SCHOOLS AMONG THE MINOR TRIBES IN INDIAN TERRITORY

By Joe C. Jackson

As part of their expanded program of missionary work, the Quakers in 1870 entered the northeastern corner of Indian Territory and endeavored to found schools among the 1,000 or more tribesmen living in that area.1

By 1872 three missionary boarding schools and a day school had been established.2 The boarding schools were all operated by the church on a contract basis, with the tribes and Federal government supplying the necessary funds and the church agreeing to administer the schools. For instance, the contract between the church and the Federal government pertaining to the Seneca, Shawnee, and Wyandot school, stated: "The Friends agree to furnish a teaching force sufficiently capable to meet the need and [to furnish] all other necessary employees. They also agree to board, educate, and clothe such Seneca, Wyandotte, Shawnee, and other Indian children as may apply for admission. The Friends are to be paid two dollars per week for each pupil enrolled."3

However, after 1877 practically all Quaker support was withdrawn from the schools in the area and, with the abolition of the contract system in 1884, the Federal government assumed complete charge of their management—a situation that had prevailed among the day schools from the beginning. Here the authorities had never used the contract system, but had hired the teachers.

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2 Remnants of the Senecas and Shawnees had been assigned to this region in 1832, the Quapaws in 1833, the Confederated Peorias, Wyandots and Miamis in 1867, and the Modocs in 1873. The seven reservations contained a total of 212,000 acres, with the Quapaw, Peoria and Seneca containing about 50,000 each. The other reservations were progressively smaller with the Modoc containing only 4,040 acres. As to population, the Wyandot and Seneca contained about 250 tribesmen each, with the other tribes numbering around 100 or less. Edward Everett Dale and Morris L. Wardell, History of Oklahoma (New York, 1948), p. 196.

3 H. W. Jones, U. S. Indian Agent, to the Commissioner of Indian Affairs, Dec. 10, 1872, in Documents Pertaining to Schools Among the Minor Tribes in Northeastern Oklahoma, Indian Archives, Historical Building, Oklahoma City, Oklahoma. Hereinafter referred to as Minor Tribal Documents. RCIA, 1872, p. 243.

4 Contracts between Hiram W. Jones, Indian Agent, and David B. Homer, 1875, in Minor Tribal Documents. Similar contracts were made relative to the Ottawa and Quapaw Mission Schools. The agreements were all very much alike and contained almost identical stipulations.
direct, paying their salaries by Federal checks and placing the units under supervision of the Indian agents. For instance, in 1878 the Secretary of the Interior granted authority to spend $1,000 to erect a day school for the Modocs and to purchase the necessary equipment for the enterprise. The building was ready for occupancy in 1880, the first school being taught by Edith Johnson for a salary of $480 for the year.

The day schools were under the watchful eye of the Indian agent who reported they were better equipped, housed in better buildings, taught by better instructors and were better supervised than were most of the neighborhood schools among the Five Civilized Tribes or in the neighboring states. Relative to these schools, the Commissioner of Indian Affairs reported in 1881 and 1882, that:

The Peoria School, 10 miles northwest of the Agency, 26' by 60' in size, is a neat frame building, is amply provided with funds and compares to the best in the States.

The Modoc School, two miles northeast of the Agency, 28' by 50' in size, is a handsome frame building and is amply provided with funds.

The Miami School, twenty miles northwest of the Agency, 24' by 38' in size, is a neat and ample frame building, and is well supplied with funds.

The boarding schools of the area were conducted in much the same manner as were those among the Five Civilized Tribes. However, the minor tribal units could not boast of brick buildings and the expensive outlay found in some of the boarding institutions in the Nations. As to their location and description, the following excerpts from the Commissioner of Indian Affairs is informative:

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4 Commissioner of Indian Affairs to H. W. Jones, Indian Agent, Nov. 4, 1878, in Minor Tribal Documents. In 1891 out of 16 children of school age in the Tribe, 11 were in school. One of the efficient teachers of this school was Miss Arizona Jackson who resigned in 1891 after 8 years of service.

