



TIMES



Figure 1. New Pathway Program teachers, Ms. Desiree Trapp (left); Ms. Nina Luzania (right)

A Message From The Principal

Parents, guardians, and friends of Sherman, Sister Mary Yarger, C.P.P.S., Principal of Sherman Indian High School, can be contacted by email at mary.yarger@bie.edu.

Athletic Zone

A year ago the Lady Braves volleyball team capped off an amazing season by advancing to the semi-final game of the CIF volleyball championship and also competed in the California State Volleyball Championship.

From The Editor

Welcome students, parents, and staff to the second year of the Sherman Times newsletter and the 126th year of Sherman Indian High School. The Sherman Times is a monthly online digital newsletter with the goal to inform readers about our school, students, staff, and happenings. The Times welcomes letters and general comments. Please forward your comments to our school principal Sister Mary Yarger. This year we have added a YouTube video feature to our Newsletter. You will now be able to assimilate information from the Times by reading, hearing, and viewing. Just click on the active hyperlinks in specific articles and you will be forwarded to a video clip on our Sherman Times YouTube Channel.

With the new school year always comes a few new faces. This year we are excited to welcome to Sherman two new Pathways teachers. Joining our staff is health science teacher Ms. Nina Luzania and Ms. Desiree Trapp who will teach the animal science courses. (Fig. 1) These teachers will provide memorable learning experiences for our students.

Mobile friendly devices, such as laptops and smart phones have been great technological advancements to our society. Unfortunately, they are fast becoming a widespread challenge for teachers in both public schools and colleges. Recently, France banned the use of mobile phones in primary and junior high schools. Misuse occurs when students use phones for bullying or are distracted from a healthy classroom learning environment. This year phones and electronic devices are prohibited in Sherman classrooms. To facilitate this new school rule smart phone lock pouches are being used by students. At the beginning of the school day phones and electronic devices are placed in and locked in the pouches. At the end of the school day when students return to the dorm, the pouches are unlocked allowing students to once again carry on with their digital social lives. So far this procedure has been successful at Sherman by keeping students engaged and on task in classrooms.

The Sherman Pathways program has produced numerous video clips on YouTube of students engaged in their program. Check out these interesting videos on their YouTube Channel by clicking [here](#).

A New Old Student

New and returning students began arriving at Sherman on August 16, 2018. One of the first students to arrive this year was Christina Hodge. (Fig. 2) Christina is a member of the Northern Arapaho of the Wind River Reservation in Wyoming. This is Christina's second time around at Sherman. She attended our school during her freshman and sophomore years. However, during her junior year she decided to remain at home and attend a local high school. Christina decided to return to Sherman for her senior year to renew old friendships and reconnect with Sherman's diverse Native American population. Christina plans to attend Haskell Indian Nations University in Kansas



Figure 2. Ms. Christina Hodge - "Welcome back, your dreams were your ticket out."

following graduation. Recently Haskell University was ranked 11th in the top 100 national colleges and universities that award degrees to minority students.



Figure 3. Ready and anxious for her senior year is Angelina Rope.

Student Focus

In our first student profile of the year we highlight Sherman senior Angelina Rope. (Fig. 3) Ms. Rope is a member of the Kwatsaan/San Carlos Apache tribe and resides in Phoenix, Arizona. Although this is Angelina's last year of high school this is her first year at Sherman. Noteworthy is that Angelina's mother attended Sherman for one year in the late 1990s. This talented senior has set many personal goals for the year. She plans to hit the books and achieve a 4.0 grade point average, learn more about her identity, and continue nurturing the good habits she follows which will make her successful in college and in life.

Angelina's favorite subjects are music and art curriculum courses. Besides her Sherman courses this semester she is also taking a music technology course at Riverside City College. This month she helped establish a new music entrepreneurship club for Sherman students. Early in her life Angelina discovered that music was her passion. According to Angelina music is everything to her; it inspires her and shapes her life. Music has helped her cope with the ups and downs of her personal life and also deal effectively with her feelings. Not surprising she writes and performs music. Following graduation Angelina would like to attend the Clive Davis Institute at New York University to further realize her potential in music.

