The south elevation has a single offset entry door, accessed by a small flight of five steps with large stone wing walls. There are four windows evenly spaced on the balance of the wall. The north elevation has a central door flanked by four windows while the rear, or west elevation has a door offset to the north and five, small, square fixed sash windows asymmetrically placed. Photo #25
- 47) World War I Memorial. 1923. Object. This memorial, dedicated in 1923, consists of a stone base and a tall, steel flagpole. The base, of brush hammered limestone, has a slanted top with a bronze plaque that reads "IN MEMORIAM - WORLD WAR 1914-1918 - BENNETT LAVERS '14 - DAVID JOHNSON '17 - EDWARD NELSON '18 - SIMEON MOSELY EX - 1923" Photo #25
- 48) Building 5, Antonne Hall. 1932. Building. Constructed as a girls dormitory, Antonne Hall has a vaguely Colonial Revival styling. The plan of the building is complex, basically a lazy "I." The roof is hipped. The walls are quarry faced, cut limestone laid in a running bond. The courses are not uniform, though. The main entry is centered and has a pediment hood supported by console brackets. A series of six smooth concrete pilasters separates the main elevation. A single window is in each section on each floor (all have been replaced with aluminum sash). The wings project; the north wing has a bowed bay on the first floor that conforms to the common room. There is a large, stone chimney on the north elevation, near the east corner and ten sets of paired windows and three single windows on each floor. The rear elevation has few windows, none in the wings and the balance in the central section. The south elevation has 10 sets of paired windows and three singles on each floor. Photo #26 & 27
- 49) Building 58, Staff Housing. C. 1930. Building. A one story, clapboard sided bungalow with a side gabled roof. An offset, lower cross gable is on the front (east elevation, while an offset, lower gabled wing is located on the rear north corner. There is a brick, shouldered chimney on the south elevation near the east corner. The

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- porch is incised at the north east corner. The foundation is parged. Entry is into the side of the incised porch. A single 6/1 window is offset. Two 6/1 windows, with flat surrounds, are located on the east façade under the offset gable. The south elevation has a pair of 6/1 windows off center, a single 6/1 offset to the west, and a small casement window near the chimney. The rear, or west elevation, has two 6/1 windows offset, a small 1/1 window off center, and the rear extension that has paired 1/1 windows at the corners. The north elevation has paired 6/1 windows flanked by singles. Photo #28
- 50) Building 56, Staff Housing. C. 1930. Building. This building is reflectively identical to Building 58. Another house was once located between these two.
- 51) Building 54, Six Stall Garage, C. 1930. Structure. A side gabled, wood frame structure with lap siding and six overhead garage doors. The roof has composition shingles and the foundation is concrete.
- 52) Building 53, Superintendent's Home. C. 1930. Building. A one story, "L" plan cottage with a cross gabled roof and random ashlar limestone walls. The Side gables have wide weatherboard. The front, projecting gable has single window opening (all windows are modern vinyl sash) centered. The entry is into the wing and is reached by a flight of five concrete steps with a low stone wing wall. Two windows are located to the north of the door. The north elevation has two paired window sets flanking a single, smaller window. The rear elevation has a single window offset, two paired sets and an enclosed porch in a shed roof extension. The enclosure uses wide weatherboard for its walls. Photo #29
- 53) Building 60, Staff Apartments. 1940. Building. Constructed as staff single bedroom apartments, this two story, rectangular building has a hipped roof and random ashlar limestone walls. The building is oriented to the west and the main entry is centered in the west elevation and raised above grade. It is a modern aluminum and glass door with sidelights set into an elliptical arched opening. There are 13 window openings on the second floor, twelve on the first, in a pattern of three large, one small, five large, one small, three large. All have modern aluminum sash. The rear, or east elevation has the same pattern, with the arched entry replaced with a simple single entry. A water table delineates the raised first floor; the basement/crawl space has wide openings roughly equating to first floor windows. There is a large, steel set of fire stairs on the south elevation. Photo #30
- 54) Building 61, Eight Stall Garage. C. 1940. Structure. One story, side gabled with shiplap siding and eight overhead garage doors Photo #31
- 55) Building 59, Staff Quarters. C. 1940. Building. A single story, side gabled Minimal Traditional/bungalow type house. There is a brick chimney centered on the rear slope of the composition shingle roof. The walls are clapboard, with joined corners. Board and batten is in the gables. There is a shed roof porch on the south facade and a shed roof rear addition. The foundation is poured concrete. The porch supports are lattice steel and the deck is concrete. The entry is slightly off center; a single 6/6 window is to the west, paired 6/6 to the

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east. The east elevation has a single 6/6 offset, a smaller 6/6 off center, and paired 6/6 offset at the rear. Windows have simple flat surrounds and drip caps. Photo #32

- 56) Building 148, Two Stall Garage. C. 1940. Structure. A single story, side gabled structure with two overhead garage doors. The roof's rear slope extends farther down than does the front; rafter tails are exposed. Wall siding is shiplap and the foundation is concrete.
- 57) Building 149, Staff Quarters. C. 1940. Building. Bungalow type cottage, front gabled with shaped fascia board, wide raking board and clapboard siding. The foundation is poured concrete. The front entry is slightly off center and is sheltered by a gabled stoop, supported on square posts. Offset is a set of paired 1/1 windows. The north elevation has paired windows near the front (west) corner, a single entry door centered and paired 1/1 windows at the rear (east) corner. The entry is sheltered with a shed roof stoop. A brick chimney is located on the north slope of the roof. The south elevation has a lower cross gable bumpout with a pair of 1/1 windows. To the west is a triple set and to the east of the bumpout is a paired set. Photo #32
- 58) Building 164, Two Stall Garage. C. 1940. Structure. Gable front with two overhead garage doors, this structure has shiplap siding and a shaped fascia board. The foundation is concrete. Photo #32
- 59) Building 157, Staff Quarters. C. 1955. Building. A single story, side gabled Minimal Traditional building of the ranch family. The composition shingle roof has no eaves. There is a gabled stoop over the off center entry. A pair of 1/1 windows is to the north of the entry, a triple set to the south. The north end of the building has a drop wing that is set back from the plane of the main facade. There is a single, large, sliding glass door. The siding is clapboard and the foundation is concrete. This house was constructed by students. Photo #31
- 60) Building 163, Garage/Shed. C. 1955. Structure. This side gabled building contains a single stall garage on the west and a storage shed on the east half. The structure is oriented to the north. The gabled roof, clad in composition shingles, has exposed rafter tails. There is a large overhead door on the east side of the front and a single 1/1 window off center. The west gable end has an offset entry door and the south wall has a single, off center 1/1 window. Photo #34
- 61) Building 158, Staff Quarters. C. 1955. Building. Identical to Building 157 with the exception that the drop wing is still a garage, with an overhead garage door.
- 62) Building 160, Ten Stall Garage. C. 1940. Structure. An elongated, side gabled structure with ten overhead garage doors. The siding is asbestos shingle. Interior evidence suggests that this structure was cobbled together from three or more smaller structures. The foundation is concrete.