5 Report of the Modoc Day School, Sept. 1880, in Minor Tribal Documents. In a like manner the Peoria and Miami day schools had been established in 1872 and 1876 and were being taught for $600 and $450 per year, respectively. In 1891 there were 13 Indian children attending the Peoria school along with several white children who were paying fifty cents per month. Mr. A. J. Peery, a member of the Peoria tribe was one of the successful teachers at the Peoria school.

6 Report of the Indian Agent to Commissioner of Indian Affairs, June 10, 1882, in Minor Tribal Documents. The Peoria Day School was reported as being conducted about the same way as any district school, with the conventional subjects being taught and regular texts being used. The intellectual capacity of the children was reported as being about the same as that of whites. The work of these schools, however, did not go beyond the third or fourth grade level.

7 RCIA, 1881, p. 98; 1882, p. 85. The reports state the schools were all enclosed with fences, that furnishings were modern and that the grounds were well kept.

8 Ibid. As the schools grew, the Federal government increased the number of buildings and otherwise broadened the facilities. By 1898, each of the two institutions boasted a total of sixteen buildings, a quantity of industrial equipment and an adequate amount of instructional material.
The Seneca, Wyandotte and Shawnee boarding school, 3 1/4 miles S. W. of the Agency, main building, 70' by 90' in size, two stories, frame, a school building, 55' by 40' in size, frame, and other necessary stables and outbuildings.

The Quapaw Boarding school, twelve miles N. W. of the Agency, main building, 80' by 80' in size, two stories, frame, two dormitories, a school house and necessary stables and outbuildings.

Each of these schools was located on a 160 acre farm and sought to combine industrial training with academic work. The boys in addition to studying the common branches, chopped wood, milked cows, plowed in the fields, cultivated the gardens and did other work of this nature. The girls did the washing, ironing, sewing, cooking and the general housework. Thus it was hoped they would all be sufficiently trained to become self-supporting, be able to read and write and exercise the privileges of citizenship when the time came.

Most reports indicate that the scholastic population of the minor tribes averaged about 400 during the years from 1870 until the turn of the century. Conclusions drawn from attendance reports for the same period show that a very high proportion of their children were in school.

Some children of the Quapaw Agency were attending non-reservation schools at various places in the States. For instance, in 1889, there were seventeen Wyandot children at Haskell Institute, while children from the other tribes were attending Hampton Normal and Agricultural College, at Hampton, Virginia; Carlisle Indian School, at Carlisle, Pennsylvania; White's Manual Labor School, at Wabash, Indiana; Southwestern Baptist College, at Bolivar, Missouri; and Notre Dame University at South Bend, Indiana.

Thus, from the standpoint of the number of schools, facilities, instruction and proportionate number in attendance, education

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10 For example the Report for 1881, p. 99, shows 311 pupils enrolled, distributed as follows:
   Quapaw Boarding School ........................................... 75
   Seneca, Wyandotte and Shawnee Boarding School .................. 149
   Peoria Day School .................................................. 42
   Miami Day School ................................................... 23
   Modoc Day School ................................................... 22
   Total ........................................................................... 311

Attendance reports for other years are similar until the day schools were abolished in 1893. It was a common practice for patrons to board children in their homes while attending the day schools. For instance, in 1883 Mary Billington was paid $20.85 for boarding three Miami children while attending school for three weeks. Report of the Miami Day School for 1883, in Minor Tribal Documents.
11 Reports of Indian children in non-reservation schools, 1899, in Minor Tribal Documents. (Approved spelling of tribal name is Wyandot.—Ed.)
among the minor tribes prior to 1898 compared favorably to that found in rural areas in the surrounding states, and to the overall program of the Five Civilized Tribes.

However, by 1898, the Quapaw and Seneca Boarding Schools were the only educational institutions serving the 1,000, or more, Indians living in the northeastern corner of Indian Territory. These schools founded in 1872 by the Quakers, had long been controlled directly by the Federal government and were open to all Indian children in the area.