Native Culture at Sherman

Native American culture has a rich history that can be traced back thousands of years. Each year students from over seventy different Native American tribes attend Sherman. We believe that it is important to keep Native traditions and culture alive by teaching our Sherman students, the next generation, about their past. Each year Sherman students are offered an array of Native programs; ceremonies, academic and sports activities, field trips, and projects. Various culture and craft projects are offered weekly at the Clarke Cultural Center. In addition, an indigenous fashion and design class and a Kiowa language study group meet regularly on campus.

Furthermore, throughout the year students are inspired by many visiting Native American guest speakers. The Sherman Native Cultural Program is organized by Lorene Sisquoc (Fort Sill Apache, Mountain Cahuilla Tribe of California). Lorene is the current director of the Clarke Cultural Center and the National Historical Landmark Sherman Museum.

Ms. Sherman 2018-2019

Senior Timara Gordon is our 2018-2019 Ms. Sherman. (Fig. 4) She is a member of the Navajo Tribe and resides in Klage-ton, Arizona. Timara is a member of the National Honor Society and vice-president of our new Sherman FFA chapter.



Figure 4. 2018 Ms. Sherman, Timara Gordon



Figure 5. Upper Left: Mathematics teachers Mr. Colley (Front) and Mr. Pappo (sitting in back) administering the STAR test to incoming students. Upper Right: Tribal Leader Summer Fawn Ramose of San Manuel speaking at the Sherman Inspiration Assembly. Lower Left: Mr. and Ms. Levi discuss the Cal State San Bernardino Native American Task Force. Lower Right: Sherman Students participating on stage with the Southern California Bird Singers.

Student Testing and Inspiration Assembly

All new Sherman students are initially tested in mathematics and English. (Fig. 5) This is done to determine the student's

academic strengths and weaknesses and better place students in the proper math and English courses.

On August 20th students and staff united in the school auditorium to experience and participate within the Welcome Back to Sherman Assembly. (Fig. 5) On hand to welcome back students were tribal members from San Manuel (Fig. 5), Morongo, Cahuilla Tribe, Soboba Band of Luiseno Indians, and the Gabrielino Tongva Tribe/Tiat Society. In addition, various organizations, colleges, and universities discussed their partnership programs with Sherman. Sherman partners include: Pitzer Pipeline, Native Challenge, California Native Nations College, California State University San Bernardino (Fig. 5), University of Redlands, University of California Riverside, and Cal Poly Pomona. After the assembly student and the friends of Sherman were treated to a tasty BBQ.

A New Club on Campus

The Future Farmers of America (FFA) is a national student leadership program for middle and high school students that promotes agricultural education. Future Farmers of America members set educational and career goals and participate in hands-on agricultural experience programs. This year our agricultural teachers Desiree Trapp and Gena Hasson decided to start an FFA chapter at Sherman and are offering this exciting program to interested students. The first order of business for the new Sherman FFA chapter was the election of the chapter officers. (Fig. 6) Candidates underwent a rigid selection process to become FFA officers. Students constructed and orally presented a one to three-minute videotaped speech on the reason(s) they were seeking office. Then all students in the agricultural classes voted for their candidates after seeing the videos. The Sherman FFA chapter officers for 2018-19 are: President – Rope Manygoats; Vice President – Timara Gordon; Secretary – Ryshayna Tom; Treasurer – Leilani Webster;



Figure 6. Agricultural teachers Ms. Desiree Trapp (Front) and Gena Hasson (left) describe the duties of FFA officers to interested students.

Reporter – David Stryhanyn; and Sentinel – Julianna Tesam.
Congratulations to all of the officers.