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- 63) **Building 71, Employees Quarters/Club. 1924. Building.** A two story, rectangular footprint building with a hipped roof. The walls are of rough cut, quarry faced random ashlar limestone. The building is oriented to the south; a hipped roof porch with steel posts is centered on the middle third of the main facade. The windows on the second floor are all 8/1 singles; on the first floor they are paired. All have flat, dressed stone lintels. The main entry has sidelights and a transom. The rear (north) elevation has all single windows, 12 per floor. Fire escape is located on the east and west ends. Photo #35 & 47
- 64) **Building 12, Leupp Hall. 1905/C. 1925/C. 1940. Building.** The oldest building on campus, Leupp Hall was built as the domestic science classroom and the main dining hall for the campus. The original incarnation of the building has a Romanesque Revival style; later additions reflect their own architectural periods. The building is two stories in height, with a complex footprint and a complex hip and gable roof. The walls are of cut, quarry faced limestone laid in a running bond. The central feature of the building is the center tower/entry. Once capped with an open, wooden pavilion, the tower has, since around 1940, been flat topped. It features three, tall, narrow window openings with round arch tops. The main entry, a double door set in a round arch, has distinct vousoirs. Flanking the tower, and slightly stepped back, are two forward facing gabled sections. The gables have full returns and a wide, three part window in the tympanum. These windows have a full entablature supported by pilasters. The west wing had an extension added to the north end in the 1920s. The original section has two large segmental arch windows and a central door with segmental arch opening on the first floor that light the dining hall. The newer extension has a stucco second floor. All windows are 6/1; those in the older section have flat-topped, segmental arch lintels. A flat roof, single story addition was added to the east side of the building around 1940. The stone used in the walls of this addition has a rougher texture than that of the original section. Windows are 6/1 with concrete sills and flat lintels. Edmund Bidwell, architect. Photo #36
- 65) **Building 179, Student Union. 1965. Building.** A flat roof, stone veneer, Modern Movement building with a large, covered patio area on the south side. Entries are on the east and west facades; the north, or rear, has five sets of paired windows. The entries are centered and have modern aluminum and glass doors with fixed transoms. The patio is supported by steel lally columns on a low, stone wall with concrete caps. This building, though compatible in materials, is noncontributing due to age. Photo #37 & 41
- 66) **Building 4, Correll Hall. 1935. Building.** Two stories on a raised basement, this Colonial Revival dormitory has a cross gabled roof and random ashlar limestone walls. The footprint of the building is rectangular, with the main entry on the long axis, oriented to the west. There is a large, stone chimney with four clay pots centered on the long ridge of the roof. Each end of the building has a cross gable with full returns. Each tympanum has an oculus louvered vent. The main entry is centered on the west elevation. The steel doors are sheltered by a stoop with full entablature, supported by Tuscan columns. There is a flight of fifteen concrete steps leading to the entry landing. There is a decorative iron balustrade. The windows of the building have all been replaced with aluminum sash, hung windows. They are located symmetrically across the face of the building, nine on the

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second floor and eight on the first of the main body, two each on the gabled wings. The window openings have rough stone lintels with enlarged keystones. The north and south ends of the building are identical, with a centered entry reached by a flight of concrete stairs and a single round arch window centered directly above. The doors and arched windows are flanked by typical, single windows. The door has a wooden, classical surround with flat Tuscan pilasters and an entablature. The rear, or east, elevation mirrors the front, minus the entry. It is entirely obscured by vines. Photo #38 & 47

- 67) Building 8, Haworth Hall. 1910. Building. The main academic building of the campus, Hayworth hall was constructed in 1908-1910 to replace the former main building, destroyed by fire in 1908. An example of Late Victorian Romanesque architecture, it is an imposing, if deteriorating presence on the campus. The building is three stories in height, with a complex footprint and a complex, hip and gable roof. Along the ridge of the roof are large, galvanized metal ventilators. Originally, the building had two towers – one was truncated and transformed into a stairwell. The walls of the building are quarry faced limestone, laid in a combination of regular and random ashlar. The building is oriented to the west. This elevation is asymmetrical, with a wide, forward facing gable, a central gabled pavilion, and a rather plain wing. The front gabled section houses the auditorium and features a single, round arch window opening in the gable, two sets of three 6/2 windows on each floor. A square addition, replacing the old tower, is located south of this section; it has a flat roof, a single window on the second level and simple paired doors on the ground level. The southernmost wing is set back from the auditorium. There are three 6/2 windows on each floor and a small round arch window in the gable. The north wing houses classroom and has six windows on each floor, with a wider separation between the center windows. The entry pavilion has a small gable with returns and dentils, a single window on the second level, a dressed stone water table between floors, a battered lower section and a large, round arch opening. The entry has two doors and a fanlight. Below the second level window is a name plaque of slightly lighted limestone that reads “HAYWORTH.” The footprint of the building is a lazy “E.” The three legs of the “E” extend out the rear, to the east. Centered on the middle leg is the square bell/clock tower. It has a crenellated top and round arch openings on each side. The center leg of the “E” is the widest and has two, widely spaced 6/2 windows on each floor, plus a single round arch window in the gable. The north and south legs have three windows on each floor, plus the round arch window in the gable. Pauley, Hoyland & Smith, architects. Photo #39, 40, 47 & 48
- 68) Foot Bridge. Structure. Constructed at an unknown time, this steel structure crosses Chilocco Lake from Hayworth Hall toward the former location of the Health Clinic. Historic photographs show that this, or a very similar bridge, has been at this location since around 1940.
- 69) Fountain. Object. Constructed at an unknown date, but within the period of significance, this round, concrete fountain is located on the south third of the campus oval. The walls, capped with a curved coping, are approximately 18” tall. Centered in the fountain basin is a cylindrical font, clad in green stone. Photo #41

