

THE DEVELOPMENT OF THE EDUCATIONAL PROGRAM
AT THE SENECA INDIAN SCHOOL

THE DEVELOPMENT OF THE EDUCATIONAL PROGRAM
AT THE SENECA INDIAN SCHOOL

By

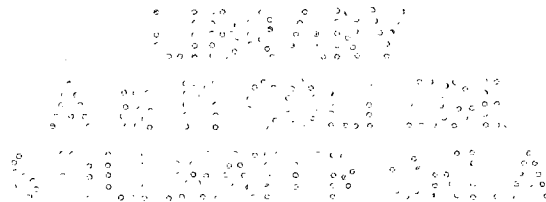
JAMES E. TURNER

Bachelor of Science

Northeastern State Teachers College

Tahlequah, Oklahoma

1933



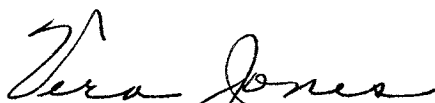
Submitted to the Department of Education
Oklahoma Agricultural and Mechanical College
In partial fulfillment of the requirements


For the Degree of
MASTER OF SCIENCE

1940

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE
LIBRARY
AUG 6 1940

APPROVED:


In Charge Of Thesis


Head Of Department of Education


Dean Of The Graduate School

126833

ACKNOWLEDGEMENT

The writer wishes to express his sincere thanks and appreciation to the following persons for guidance in the preparation of this thesis: N. Conger, Dean of School of Education; J. C. Muerman, Professor of Rural and Visual Education; Vera Jones, Associate Professor of Education; and the staff of the Seneca Indian School at Wyandotte, Oklahoma for information used in the preparation of this thesis.

The writer also wishes to express his appreciation to others who helped with the collection of data.

TABLE OF CONTENTS

	Page
Chapter I	
HISTORICAL SKETCH OF WYANDOTTE INDIAN SCHOOL	1
Chapter II	
EDUCATIONAL PROGRAM FROM 1870 TO 1900	10
Chapter III	
EDUCATIONAL PROGRAM SINCE 1900	24
Chapter IV	
SUMMARY AND CONCLUSION	47

CHAPTER I
HISTORICAL SKETCH OF THE WYANDOTTE
INDIAN SCHOOL

The Seneca Indian Boarding School is located in the extreme northeast corner of the state at Wyandotte, Oklahoma, only a few miles from the border of Missouri and Kansas.

Originally founded as a missionary school by the Quakers and later taken over by the United States Government, the school has, from the earliest days of its history, been devoted to educating the American Indian. At present the administration of the school comes under the jurisdiction of the Quapaw Indian Agency at Miami, Oklahoma, the county seat of Ottawa County.

The school itself is set in a beautiful surrounding near the foothills of the Ozarks. It stands high on a wooded hill in the country just north of the town of Wyandotte. A swiftly flowing, clear stream known as "Lost Creek" runs through the grounds providing facilities for fishing and swimming. The school offers everything that could be desired from a standpoint of natural beauty.

The land on which the school is located consists of 160 acres formerly classed as Wyandotte tribal land. However, the sum of \$10,000 was paid by the Government for the purchase of the land from the Wyandotte tribe.¹

1. Letter from Paul L. Fickinger, Associate Director of Education. Department of Interior, Washington, D. C.

This purchase was authorized by an Act of Congress on June 21, 1934 and funds were provided under an Interior Appropriation Act for the fiscal year of 1936.²

The present capacity of the school is 250 students. Average attendance for the year 1937-38 was 256.³ A survey taken in 1932 showed that the number of Indian children of school age in the area served by the school was 354. In this group there were 117 Senecas, 80 Shawnees, 54 Quapaws, 41 Wyandottes, 31 Ottawas, 18 Miamis, 10 Peorias, and 3 Modocs. At one time or another 297 of this group had been enrolled in the Seneca Indian School.

The school plant itself has gradually increased in size over a period of about seventy years and now represents an investment of many thousands of dollars. The present modernized school is a far cry from the three teacher school of 1864. Today the school regularly employs a staff of eleven instructors.