The Mysterious Tunnels Beneath Sherman

When I started working at Sherman I was told that our campus at one time possessed a tunnel system. According to Sherman lore this tunnel system held secrets, extended endlessly, and even linked up to other underground passages in the area. It was said that one could use the Sherman tunnels and adjacent underground Riverside passages and walk all the way to downtown Riverside many miles away. Other tunnel stories that I heard were outright strange. What exactly was the Sherman tunnel system and what role did it play? I will attempt to briefly answer these two questions in this article.



Figure 7. *Upper Left:* Into the abyss: an entry point to the Sherman tunnels below the cafeteria. *Upper Right:* A 1960's fallout shelter sign on the agricultural building. *Lower Left:* Outside stair entrance to the Sherman fallout shelter under the agricultural building. *Lower Right:* Inside the tunnel under the agricultural building.

The Sherman tunnel system routed utilities, such as steam and electrical power, to various building around campus.

Because the utilities were not buried underground the tunnels allowed workers to quickly pinpoint problems

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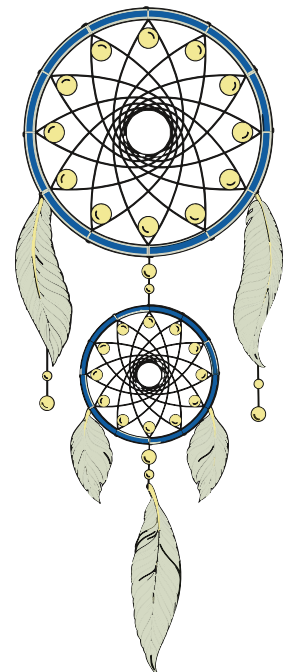
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with the utilities and make quick repairs. These service tunnels were not associated with the sewer system. From the 1920's to the 1950's steam was an important utility on campus and was directed to different parts of the campus through the tunnels. Steam not only warmed campus buildings but was also used for other activities in the laundry building, school cafeteria, and possibly the vocational areas. As revealed in a 1930 aerial view of the Sherman campus (Fig. 8) it is evident that the tunnel system required to route steam around our sprawling campus was indeed extensive. Thus, this part of Sherman lore appears truthful; the tunnel system was extensive. When new buildings were erected on campus in the 1960's, steam for warming buildings was replaced by electricity. As the old buildings on campus were torn down the tunnels underneath them were filled in. Most of the other service tunnels became obsolete and were sealed off during the 1960's and 1970's. However, a few tunnels under specific buildings survived and today still direct services such as water, electricity, and gas to campus buildings. A thick concrete portion of the tunnel system can still be seen in the basement of the school

cafeteria. (Fig. 7) The circular passage is about six feet in diameter with pipes traversing along the upper and lower side of the tunnel.

Interestingly, as the cold war tensions between the United States and Russia heightened in the 1950's and 1960's the word "fallout shelter" became a buzzword. United States Government leaders including President John F. Kennedy believed that millions of American lives could be saved from potential nuclear holocaust by constructing home fallout shelters or by having people shelter in designated underground structures. Fallout shelters could provide some protection against deadly nuclear shock waves and radioactive radiation. It was during this time that parts of the Sherman tunnels were designated as fallout protection shelters. One of the designated shelter locations was under the vocational pathway buildings and the Clarke Cultural Center. (Fig. 7) This passage, unlike the one in the school cafeteria, is rectangular, tall, and constructed from bricks and concrete. (Fig. 7) The passage is about eight feet below the ground surface and runs parallel beneath the buildings for about 200 to 300 feet. The tunnel breaks into three large rooms (15 x 45 ft.) along its route. Inter-

estingly, numerous 6 x 8 foot rooms have been constructed adjacent to one side of the passage. It is evident that at one time the tunnel and these rooms were used by students and staff. The entire area of the tunnel and rooms could accommodate several hundred people. One end of the passage continues toward Magnolia Avenue and the other end returns to the main campus buildings. However, these extensions have been walled off. Still hanging on the side of the agricultural building is a fallout shelter sign from the 1960's. (Fig. 7) This relic from a bygone era reminds one of a time when the fear of communism and nuclear war was pervasive in America. Although mostly filled in, sealed off and forgotten today, the tunnels collectively at one time were very important to Sherman.