The Quapaw school, located on the Quapaw reservation just south of Baxter Springs, Kansas, consisted of fourteen frame buildings with a student capacity of ninety.\(^{12}\) In his report for 1896, the superintendent of the institution, in describing the school plant, said:

Building No. 1 is the school house. It is of frame construction, lathed and plastered, one story high and 30' by 100' in size. . . . No. 2 is the large boys' sitting room. . . . No. 3 is the large boys' dormitory. . . . No. 4 is the superintendent's quarters. . . . No. 5 is the employees building. . . . No. 6 is the laundry. . . . No. 7 is the bath house. . . . No. 8 is the hen house. . . . No. 9 is the commissary. . . . No. 10 is the girls' building, containing the kitchen and dining room. . . . No. 11 is the tank house. . . . No. 12 is the little boys' quarters. . . . No. 13 is the grocery room. . . . and No. 14 is the barn.\(^{13}\)

Built near the center of a 160 acre farm, the school was conducted as an industrial training institution. Along with studying spelling, arithmetic, reading, writing, geography, United States history, physiology and the other common branches, the boys and girls were taught to work with their hands in order that they might earn a living when they were out of school.

It was a common practice for the boys to aid the school custodians in cultivating the soil, milking the cows, caring for the poultry and hogs, aiding in constructing and repairing buildings and in doing various other things of an industrial nature. On the other hand, the girls joined with the matron, seamstress, and cooks, aiding in the general housework, doing the sewing, laundry, ironing and cooking and generally learning to do the things that future home life would demand of them.\(^{14}\)

The Seneca, Wyandot, and Shawnee boarding school, located on the Wyandot reservation about eight miles from Seneca, Missouri, consisted of fourteen frame buildings with a capacity for 140 pupils.\(^{15}\) In 1895 the superintendent of the school stated:

\(^{12}\) W. H. Johnson, superintendent, to the Indian Agent, June 1, 1896, in Minor Tribal Documents.
\(^{13}\) Ibid. The day schools were all closed by 1893.
\(^{14}\) Report of the Quapaw Boarding School for 1899, in Minor Tribal Documents.
\(^{15}\) RCIA, 1897, p. 134.
"The girls' dormitory is 82' by 30', the school house, 68' by 30', the big boys' dormitory, 30' by 30', the small boys' dormitory, 45' by 24', and the employees building, 36' by 30'. All fourteen buildings are frame and in excellent state of repair."\(^{16}\)

Like the Quapaw school, the Seneca institution possessed a large farm and was operated on an industrial training basis.\(^{17}\) In 1897, the Federal government opened the school to all seven of the tribes in the area and sought to intensify the program—an act looking forward to the day when the Quapaw school would be abolished.\(^{18}\)

Looking toward this end, the reports for 1898 stated that if the Quapaw school was continued an "almost complete new plant" would have to be built and would necessitate spending more money than could be justified. Accordingly it was suggested that $8,000 be spent in expanding the Seneca school and that its capacity be raised to 250 pupils.\(^{19}\)

In keeping with this policy new buildings were added and old buildings were repaired at the Seneca school. Thus, when the Quapaw institution was closed in 1900, most of the students had been transferred to Seneca where ample space and opportunity awaited them.\(^{20}\) Relative to enrollment after this step was taken, the agent reported in 1902: "There is a total scholastic population in the agency of 450. Of this number, fifty are attending non-reservation schools, fifty live with their parents in various parts of the United States, one hundred are attending the public schools or the few subscription schools in the area, while 209 are enrolled at Seneca."\(^{21}\)

To take care of discipline problems incurred by increased enrollment, both boys and girls were organized into military units at Seneca and were drilled daily by the disciplinarian of the school—a unique policy in that girls in government schools were ordinarily not subjected to such training.\(^{22}\) However, from all available reports, the program was a success. The school continued to

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\(^{16}\) A. J. Tabor, superintendent, to the Indian Agent, March 4, 1895, in *Minor Tribal Documents*.

\(^{17}\) After 1900, the Seneca, Wyandot and Shawnee school was referred to simply as the Seneca Boarding School.

\(^{18}\) *RCIA*, 1897, p. 138.

\(^{19}\) *RCIA*, 1898, p. 150. The next year, the Federal authorities started a program of emphasizing the Seneca school at the expense of the Quapaw institution. However, in spite of the fact enrollment increased sharply at Seneca, the Quapaw school held its own until it was abolished in 1900.

\(^{20}\) *Annual Report of the Department of the Interior* (Washington, 1900), p. 218. Hereinafter referred to as *ARDI*. The next year, the Indian agency was transferred to the school with the superintendent of the institution taking care of both jobs.