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- 70) World War II Memorial. Object. 1949. Located on the west edge of the oval, directly in front of the Administration Building, is a shouldered sandstone slab set in a concrete base. A perched eagle is outlined on the face of the slab and inscribed within is "DEDICATED TO THE YOUTH OF CHILOCCO WHO SERVED IN WORLD WAR II AND GAVE THEIR LIVES THAT WE MIGHT LIVE - PRESENTED BY THE STUDENT BODY." It appears that the slab has been broken off and reset in its current base. Photo #42
- 71) Building 9, Power Plant. 1918. Building. This one story, "L" plan building has flat and gabled roofs and quarry faced, random ashlar limestone walls. Projecting upward from the center is a battered, red brick chimney. The central section of the building is taller than the two wings. The end walls of each section have parapets projecting about two feet above the roof. The southernmost section has a flat roof with a stone coping. The north wall of the taller section has large industrial sash windows. The shorter wings have smaller steel hung windows and some newer, aluminum, replacement windows. There is a round arch opening on the east wall of the south wing. The end walls of the west section has recessed, paired doors with dressed, quoined surrounds. Most windows have flat, stone lintels, except the end windows of the west section, which have flat arch stone lintels with large keystones. Photo #43, 48 & 49
- 72) Building 10, Honors Dorm, 1937. Building. This building is two stories on a raised basement. It has a hipped roof, clad in composition shingles, and a rectangular footprint. It is oriented to the west. The entry is centered on the west elevation and is accessed by a flight of seven concrete steps with wrought iron banisters. The entry has a dressed limestone surround, with a cornice hood supported by console brackets and the date of construction inscribed in the frieze. The walls are quarry faced, random ashlar limestone with a water table separating the basement and first floor. The windows are all replacement, aluminum, hung sash. Those on the first floor have a flat spandrel panel below the sill and a flat arch lintel with large keystone. Second floor windows' lintels coincide with the eave of the roof. There are seven window openings on the second floor, and six (with central entry) on the first. Second floor windows alternate between regular size and half-sized, thinner windows. On the rear, or east, elevation, there is a half-shouldered chimney stack offset to the south. A central entry is located at grade, and there is a single, narrow window above it, mid floor. The balance of the windows alternate between thin and normal, six on each floor. All basement windows are half-height with flat lintels. Photo #44 & 48
- 73) Building 14, Lumber Shed. C. 1970. Structure. A simple, rectangular, gabled building constructed of concrete blocks and lap siding in the gables. A single man door is offset on the east end of the north elevation. Five large, wooden, sliding doors are located on this elevation, too. This building is noncontributing due to age. It also varies from the materials typically found on the campus. Photo #48 & 49
- 74) Building 11, Print Shop. 1941. Building. A single story, hipped roof building with quarry faced, random ashlar limestone walls. The composition shingle roof has no eaves. The rectangular footprint is axially oriented

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north/south. The main entry is on the west elevation. A single, steel door with the date "1941" brush hammered into the lintel, is centered between ranks of ten windows. All windows are modern, aluminum sash, hung units. The north and south elevations have paired, steel doors off center, with five windows while the rear elevation has smaller window openings, mirroring the front. Photo #45, 48, & 49

75) Building 6, Hayman Hall. 1932. Building. Constructed as a boys dormitory, Hayman Hall has a vaguely Colonial Revival styling. The plan of the building is complex, basically a lazy "I." The roof is hipped. The walls are quarry faced, cut limestone laid in a running bond. The courses are not uniform, though. The main entry is centered and has a pediment hood supported by console brackets. A series of six smooth concrete pilasters separates the main elevation. A single window is in each section on each floor (all have been replaced with aluminum sash). The wings project. There is a large, stone chimney on the west elevation, near the north corner, and ten sets of paired windows and three single windows on each floor. The rear elevation has few windows, none in the wings and the balance in the central section. The east elevation has 10 sets of paired windows and three singles on each floor. Photo #46

76) Building 195, Stadium Rest Room. Structure. Small, flat roofed structure constructed of concrete blocks. The roof is concrete and hangs over approximately 6".

There are numerous other structures and objects scattered around the area. Small concrete pump houses are common, as are the concrete culverts for the roads, and the sidewalks that hide steam tunnels. All of these could be considered landscape elements. In addition, there are former athletic facilities that have grown over and disappeared. There were tennis courts, basketball courts, a football field and a 9 hole golf course. The restrooms and the skeleton of bleachers and a press box mark the location of the football field; a low stone wall is located along the edge of the tennis courts. None of these facilities are recognizable anymore and are not included in the resource count.

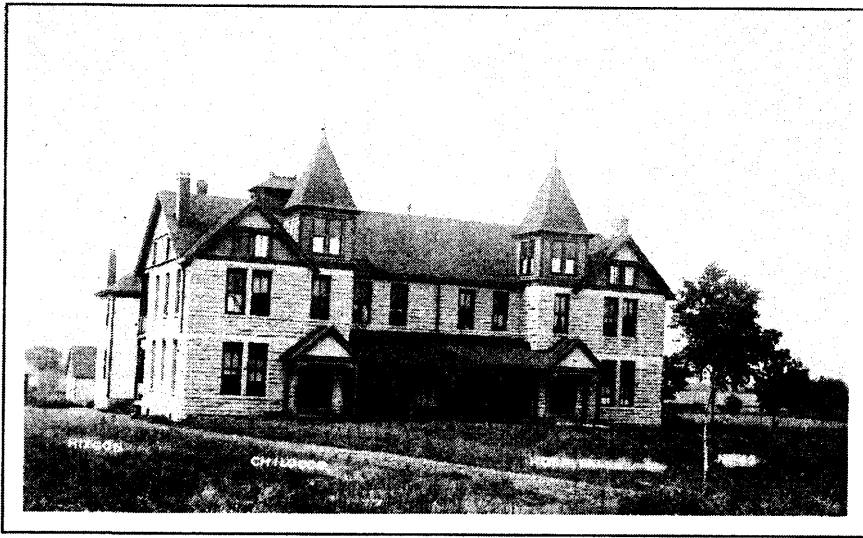
The existing buildings, sites, structures, and objects are obvious on the landscape. They contribute to the story of the development and use of Chilocco Indian Agricultural School. Although neglected, and in many cases, deteriorated, they nonetheless retain high degrees of integrity of design, feeling, association, materials, setting, location and workmanship. They help to unify the campus as a nationally significant district.

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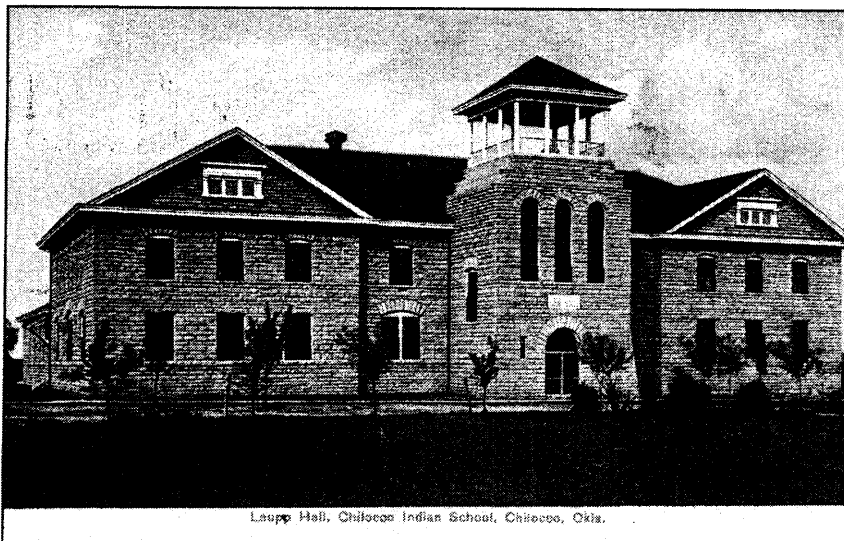
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Old Hospital (Building 85) c. 1910
Leupp Hall c. 1910



Leupp Hall, Chilocco Indian School, Chilocco, Okla.