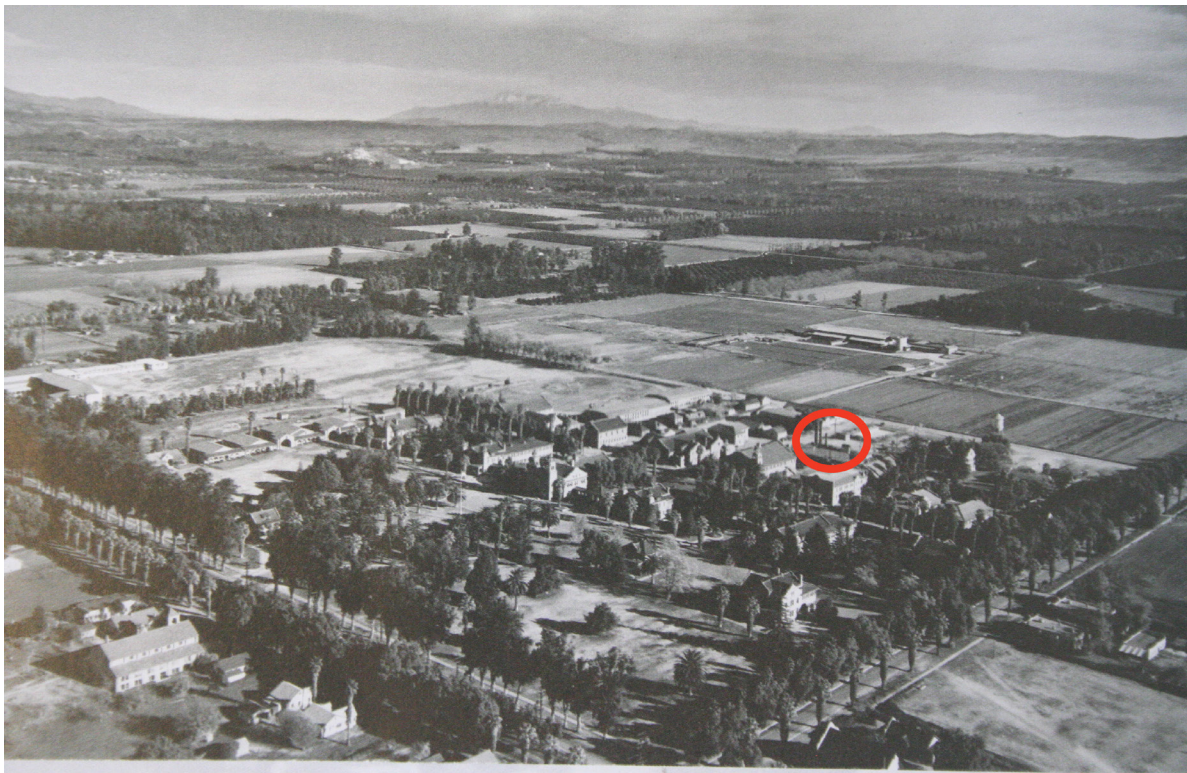


Figure 8. Top: A 1930 aerial view of Sherman Institution. Magnolia Avenue runs left to right at the bottom of the picture. Note the agricultural landscape of the Riverside area; circled is the boiler building. Bottom: Workers start construction of the school swimming pool. The boiler building is in the background to the right with three stacks. To the left of the boiler building is the school laundry building.



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MISSION STATEMENT

The Sherman Community empowers Native students through opportunities to find their purpose at school and in life.

MIND • BODY • EMOTION • SPIRIT