\(^{21}\) *RCIA*, 1902, p. 189.

\(^{22}\) *ARDI*, 1904, p. 183.
grow and in 1904, three boys and three girls were reported to have completed the curriculum and "were to be sent away to nonreservation schools" for further study.\textsuperscript{23}

As stated elsewhere, the Seneca school as well as the Quapapaw school before it was closed, was directly controlled by the Federal government through the superintendent assigned to the institution.\textsuperscript{24} This official, upon approval of the Commission of Indian Affairs, was empowered to hire the faculty, hire the necessary school employees, contract for all supplies, and supervise the curricular as well as the industrial program of the institution. For example, the various reports of the superintendents from 1898 to 1907 contain not only faculty and employee lists, but requisitions for groceries, farm machinery, feed, books and supplies, domestic science equipment and a number of directives pertaining to the program of study and to the general conduct of the school.\textsuperscript{25}

In order to keep parents informed as to the progress of their children, regular monthly reports were mailed, giving a percentage grade in each subject as well as the pupils' industrial record.\textsuperscript{26} Such reports built interest in the school and caused the parents to feel they were part of a going concern—a fact that elevated the educational efforts among the minor tribes to a position of eminence in the Federal service. So successful was the program that more than eighty per cent of the Indians in the area between the ages of five and thirty-two years could read and write; a large

\textsuperscript{23}Ibid. John D. Benedict, the Federal superintendent of schools for the Five Tribes, was the commencement speaker and George Beck, the Chickasaw supervisor, honored the occasion by his presence.

\textsuperscript{24}See Appendix A for a statement of salaries and teachers at the Seneca school, 1898, from Minor Tribal Documents.

\textsuperscript{25}Quarterly Report for the Seneca School, Dec. 31, 1898, in Minor Tribal Documents. One of the requisitions for supplies called for 6 lbs. baking powder, 118 lbs. of beans, 439 lbs. of beef, 28 lbs. of coffee, 880 lbs. of flour, 50 lbs. of bacon, 35 lbs. of salt, 60 lbs. of soap, 118 lbs. of sugar, 14 gals. of syrup, 2 gals. of vinegar, 8 bu. of potatoes, 18 lbs. of lard, and 4 gals. of grape preserves.

\textsuperscript{26}The report of Yvette Spencer, for April 1905, shows the following:

- Grade — Class B, 2nd
- Arithmetic — 90%
- Language — 90%
- Penmanship — 80%
- Reading — 92%
- Spelling — 98%
- Conduct — 90%
- Neatness — 90%
- Health — 85%
- Industry — 90%

/a/ Horace B. Durant, supt.
J. W. Wilson, disciplinarian
Clara D. Allen, teacher

Monthly Report of Yvette Spencer, April 1905, in Minor Tribal Documents. From 1872 until 1914 the curriculum offered at the school was on about the fourth grade level.
number had advanced to the stage where they were qualified to teach on the primary levels; and several hundred had been instructed in the various phases of industrial activity. In fact, as early as 1901, it was suggested that the Seneca school be closed and all annuities to the Indians in the area be discontinued just as soon as a territorial system of schools was set up. It was argued that they had advanced to the point where they could support themselves by agriculture and could compete favorably with white children in combined schools.

In contrast to the successful Indian program among the minor tribes, little can be said in praise of the efforts for white education in the region. However, from the beginning the three Indian day schools were open to whites on a tuition basis and a few subscription schools were established. In 1891, the Peoria, Miami and Modoc day schools all reported that whites were in attendance and were paying a fifty-cent tuition fee each month to the Federal government for the privilege.

Whites who had been coming into the region as contract renters of Indian lands since 1881, had reached a total of 4,500 by 1894 and were cultivating more than 5,000 acres of land in the area by 1899.

Because of the acute educational problem created by the situation, coupled with a desire to do missionary work among the Indians, the Catholic Church founded St. Mary's Mission School in 1893 on lands set aside for that purpose by the Quapaw Council. When the Quapaw Boarding School was closed in 1900, an agreement with the Department of the Interior was worked out whereby the tribe was to give $1,000 per year for the maintenance of the institution with other funds being supplied by the church and the Federal government.