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Summary Statement of Significance

The Chilocco Indian Agricultural School historic district is eligible for inclusion in the National Register of Historic Places under Criterion A at the national level of significance as an intact district that embodies the federal government's policies toward the education of Native American children from the inception of the non-reservation system in the late 19th Century through the mid 20th Century. Established as one of the first wave of schools modeled after Carlisle Indian School, Chilocco offered academic and vocational training to children of tribes across the United States. Its mission of assimilation and acculturation matured as advances in educational theory and relations between the federal government and the tribes improved. The campus, abandoned as a school in 1980, embodies in its buildings, structures, and layout the philosophy of the Bureau of Indian Affairs policies. Its collection of historic buildings, its overall historic integrity is second to none among the significant non-reservation schools, including sister school Haskell Institute (NHL) in Kansas and the model school Carlisle Indian School (NHL) in Pennsylvania.

The Chilocco Indian Agricultural School is also significant at the state level under Criterion C for its cohesive collection of limestone buildings, built by the federal government. The use of locally quarried stone in the vast majority of buildings on the campus provides a unity of design, a continuity of theme, and a visual cohesion that is rivaled only by the facilities at Fort Sill, a cavalry fort established in the 1870s and designated an NHL in 1960. The stylistic elements of the campus reflect the maturity of the school from its inception in the 1880s through its eventual abandonment in 1980. Buildings representing different eras, different functions, and different stylistic vocabularies are unified by the common use of quarry faced limestone.

Historic Background – Indian Education

From its inception, the United States has had an evolving relationship with Native American tribes, at once antagonistic and then paternalistic. Official policies of the federal government have, for the most part, tended toward separation, isolation, assimilation, and finally accommodation and recognition. In referring to the Indians, President Thomas Jefferson set the tone in an address to Congress: "In truth, the ultimate point of rest and happiness for them is to let our settlements and theirs meet and blend together, to intermix and become one people. Incorporating themselves with us as citizens of the United States is what the natural progress of things will bring on; it is better to promote than retard it."¹ Official policy and public opinion, though, preferred isolation or separation to proximity and assimilation. The first treaty between the new United States and an Indian tribe was with the Delaware Indians in 1778, wherein the Delaware ceded their ancestral lands in the Delaware Valley for

¹ Quoted by Edgar B. Merritt in a speech to the Maryland Federation of Women's Clubs at Baltimore, 11/1/1922, published in "The American Indian And Government Indian Administration," *The Indian School Journal*, (Chilocco, OK), Volume 22, Number 19, January, 1923.

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new lands in the west (Ohio and Indiana). The ever-increasing thirst for land led to the removal of the Delaware and other northeastern tribes and later, on a greater scale, to the removal of the "Five Civilized Tribes" (Cherokee, Choctaw, Chickasaw, Creek, and Seminole) west to Indian Territory.

Even as the government waged war on some tribes, it acknowledged the need for accommodating and educating the many Indians who remained within the states or were removed west, to the territories. The first appropriations for Indian education were made in 1819, giving money to churches and missionary organizations to create schools, with the tribes themselves funding much of the expense as well.² In eastern Oklahoma, or Indian Territory, the first schools established in the lands of the Five Civilized Tribes were Christian mission schools, often started at the behest of the tribes themselves. The earliest mission school was Union Mission, established in 1820 for Osage Indians in what would become Cherokee land. Others followed, but not all lasted very long. Among the early, prominent mission schools were Dwight Mission, established in 1830 in the Cherokee Nation and Wheelock Seminary (later Academy), established in 1832 in the Choctaw Nation. Both were organized by the Presbyterian church at the behest of the tribes.

After the Civil War, Plains tribes were removed to Oklahoma and Indian Territories in the face of increasing settlement pressure, or placed on reservations of land thought worthless or substandard in other western territories. These removals were not always peaceful; this was the era of Indian Wars, of the Washita Massacre, of Little Big Horn. Tribes were often forcibly placed on reservations and many of them were considered prisoners of war. The US government encouraged the establishment of church missions and schools on these new reservations in order to help pacify the "wild" tribes.

1878 saw a change in government policy, brought about by the idea of one man. Captain Richard Henry Pratt had been assigned in 1875 to take Cheyenne, Arapaho, and Kiowa prisoners of war from Fort Sill, Indian Territory to Fort Marion, St. Augustine, Florida. Pratt brought in teachers to instruct the prisoners in English. In 1878, as the prisoners were to be released and returned to their homes, a group requested to remain and continue their education. Pratt, with the help of the Indian Bureau, enrolled them at Hampton Institute, in Hampton, Virginia, a historically Black college. The program of academic and industrial training appeared to Pratt to be the solution to the "Indian problem." In remarking on the program, the Commissioner of Education noted in his 1878 report that "Their (the Indian students) education there has gone forward with such satisfactory results that one addition after another has been made by government authority to the number of pupils under training..."³ Pratt convinced the Indian Bureau and the War Department to allow him to set up a formal school open to all Indians, following a curriculum similar to that of Hampton Institute, but overlaid with rigid military discipline. An old cavalry barracks

2 Act of March 3, 1918, chapter 851, subsection 2; 3 Stat. 516, 517. \$10,000 a year was appropriated for this "civilization fund" until repealed in 1873.

3 *Report of the Commissioner of Education, 1878*. (Washington, D.C.: Government Printing Office) 1880.

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at Carlisle, Pennsylvania was made available and transferred to the Department of the Interior in 1879. The experiment, Carlisle Indian Industrial School, became a permanent institution when Congress enacted a law establishing the non-reservation school system in 1882.⁴

In addressing the educational needs of Indians at the time of the establishment of Carlisle, the Report of the Commissioner of Education, 1878 points out that: "A most promising effort for the education and civilization of a number of selected Indian youth in schools at the East superior to their own, and removed from all the bad influences of the wild tribes, was successfully begun in 1877-'78, and seems likely to be eminently beneficial." Boarding schools on the reservations had been established for individual tribes, but it was the prospect of removing the Indian youth from their usual environs that attracted the attention of policy makers and educators who subscribed to the philosophy of assimilation.

A year after the establishment of the Carlisle school, a small school was opened at Forest Grove, Oregon (later moved to Salem and renamed Chemawa). After the Congressional Act of 1882, nonreservation schools were opened in Kansas (Haskell Institute), Nebraska (Genoa), and Oklahoma (Chilocco) all opened in 1884. Others soon followed. By 1926, there were eighteen nonreservation schools, fifty-nine boarding schools and one hundred thirty-one day schools operated by the Indian Service. By 1959, there were fifteen nonreservation boarding schools, forty-six reservation schools, two hundred three day schools and eighteen special Navajo Community schools.⁵ In Oklahoma at this time, there were eleven boarding schools (including Wheelock Academy) and one nonreservation school, Chilocco.