Early History

Legend has it that the Seneca and Wyandotte Indians first came to Northeast Oklahoma because of a family quarrel.⁴ The two tribes were said to have begun fighting

2. Seventy-fourth Congress, H.R. 6223.

3. Paul L. Fickinger, op. cit.

4. Friends Missionary Advocate, May, 1907.

over the proposed wedding of a Wyandotte chief's daughter and a brave of the Seneca tribe. The story is that a Wyandotte hired an assassin to kill the prospective bridegroom. War between the two tribes was the outcome. Fighting as a result of the quarrel drove the Wyandottes to their present location in northeastern Oklahoma. Through the efforts of the early missionaries, who had begun to filter into the territory before the Civil War, peace was established and the Indians were converted to the Christian religion. Although the two groups lived in peace, traditional ideas of this old quarrel were kept alive and passed on to the younger generation. Years afterward, whenever it happened that a Wyandotte boy and a Seneca boy were put in the same bed at the "Mission" school they would fight until a teacher separated them and changed their beds.⁵

Thirty years and more before Oklahoma became a state, while the country was still Indian Territory and divided into many Indian Nations, Quaker missionaries were active in the northeastern part of the state in what is now Ottawa County.⁶ Encountering many hardships and passing through grave dangers, these missionaries endured many privations for the sake of their religion. But the message of peace which they brought amid hardship bore much fruit. In those early days before the white trader, the bootlegger, and the

5. Ibid.

6. Ibid.

landgrafter has become so numerous, the Indians were more receptive to the message preached to them by the Quakers.

The Quakers first began building schools in the Indian Territory about 1869. The Ottawa nation, within a distance of about twenty-five miles from Wyandotte, had a boarding school established by the Quakers about 1870.⁷

In 1872 the Quakers organized the Seneca Indian School at Wyandotte and a school for the Quapaw nation a few miles away. Eventually the Ottawa and Quapaw schools were disbanded and their students were sent to the Seneca Indian School to receive training.⁸

All of these schools were "contract schools," organized under the supervision and care of the Friends Church.⁹ The affairs of the schools were handled by a church committee--clothing, supplies, and all materials necessary for the school were supplied by the Mission Board of the Friends Church in Philadelphia, Pennsylvania.¹⁰

Three buildings made up the first school at Wyandotte. They were a school house, a boarding house, and a "commissary" in which were stored food and clothing. At that time the buildings were located just north of the present site and beneath the hill on which the school now stands.¹¹

7. Andrew Atchison, Superintendent's Report to T. J. Moore, United States Indian Agent, 1891.

8. Paul L. Fickinger, op. cit.

9. Atchison, op. cit.

10. Friends Missionary Advocate, May, 1907.

11. Oklahoma Indian School Magazine, Vol.II, No.3, p. 6.

At first the Senecas and other Indians showed a great deal of reluctance to accept the offers of education which were extended by both the Church and the United States Government. The influence of President Grant's peace policy, however, combined with the practical kindness of the Friends, soon filled the school at Wyandotte with pupils. ¹²

The first superintendent and matron, Aaron C. Horner and Sarah Horner, were appointed June 1, 1872. ¹³ Before the end of the first school year other positions had been added. Another teacher was hired and a cook, a laundress, and school farmer were added to the force of employees at the school. Two years later two assistant farmers were employed but their services were soon discontinued. With the exception of the addition of another teacher, no further change was made in the corps of employees for a period of fourteen years. ¹⁴

During the time that the school was known as a contract school, from 1872 to 1884, it had six superintendents. These were, in order of their succession: (1) Aaron Horner; (2) Jerry Hubbard; (3) Alva H. Pearson; (4) Henry Thorndyke; (5) Jacob Horner; and (6) Charles W. Kirk. ¹⁵

When the Federal Government took over the supervision of all church schools in Indian Territory in 1876, the school for the first time came under control of the government. ¹⁶

12. Atchison, op. cit.

13. Ibid.

14. Ibid.

15. Ibid.

16. Oklahoma Indian School Magazine, op. cit. p. 6.

However, the Friends who were then in charge were retained and other federal employees were appointed. The school was now a Seneca, Shawnee, and Wyandotte Board School, under the joint control of the United States Government and the Friends Church. The Government Indian Agency which exercised control over the school was known as the Quapaw Special Agency. This agency was subordinate to the Osage Agency in Kansas.¹⁷

In 1880, an Indian Agency for the seven tribes-- Senecas, Wyandottes, Peorias, Miamis, Shawnees, Modocs, and Quapaws--was established near the town of Seneca, Missouri.¹⁸ Agents for this office were usually army men. They directed the part taken by the government in carrying out the school program. Eventually this agency was moved to the school at Wyandotte and later to Miami, Oklahoma.