27 Report of the Seneca School, 1902, in Minority Tribal Documents.
28 ARDI, 1901, p. 218. See Appendix B and Appendix C for statistics on enrollment, attendance and per capita cost at the boarding schools from RCIA, 1898-1906, ARDI, 1906-1908, and RCIA, 1898-1901.
29 RCIA, 1891, p. 235. These schools, closed in 1893, were regular Federal day units and, according to government reports, compared favorably with district schools in surrounding states.
30 RCIA, 1881, p. 188. Contracts for such purposes were made and approved by the Department of the Interior and generally covered a period of twelve months.
31 RCIA, 1894, p. 135; 1899, p. 189. It should be recalled that there were only about 1,000 Indians living on the seven reservations.
32 RCIA, 1894, p. 139. Forty acres of land were set aside for the church and school. (Velma Nieberding, "St. Mary's of the Quapaws," The Chronicles of Oklahoma, Vol. XXXI, No. 1 [Spring, 1953], pp. 2-14.)
33 Ibid. Federal funds were supplied by contract, i.e., a contract was made with the school to care for ten to fourteen Indian children for a stipulated amount per month. The Dexter family of Pennsylvania furnished much of the funds for the school.

See Appendix D for a listing of Indian schools among the minor tribes from RCIA and Minority Tribal Documents.
The school was conducted on both a boarding and a day basis with white families furnishing a majority of the pupils. In 1906 there were thirty boarding and fifty day students enrolled in the school with nearly all the day students being white and paying two dollars per month tuition.34

During the administration of Woodrow Wilson, Federal contracts for Indians in private schools were withdrawn and in 1927, Quapaw support for the school was discontinued. Thus, it closed for lack of support and the buildings were sold to private individuals. Homeless orphan children attending the school were adopted by substantial families living in the area. Assorted Documents pertaining to the Quapaw Schools, in Minor Tribal Documents.

It is quite obvious that this one school did not meet the educational needs of the whites in the region. For instance, the Indian agent, in 1901 and 1902, reported: "Most whites are without schools of any kind. Federal aid should be given to set up schools open to both Indians and whites until a territorial or state system is set up . . . . Whites are far worse off than the Indians as far as schools are concerned, having to depend on a few poorly managed and poorly taught subscription schools here and there."35

In an endeavor to alleviate the situation, the Quapaw Council, in 1902, provided for the establishment of seven day schools on their reservation, open equally to both races. These schools were to be under exclusive control of the council and were to be supported by $1,000 set aside from Quapaw funds plus a one per cent tax on every acre of land leased by whites and a one dollar tax on every transient laborer on the reservation.36

That the effort was doomed to failure was obvious. No money was forthcoming from the whites because there was no way to legally collect taxes from them. This fact, coupled with insufficient tribal support caused the endeavor to fail. The whites on the reservation were thus forced to add their numbers to others in the agency who were without educational advantages.37

34 ARDI, 1906, p. 219. The faculty was composed of two academic teachers and a music teacher, all holding degrees from eastern universities. The main building for the school was originally the government commissary that supplied the troops in the area. When troops were no longer needed, the building was moved to the Quapaw industrial boarding school and when it closed in 1900, the structure was donated to St. Mary's. It was a three story affair with the first floor being used for a stage and chapel, the second floor as a dormitory and the third floor for classrooms.

35 ARDI, 1901, p. 218. RCIA, 1902, p. 190.

36 RCIA, 1902, p. 189. All seven of the proposed schools opened during the year and for a time it seemed they would be successful. Thirty-two Indian and more than 200 white children were enrolled, box buildings were erected, and six-month school terms enjoyed.