These schools, of various sizes, had varying degrees of quality, as well. A brief history of Indian Education published in an orientation manual for BIA employees summed up the state of these educational facilities in 1889: "The Indian Bureau has been made the dumping ground for the sweepings of the political party that is in power.... You will find people who are there only to draw their pay." A field report from that year indicates that many of the institutions were lacking proper facilities, that the teachers were incompetent, and that commissaries were poorly stocked, often with unnecessary items.⁶

Reform after reform brought changes to the schools, both in how they were managed and in the physical characteristics. Each wave of reform brought new buildings designed to address those conditions thought unsatisfactory. New curricula were introduced periodically, meant to address the shortcomings in the educational

4 Hendricks, Alexander, Land, Vernola; Irwin, James, "Brigadier General R. H. Pratt, Founder of Carlisle Indian School, Is Dead. *Indian School Journal*, March, 1924. Also, Craig, Robert W., Greiff, Constance M., Hunter, Richard W., "Carlisle Indian Industrial School National Historic Landmark" NHL nomination form, 10/15/84.

5 US Department of the Interior, Bureau of Indian Affairs, Branch of Education, *Orienting New Employees* (Chilocco, OK: Chilocco School Press) 1959. Page. 28-33.

6 *Ibid.*, Pages 30-31.

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program. At the center of these curricula, though, was the idea that English be the centerpiece. In addressing a conference in 1918, H. B. Peairs, former Superintendent of Haskell Institute and Supervisor of Indian Schools discussed the newest curriculum introduced to the government schools: "... (T)he citizens of this nation must be English speaking people. They must not only be able to speak English but they must be capable of thinking in English to enable them to clearly understand and fully appreciate the Institutions of the United States of America... In the primary grades English is the center around which all other subjects are made to group." Peairs continued on to extol the virtues of physical education for the Indians ("... many tribes of Indians have gradually degenerated physically...") and manual or practical training.⁷ This repression of native language and culture continued throughout Indian education until the 1928 Merriam Report, "The Problem of Indian Administration," spurred changes in the Indian Bureau as a whole, and especially in its Education Department.

Lewis Merriam summed up some of the changes made in the years immediately following publication of the Report. "The former practice of the government boarding-schools was to suppress all that was Indian in the children. English was the only language used. Indian art, Indian songs, Indian dances were taboo. Anything Indian was necessarily inferior." He decried the institutionalism of uniform curricula; "Gone are the days when all United States government Indian schools had a uniform course of study with standard examinations sent out at the end of the year from the Washington Office."⁸

As part of this new attitude and policy (and as a way to save money), Indian children were encouraged to attend their nearby public schools. The Johnson-O'Malley Act of 1934 (Indian Reorganization Act) provided federal funding for Indian students to attend public schools, helping to offset the loss of tax base for Indian land within the school districts. In some cases, where populations were widely dispersed, dormitories were constructed for Indian children near public schools.

The role of the government Indian schools continued in this vein through the next decades; the schools continued to combine academic and vocational training in an effort to serve a dual purpose – to promote pride in culture while preparing the students for productive life on or off the reservation. By the 1970s, though, budgetary constraints and cultural forces acted in concert to see a decline in attendance at many of the schools. Haskell Institute had transformed itself into a junior college in 1964, while many schools were closed, including Chilocco in 1980 and the Phoenix Indian School in 1987. The father of the schools, Carlisle, had closed in 1918. Of the large, nonreservation schools, only Chemawa, in Oregon, continued in its original mission.

⁷ Peairs, H. B., "Something New and Epoch-Making in Indian Education," address given at the Mohonk Conference, October 18, 1918. Unpublished transcription. Chilocco Indian School collection, Oklahoma Historical Society (OHS), Box 42.

⁸ Merriam, Lewis, "Indian Education Moves Ahead," *Graphic Survey*, June 1, 1931. p. 256-257.

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“The location of the industrial Indian school selected by Inspector Hayworth, is about six miles south of Arkansas City, in the Territory, on what is known as Chilochi creek. The section of ground on which the building is to be erected, is mostly bottom land, and contains several good springs. A better place could hardly be found in the Territory... We understand \$25,000 has already been appropriated for the building, and \$31,000 for supporting the school.” So was announced to many in Indian Territory by the *Cherokee Advocate*, published in Tahlequah, the capital of the Cherokee Nation, on October 24, 1882. It was January, 1884, before the doors of the school were opened to students.

The Indian Appropriation Act of May 17, 1882 authorized the Secretary of the Interior to cause to be constructed ‘a building suitable in size and convenience for the instruction and care of one hundred fifty Indian children’ on a reserve of good agricultural land adjacent to the Kansas border, near the Ponca and Kaw reservations. The initial land acquisition was to have been one section, 640 acres, but upon inspection by James Hayworth, Superintendent of Indian Education, a tract of almost 1,200 acres was selected. After an Executive Order of the President in 1884, the final area for the Chilocco Reserve would encompass 8,598 contiguous acres, or twelve square miles.⁹ The land was taken from a parcel known as the Cherokee Outlet, which after the treaty of 1866, was set aside for the settlement of Plains tribes. The first school building was begun in 1883 and opened for classes in January of the following year.¹⁰ A three story, stone building, it served as dormitory, classroom, and dining hall. It stood as an imposing landmark on the treeless prairie.

The first Superintendent of the school was Jasper M. Hadley, a Quaker who transferred over from the Cheyenne Agency. The first students, recruited by Hayworth, were Cheyenne, Arapaho, and Kiowa children. The male students were immediately put to work on the farm, in addition to their English lessons; the female students were instructed in the domestic arts.

Hadley was replaced in the second year by Dr. Henry J. Minthorn, the foster father of Herbert Hoover. Minthorn successfully lobbied to raise the appropriation for the school; his efforts were successful and he began an expansion of the physical plant of the school, adding five new buildings in his first two years. This marked the first phase of campus expansion that lasted until about 1905. The second phase, from 1905 through 1935, was marked by the replacement of many of the original buildings and upgrades to the older building stock. After 1935, new

⁹ Quoted in *The Oklahoma Red Book*, Volume 1, edited by Seth K. Corden and W. B. Richards, Published in Oklahoma City, OK, 1912: “Executive mansion, July 12, 1884 – It is hereby ordered that the following described tracts of country in the Indian Territory, viz: Sections 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28 and the east half of sections 17, 20, and 29, all in township NO. 29 north, range No. 2, east of the Indian meridian, be, and the same are hereby, reserved and set apart for the settlement of such friendly Indians belonging within the Indian Territory as have been, or who may hereafter be educated at the Chilocco Indian Industrial School in said territory. – Chester A. Arthur”

¹⁰ “Fifty Years of Progress,” *Indian School Journal*, Vol. 34, No. 24, March 8, 1935. Page 1.

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construction slowed, with the exception of the Student Union in 1965 and the new Boys' Dorm in 1966, and some smaller cottages and outbuildings. Superintendent S. M. McCowan, overseeing the school at the turn of the century, was instrumental in devising the master plan for the campus.¹¹

During the early expansion period, outside contractors performed much of the construction at the school. A quarry located on the south bank of Chilocco Creek, east of the Santa Fe tracks, was the primary source of building materials. George E. Hopper, a building contractor from Arkansas City, was the primary builder of many of the early buildings.¹² The school's vocational training focused primarily on agriculture for the male students and domestic science for the female students. A decision concerning the construction of a new staff cottage in 1907 would mark a change in the educational direction of the school as well as the construction and maintenance of its physical plant. A Request for Proposals was issued in 1905 for a simple stone cottage. Bids received were higher than expected and the decision was made to construct the cottage utilizing student labor and the plans and specifications previously used by George Hopper for other cottages.¹³ The use of students to construct new buildings and then to make necessary repairs and maintenance would become a core aspect of the school's vocational curriculum for the next seventy-five years. While some of the larger buildings were overseen by outside contractors (or in cases where special skills were needed), for the most part students participated in ever increasing numbers in construction projects.

Another change that happened in the first decade of the new century was reflected in the makeup of the student body. In 1910, there were over five hundred students in residence at Chilocco. Until that year, none of them were from the Five Civilized Tribes of Oklahoma. The Cherokee, Choctaw, Chickasaw, Seminole and Creek had been barred from attending Chilocco; they had their own schools, both mission and government and had a special status in the Indian Service. The addition of these new students, coupled with increased interest in the school from other tribes, led to increasing economic pressures on the operation and maintenance of the school. Superintendent Edgar Allen, writing to U. S. Representative Bird S. McGuire in 1912, reflected on the perceived slight given to Chilocco in the Congressional budget for the Indian Office. Allen remarked on the proposed \$103,000 for Chilocco:

“This is \$5,000 less than the Indian Office estimate and that much less than other schools of the same class are receiving on the same per capita basis. Other schools are allowed also an additional sum equal to the superintendent's salary. In the case of Chilocco, that is \$2,750.00. This is the only school in the Service where this allowance is not made. At Haskell Institute, for example, the appropriation is for 750 children at \$167 per capita whereas their capacity and average attendance is only about 650. We get an appropriation for 500 and our average

11 *Ibid.* Page 4.

12 See correspondence, invoices, reports found in Chilocco Indian School collection, Oklahoma Historical Society (OHS), Box 37.

13 *Ibid.*

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attendance was 526. You will see by that, Haskell gets an allowance for 100 children more than it has and we for at least 25 fewer than we have. On top of this Haskell is allowed an additional sum for the superintendent's salary and Chilocco is not. Then too, Haskell is allowed \$11,000 for Repairs and Improvements and this school but \$6,500, while we have the most expansive plant in the Service on account of our large farm..."

In requesting an increase of \$10,000 to the proposed budget, Allen states that "This will have the effect of putting us on the same basis of other schools of the same class and we are certainly entitled to be so placed...I am able to carry this extra number (25-30 students) on account of the income that is received from our farming operations."¹⁴

The increase did not happen. Chilocco seemed to be both blessed and cursed by its size and success. The farming operation provided a good income to the school; enough, perhaps, that Congress and the Indian Service felt justified in keeping the appropriations down for the school, imagining that the operation of the farm could help the school toward self-sufficiency.

The farm and the farming operations were the central focus of the school and its academic and vocational training for the first half of its existence. In 1904, a small article in the *Cherokee Messenger* noted that "The Indian School Journal claims that at Chilocco is the only real agricultural college for Indians in the country," and that "...everything is based on the farm and its kindred industries. The language, the mathematics, the geography...is derived from and based upon farming and stock raising as far as possible."¹⁵ While it might have been an exaggeration that everything revolved around agriculture, the subject was still the main focus. Half of each day was spent in the academic classroom and half in the vocational classes. Because of the size of Chilocco, the school offered unique opportunities in agricultural education for its students. In addition to the collective nature of the instruction in farming and stock-raising (Chilocco was renowned for its Percheron horses and its dairy herd), the school offered something akin to independent study. In 1924, a program that set aside parcels of land equal to the size of average farm in the state was implemented. Students could lease the tracts and work them as their own, using school equipment and seed. The student farmer, working half days during the school session and full time during the summer, ran the farm on his own. At the end of the period, the student kept one quarter of the fruit of their labor.¹⁶

As previously mentioned, although agricultural training was the primary vocation taught at Chilocco, other industrial training was offered. Some aspects of the vocational training, most notably the Print Shop, gained their

14 Allen, Edgar, letter to Representative Bird S. McGuire, 12/5/12. Similar letter to Senator Robert L. Owen, 1/4/13. Chilocco Indian School Collection, OHS, Box 38.

15 "Only Real Farm School," *Cherokee (OK) Messenger*, 2/17/04. Page 4.

16 "Student Farmers: An Experiment With the Project Method in Agriculture," *The Indian School Journal*, Volume 25, Number 14, February, 1926. Pages 157-159.

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own renown and reputation. And, beginning in the 1910s, the academic program of the school was improved as the school sought accreditation. It became a graded school during this decade, adding a two-year high school program, and by 1927, offered a full course of accredited classes through grade twelve. Full accreditation came in 1932. Superintendent L. E. Correll, in a special edition of *The Oklahoma Indian School Magazine*, noted "...Administration at Chilocco is varied and unlike that of any other school in the Service, because it seeks to give training in so many fields."¹⁷ Academic course, physical education, and a host of vocational programs (including, but not limited to, carpentry, masonry, printing, domestic science, and of course, agriculture and stock raising) were offered. This educational model, set forth as the school gained accreditation in the State of Oklahoma, was kept until the school's closing in 1980.

This new expansion of the academic and vocational course also led to an expansion of the physical plant. 1932 saw the beginning of a new phase of construction, including two new dormitories and a new vocational education complex. The four shop buildings, constructed with student labor, replaced a single vocational building.¹⁸ By the time the United States entered World War II, a third new dormitory, two staff apartment buildings, and a new print shop building were constructed, as well as smaller outbuildings related to farming operations.

World War II saw a large number of Chilocco boys enter the service of the country. In 1924, Chilocco had petitioned the state for the establishment of an Oklahoma National Guard unit. Company C, 180th Infantry, 45th Infantry Division was established at the school and served with distinction in the European Theater of Operations during World War II and later served in Korea.

The end of WWII brought changes to the school – not in its educational mission, but to the composition of its students. An influx of Navajo children swelled the ranks of the student body. The Navajo students, for the most part, spoke no English and were initially segregated in special classes designed to accelerate their progress. The post war years marked the heyday of the school – its enrollment reached nearly 1,300 in the 1950s, it had many modern buildings and a diverse student body that represented tribes from coast to coast and Alaska.