37 Ibid. The report states that there were more than 2,000 such children growing up without cultural influence of the classroom. The Baptist and the Quakers at various times, however, attempted day schools but were unsuccessful. For instance, in 1896, the Quakers conducted three day schools from twenty-one to forty-seven weeks in length, with an enrollment of one hundred eight. The Baptist conducted two such schools for six months with a total enrollment of sixty. RCIA, 1896, p. 148.
Reports of the Indian agent for 1904, 1905, and 1906 point out that the white population had reached 8,000 and that the Federal government should allocate funds to establish schools as it had among the Five Civilized Tribes. Except in the city of Miami, there was not a single public school for whites in the entire agency—a situation that was increasingly demanding solution. That the situation was not completely hopeless is borne out by the fact a number of subscription, or "district schools," for whites were scattered throughout the agency. Although most of these schools were exceedingly poor and were in session only a few weeks during the year, some few of them were well organized, in session five or six months and under the direction of skilled instructors. In fact, in a few cases the Indians preferred to send their children to such schools paying one dollar per month tuition, than to send them to the boarding school.

In describing one of these schools, Mr. Blaine Edmondson, an early day teacher in the area, said:

My first recollection of a school for whites was a subscription built and equipped by the neighbors in the community in and around the William Wyrick farm. School was held there until 1900, when the Moccasin Bend school was established about a mile north. A Mr. Davis taught a term of school here. He was a Friends Missionary and preached, taught school and singing classes. There was also an Indian school a few miles to the east but school was not regular. . . . School was held when they had the money and could find teachers. . . . Teachers were scarce and hard to get.

Various reports indicate that a sizeable number of these schools were established from time to time throughout the agency and that they contributed greatly toward alleviating the educational problem. One such school was located at a place called Jimtown, three miles north of the present city of Miami. It had an enrollment of twenty-five, was taught by a lady identified as Mrs. Moore and was boasted as being a place where they "expected to turn out presidents at the ratio of 16-1."
Another institution of this type was the Ottawa school. Miss Georgia McBrian, who taught there in 1898, described it as follows:42

The house was a box car type frame building, home made desks and painted blackboards. The books were whatever the pupils brought with them from Missouri, Arkansas or Kansas. . . There was a local school committee to employ the teacher who was required to produce a teaching certificate. The school was financed by the patrons who paid $1.00 per scholar for 20 days attendance. The boys and girls made up in thoughtful study for what they lacked in equipment—many of whom hold high positions in the teaching and business world.

Supplementing and paralleling the work of these schools were the schools in the town of Miami, the only sizeable community in the Quapaw Agency. Shortly after the town was plotted in 1891, the various churches banded together and organized three or four small subscription schools. Sessions were held daily in church buildings and the old opera house. However, by 1898, the town was incorporated and a free public school was organized. Relative to this enterprise, one of the local publications stated:43

The first free school in the area was located in the progressive city of Miami in 1898. Prior to this children were sent to other parts to attend school or were sent to subscription schools. But the problem was solved by Col. H. H. Butler, the Mayor, who caused the town to be incorporated into a school district and issued school warrants of $100 each that drew 8% interest. . . Business men advanced money to create a school fund. The plan worked admirably and has secured for Miami a school system that compares favorably with that of other towns in the States.

Since funds were, at first, not available, the school board rented the facilities of the first Christian Church and conducted classes in the chapel and Sunday school rooms. Facilities of the old opera house were also utilized. Pupils living in the incorporated limits of the town were admitted free of charge but those living outside were required to secure permits and to pay a small tuition fee.44 However, the number of paying pupils was never large compared to the total enrollment. For instance, in 1903 there were 560 in attendance and of this number only fifty-five were paying tuition.45

Casting further light on the Miami schools, the Indian Inspector, in 1906, reported: "Eleven teachers are employed, 8 months term of school. 557 enrolled, all white, total paid in salaries, $4,440, repairs on buildings, $500, tuition for whites living outside the incorporated limits of the town, $250, amount raised in taxes, $5,400,

42 Sweesy Manuscript, p. 60.
43 The Herald, Miami, Indian Territory, Jan. 22, 1904. In 1901, Miami had a population of 1,569 while Wyandotte had 724 and Pooria one hundred forty-four. However, public schools were not organized in the latter two communities until after statehood.
44 Ibid. The superintendent announced in 1904 that textbooks were on sale in the stores and would cost the parents of the town about two thousand dollars.
45 Ibid. Superintendent Tarter announced, in 1903, that $2,000 worth of text books had arrived in the stores for the patrons to buy.
no outstanding bonds, value of the buildings and grounds, 
$15,000."^{46}

Thus, on the eve of statehood, the Miami public schools compared favorably with those in other sections of Indian Territory. However, since there were no regularly organized district schools in the Quapaw Agency and no day school maintained by the Indian tribes, the newly elected superintendent of Ottawa County practically had to start from the beginning in surveying districts and organizing rural schools. He did not have a very strong base on which to graft the state system as was the case with superintendents in counties carved out of the lands of the Five Civilized Tribes.

**APPENDIX A**

**SALARIES OF TEACHERS AT THE SENECA SCHOOL, 1898**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Yearly Salary</th>
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<tbody>
<tr>
<td>R. A. Cochrane</td>
<td>Superintendent</td>
<td>$1,000</td>
</tr>
<tr>
<td>Alice Kingade</td>
<td>Principal</td>
<td>600</td>
</tr>
<tr>
<td>A. J. Montgomery</td>
<td>Teacher</td>
<td>600</td>
</tr>
<tr>
<td>Emma Johnson</td>
<td>Kindergarten</td>
<td>540</td>
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<tr>
<td>Ema Brenerman</td>
<td>Kindergarten</td>
<td>540</td>
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<tr>
<td>Emily Peake</td>
<td>Teacher</td>
<td>600</td>
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<tr>
<td>Benjamin Eagen</td>
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<td>600</td>
</tr>
<tr>
<td>Elsie Cochran</td>
<td>Matron</td>
<td>600</td>
</tr>
<tr>
<td>Kate Long</td>
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<td>300</td>
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<tr>
<td>Lucle Guthrie</td>
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<tr>
<td>Della Hicks</td>
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</tr>
<tr>
<td>Hattie Winnie</td>
<td>Assistant Seamstress</td>
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<tr>
<td>Mary Miller</td>
<td>Laundress</td>
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<tr>
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<tr>
<td>Jesse King</td>
<td>Farmer</td>
<td>240</td>
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<tr>
<td>William Long</td>
<td>Indian Assistant</td>
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</table>

**APPENDIX B**

**ENROLLMENT, ATTENDANCE AND PER CAPITA COST IN THE SENECA, SHAWNEE, AND WYANDOTTE BOARDING SCHOOL, 1898-1907**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Attendance</th>
<th>Per Capita Cost</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Per Month</td>
<td></td>
</tr>
<tr>
<td>1898</td>
<td>119</td>
<td>84</td>
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<tr>
<td>1899</td>
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<td>1906</td>
<td>168</td>
<td>134</td>
<td>13.45</td>
</tr>
<tr>
<td>1907</td>
<td>163</td>
<td>122</td>
<td>15.06</td>
</tr>
</tbody>
</table>

---

**Appendix C**
ENROLLMENT, ATTENDANCE AND PER CAPITA COST IN THE QUAPAW BOARDING SCHOOL, 1898-1900

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Attendance</th>
<th>Per Capita Cost Per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>1898</td>
<td>99</td>
<td>90</td>
<td>$10.34</td>
</tr>
<tr>
<td>1899</td>
<td>106</td>
<td>94</td>
<td>11.60</td>
</tr>
<tr>
<td>1900</td>
<td>104</td>
<td>98</td>
<td>12.90</td>
</tr>
</tbody>
</table>

**Appendix D**
INDIAN SCHOOLS AMONG THE MINOR TRIBES IN INDIAN TERRITORY

<table>
<thead>
<tr>
<th>School</th>
<th>Date Established</th>
<th>Date Discontinued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ottawa Mission</td>
<td>1870</td>
<td>1879</td>
</tr>
<tr>
<td>Peoria Day School</td>
<td>1872</td>
<td>1893</td>
</tr>
<tr>
<td>Seneca, Shawnee, and Wyandotte Mission</td>
<td>1872</td>
<td>Still in operation</td>
</tr>
<tr>
<td>Quapaw Mission</td>
<td>1872</td>
<td>1900</td>
</tr>
<tr>
<td>Miami Day School</td>
<td>1876</td>
<td>1893</td>
</tr>
<tr>
<td>Modoc Day School</td>
<td>1880</td>
<td>1893</td>
</tr>
<tr>
<td>St. Mary's Mission</td>
<td>1893</td>
<td>1926</td>
</tr>
</tbody>
</table>