Cultural changes, both in society and in the programs of Indian Service, that began in the 1960s led to a decline in the school. By 1973, the population of the school was halved. As the only vocational school in the Indian Service in Oklahoma, it still attracted students, but in many cases, Chilocco became choice of last resort for troubled youth. A student remarked that the vocational education was what brought him the Chilocco: "I can't do English very good, but I can do vocational things. If they close this school down, there is no place else to go. There are a lot of us who will either just go home and sit, or drop out and go on welfare."¹⁹ By 1979, the student body numbered

¹⁷ Correll, L. E., "The Administration," *The Oklahoma Indian School Magazine*, Volume 1, Number 6, November, 1932. Pages 5-9.

¹⁸ "Chilocco Adding \$35,000 in Shops," *Blackwell (OK) Morning Tribune*, 7/22/32. Page 7.

¹⁹ Ward, Mike, "This is a Home, Not Just a School," *Oklahoma City Times*, 11/14/79.

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fewer than 150. Indian boarding schools, either on or off reservations, were seen as archaic by many and expensive by those who controlled the budgets. The U. S. Senate, in its budget recommendations for Fiscal Year 1979, recommended the closing of Chilocco and the Seneca Boarding School, also in Oklahoma. On July 15, Chilocco, the only vocational school operated by the BIA, closed its doors.

The closing of the school led to a dispute on the disposition of the land. The Cherokee Nation laid claim to all of the land, citing its previous ownership. The Confederated tribes of North Central Oklahoma, which included the Ponca, Tonkawa, Kaw, Pawnee, and Otoe-Missouria, also laid claim to the land. In the end, the five tribes divided the bulk of the reserve, and held the campus jointly. The Cherokee were granted a portion of the acreage and were also granted a 50% share in the mineral rights for the entire reserve.

The campus buildings have been under-utilized since the school closed. Initial attempts at creating an independent vocational training school failed. The site was leased to a controversial drug and alcohol treatment program for a number of years, but has been unused since 2000.

Chilocco in Context

National

Chilocco Indian Agricultural School was authorized in 1882 and opened in 1884 based on a model off-reservation school in Carlisle, Pennsylvania. Chilocco was among the first of these new boarding schools, along with Haskell Institute in Kansas, Salem (Chemawa) in Oregon, and Genoa in Nebraska. Other large, non-reservation schools opened in subsequent years, including the Phoenix Indian School in Arizona and Sherman Institute in California. These institutions comprise, with smaller reservation schools and existing mission schools, the U. S. government's official efforts to educate Native American children.

Of the large, nonreservation schools, two have been declared National Historic Landmarks – Carlisle Institute and Haskell Institute. One other has been listed in the National Register at the national level of significance, Phoenix Indian School. Sherman Institute and Chemawa are also represented in the National Register. In all of these cases, it is only a fraction of the original campus that is listed – a single building at Sherman, three at Phoenix, a scattering of historic buildings set amidst a modern campus at Haskell.

The missions of these schools, while similar to that of Chilocco, differed in their emphasis. The large reserve of Chilocco land allowed for it to concentrate on vocational agriculture to an extent unheard of in the Indian Service. Chemawa, for example, had less than 180 acres for agricultural use. The large physical plant of Chilocco also

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allowed for an increasing emphasis on industrial vocational training; the students had the extensive collection of buildings to use as a laboratory, constructing new buildings, maintaining and repairing the older buildings and equipment.

Of these large, nonreservation schools, only Chemawa is still open in its original function. However, its campus is not historic; the original campus was abandoned in the 1970s. Haskell Institute became a Junior College in 1964. Its historic buildings, listed in the National Register and designated a National Historic Landmark, are a discontinuous collection of buildings located in a modern campus setting. Carlisle Indian School closed in 1918; its facilities had been leased from the U. S. Army and were returned to the Army where an expansion of the facility altered the historic landscape. The historic, Indian School era buildings are surrounded by, and interspersed with, buildings constructed during the 1930s and later. Phoenix Indian School, represented in the National Register by a small district of three buildings, is set in a more modern campus and has been surrounded by urban development. Chilocco retains its integrity of location, setting, and feeling. It was constructed in a large, empty prairie, miles from any settlement and so it remains.

Oklahoma

In Oklahoma, among the many Indian schools, there are two that are comparable to Chilocco. Wheelock Academy, in McCurtain County, was established in the 1840s as a Presbyterian mission school for the Choctaw Nation. It was operated as such until the early 20th century, when it was taken over by the Indian Service. It closed in the 1940s. The campus of Wheelock was designated a National Historic Landmark on December 21, 1965. Centered on Pushmataha Hall, built in the late 1870s, the dozen or so buildings of Wheelock represent Indian education in Indian Territory as administered by government chartered, but privately operated, religious organizations. Wheelock served only the Choctaw Nation and had a classical academic educational program. There were a great number of mission schools that operated in Indian Territory; all were affiliated with specific tribes and most were small, often with a single classroom building.

Riverside Indian School, a boarding school located near Anadarko, was originally established to serve the Wichita, Delaware, and affiliated tribes of the area. As a reservation school, it was smaller than Chilocco. It was after the 1930s that Riverside began to accept out of state students. The school is still in operation, however there are few of the historic buildings left. The 1920s gymnasium and four dormitories constructed with PWA funding in the 1930s remain among numerous newer buildings. Riverside was in a different category of schools than was Chilocco. Fort Sill Indian School, near Lawton, has a deteriorated dormitory listed in the National Register. It was one of many reservation boarding schools in Oklahoma, but with Riverside, was the only one to survive, outlasting Concho, Cantonment, Colony, and numerous other schools.

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There are nineteen resources related to Indian education in Oklahoma that are listed in the National Register of Historic Places. These include resources identified as "academies," "seminaries," "missions," and "schools," all of which were dedicated to Indian education. Seven of these listed resources are sites, with no extant buildings associated. Most of them (fifteen) were administered by religious organizations and had their life spans primarily in the 19th century. Fort Sill Indian School, a reservation school for the Kiowa-Comanche-Apache lands, has a single building listed and it has deteriorated to the point of collapse.

Architectural Significance

Chilocco was the largest of all Indian schools in Oklahoma and was the only government, nonreservation school. Even when viewed beyond its role as an Indian school, its campus remains significant in its cohesion of design and its historic integrity. The unifying use of limestone in the buildings of Chilocco helps to bring buildings of disparate ages and styles together. This unity of materials is rare among larger academic campuses. Oklahoma State University, for example, once had a master plan that called for the use of red brick as the preferred material and Georgian Revival as the preferred architectural style. For the most part, the use of red brick has remained prevalent while modern architectural designs have been used. Campuses such as the University of Oklahoma or the smaller state schools, though, have a variety of styles and materials represented in their buildings.

The more than 70 buildings and structures of the Chilocco Indian Agricultural School represent a distinctive architectural collection. Examples of Romanesque Revival, Colonial Revival, and Modern Movements styles exist side-by-side, unified by a common use of materials and a logical arrangement on the site. Nowhere in Oklahoma is such a distinct and cohesive group of buildings, thematically related, that retains such excellent integrity of design, workmanship, feeling, materials, association, location, and setting.

Conclusion

Chilocco Indian Agricultural School is eligible for inclusion in the National Register of Historic Places under Criterion A, for its important role in Indian Education at the national level. It is significant architecturally at the state level, as a cohesive collection of unified materials unlike any similar environment.

Chilocco compares favorably with other nationally significant resources related to Indian Education. However, there are important differences related to its mission and its over-all historic integrity. Modeled after Carlisle Indian School, Chilocco grew to be the only true vocational school in the Indian Service, offering programs in agriculture, building, and industrial trades as well as a standard academic course of study. Its contemporaries, Genoa Indian School, Phoenix Indian School, Chemawa Indian School and others have suffered from the loss of their historic buildings. Haskell Institute, a National Historic Landmark, has suffered a loss of integrity by the addition of numerous new buildings to its campus following its conversion into a junior college in the 1960s. Chilocco retains

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almost fifty buildings and twenty five structures on its campus, the vast majority of which date from the period of significance for the school. There are no intrusions on the campus that are not related to its role in Indian education. Unlike Wheelock Academy (NHL 1965), an early 19th century mission school, Chilocco represents the first incursion of the U. S. government into off-reservation Indian education. As such, and taking into account the integrity of the campus, Chilocco Indian Agricultural School is significant at the national level in the context of Indian education and U. S. government policies. It is significant at the state level in the area of architecture for its intact collection of educational buildings, distinct in their unified plan and use of materials.

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|---------------------|---------------------|---------------------|
| 1) E671480/N4095440 | 2) E672280/N4095460 | 3) E672290/N4095090 |
| 4) E674300/N4095090 | 5) E674310/N4094990 | 6) E672770/N4094870 |
| 7) E672720/N4094200 | 8) E671530/N4094180 | |

Verbal Boundary Description

Includes portions of the SE ½ of Section 14, SW ¼ of Section 15, NE ¼ Section 22, and NW ¼ Section 23, T29N, R4E, containing approximately 288 acres and corresponding to UTM points above.

Boundary Justification

The boundary is limited to the main academic campus and the main entry of the school reserve. The boundary includes the extant historic resources that represent the academic and vocational activities of the Chilocco Indian Agricultural School. The agricultural fields and pastures have been excluded, as has a section of farmland where agricultural outbuildings (no longer extant) were once located.

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Chilocco Indian Agricultural School
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Photographs

The following is common to all photographs:

- 1) Chilocco Indian Agricultural School
- 2) Kay County, Oklahoma
- 3) Photographer: Jim Gabbert
- 4) Date of Photographs: 1/18/06
- 5) Location of negatives: OK/SHPO

Photograph #, Direction of camera, view:

- 1) Facing west: Entry gate and main drive.
- 2) Facing south-southwest: National Guard armory. C. 1950
- 3) Facing east-northeast: Building 80, staff quarters. 1903
- 4) Facing south: Building 85, old hospital/staff apartments. 1897/1925.
- 5) Facing west: Building 91, granary. 1939
- 6) Facing east: Building 90, scale house (1952) with Building 156 in background (1955)
- 7) Facing west: Building 159, calf barn (1960) Noncontributing due to age.
- 8) Facing southeast: Buildings 154 & 155. 1951.
- 9) Facing west-northwest: Building 94, sheep shed. 1952.
- 10) Facing north: Cemetery gate.
- 11) Facing southwest: Bridge – concrete arch over Chilocco creek. C. 1910.
- 12) Facing southwest: Buildings 100 and 97, gymnasium (1925/1937) and boys' dressing room at rear (1937)
- 13) Facing southwest: Building 180, Wheeler Hall. 1966. Dormitory, noncontributing due to age.
- 14) Facing southwest: Building 151, 1950. Classroom building for vocational classes.
- 15) Facing northeast: Building 150, filling station (1949), with Building 107 to right and Commissary behind.
- 16) Facing south-southeast: Building 108, warehouse/commissary. 1910.
- 17) Facing northwest: Buildings 111 and 112, vocational shops. 1933. Filling station to right.
- 18) Facing northwest: Buildings 161 and 152, practical arts shop (1963) and band/music building.
- 19) Facing northwest: Building 152, band & vocal music building. 1933.
- 20) Facing southeast: Buildings 17 and 18, staff quarters. C. 1910. From rear.
- 21) Facing west-northwest: Buildings 22 and 21, staff quarters, with water tower behind.
- 22) Facing northwest: Building 21, staff apartments. C. 1940. Water tower behind.
- 23) Facing north: Building 22, staff quarters. C. 1910.
- 24) Facing northeast: Staff quarters. 1903.

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- 25) Facing west: Building 7, administration building (1918) with World War I memorial and flagpole.
 - 26) Facing north: View up driveway, with Leupp Hall and Student Union on right, Antonne Hall on left.
 - 27) Facing west-northwest: Building 5, Antonne Hall. 1932. Girls dormitory.
 - 28) Facing northwest: Buildings 56 and 58, staff housing. C. 1930.
 - 29) Facing west: Building 53, Superintendent's house. C. 1930.
 - 30) Facing southeast: Building 60, staff apartments. 1940.
 - 31) Facing east-southeast: Buildings 61 (garage) and 157 (staff housing).
 - 32) Facing west-northwest: Building 59, staff housing. C. 1940.
 - 33) Facing east: Building 149 and 164, staff housing and garage. C. 1940.
 - 34) Facing southeast: Building 158, garage/shed.
 - 35) Facing northeast: Building 71, employees club/quarters. 1924.
 - 36) Facing northeast: Building 12, Leupp Hall. 1905, showing c. 1925 rear addition.
 - 37) Facing northwest: Buildings 179 and 12. Student union (1965), noncontributing; Leupp Hall in background.
 - 38) Facing east: Building 4, Correll Hall. 1935.
 - 39) Facing east: Haworth Hall. Main campus classroom building. 1910.
 - 40) Facing northeast; Haworth Hall, showing newer stair tower addition.
 - 41) Facing north: Fountain.
 - 42) Facing east: World War II memorial tablet.
 - 43) Facing east: Building 9, Powerhouse. 1918.
 - 44) Facing east-southeast: Building 10, Honors dorm. 1937.
 - 45) Facing northeast: Building 11, print shop. 1941.
 - 46) Facing southwest: Building 6, Hayman Hall. 1932, boys dormitory.
 - 47) Facing west-northwest. Looking toward campus across lake, showing footbridge, Haworth Hall, Correll Hall, and employees club buildings.
 - 48) Facing west-southwest: Looking across lake toward powerhouse, lumber shed, print shop and gymnasium in background.
 - 49) Facing west-northwest: Looking across lake; Print shop, lumber shed, honors dorm, powerhouse, Haworth Hall, Correll Hall.