In 1880, the government took over still more of the administration of the school.¹⁹ Some new buildings were started in 1881. The old buildings were moved from their position at the base of the hill on which the school now stands to the present site on top of the hill. The girls' building, parts of the large and small boys' buildings, and the horse barn standing in 1983 were a few of the original buildings that were moved from the first school site.²⁰

17. Atchison, op. cit.

18. Oklahoma Indian School Magazine, op. cit. p. 3.

19. Ibid.

20. Ibid.

In 1884, the government assumed complete control of the school. Dr. Charles Kirk resigned his position as head of the school in the summer of 1884. This brought to an end the list of supervisors of the "contract school." He was succeeded by William E. Morris of Bloomingdale Indiana.²¹

By 1891, the school had been in existence for some twenty years. During this time it had been under the direction of nine superintendents. The growth of the school had been gradual but steady, both from the standpoint of students enrolled and the physical plant. A school building of three rooms had been completed in 1884. The school program covered the first four grades. By 1891, there were employed at the school three teachers, one assistant farmer,²² and five "female assistants."

In 1891, T. J. Moore, United States Indian Agent for that region, could report to his superiors in Washington that the total number which had been entirely dependent for education upon the Boarding School during the previous twenty years numbered 600 or above.²³ More than eighty per cent of this group who were between the ages of 5 and 30 could read and write. Six students had equipped themselves with the qualifications necessary for teaching in the primary grades. A large number of Indians, especially the young boys, had been fairly well qualified for the management of farm work.

21. Atchison, op. cit.

22. Ibid.

23. Ibid.

In 1897, the school was opened by action of the gov-
²⁴ernment to seven Indian tribes. These were the Shawnees,
 Quapaws, Modocs, Peorias, Ottawas, Senecas, and the
 Wyandottes.

From 1880 to 1904, the Indian Agency for these seven
 tribes had been located at Seneca, Missouri, about seven
²⁵miles from the Wyandotte school. In 1904, after the
 death of Major Doane, who was then its head, the agency
²⁶was moved to the Wyandotte school. The superintendent
 of the agency was made the superintendent of the school.
 H. B. Durant was the first man appointed to this position.

Great mineral wealth was discovered in 1913 on the
 Quapaw lands. This wealth came from large lead and zinc
 mines which today constitute one of the largest of such
 fields in the world. The business of the agency was in-
 creased so much as a result of this discovery that it be-
 came necessary to move it from the school at Wyandotte to
²⁷Miami, Oklahoma, eighteen miles northwest. This made
 necessary a change in the administration of the school.
 Since that time the superintendent of the Indian Agency
 has been in charge of the school at Wyandotte but a prin-
 cipal has actual charge of its administration.

By 1920, the number of children of the various tribes
 attending the school had dwindled to some thirty or forty.

24. Paul L. Fickinger, op. cit.

25. Oklahoma Indian School Magazine, loc. cit.

26. Ibid.

27. Ibid.

Many of the older generation had gone out into the world to establish homes and were not so closely located near the Indian School. As a result of this practice most of the Indian children were then being sent to the various public schools in Ottawa County and elsewhere in Oklahoma and the surrounding states. So serious was the problem arising from this practice that for a time the Indian Office considered closing the school entirely.²⁸ Mr. O. K. Chandler, a Cherokee Indian, who was then Superintendent of the Quapaw Agency, asked the government to make an investigation of the education advantages of the Indians in northeast Oklahoma. He recommended that the school be retained and be opened not only to the tribes which it had served previously but to the Indian children of all tribes. Following the investigation the school was opened to the various tribes.

Today the school might be properly termed a "Semi-Reservation Boarding School." Sixty-five per cent of the pupils come from outside the original jurisdiction of the agency.²⁹ The Cherokees are the principal tribe represented.

In 1935, there were 163 Cherokees, 28 Senecas, 5 Quapaws, 3 Ottawas, 3 Wyandottes, 1 Modoc, 3 Shawnee-Deleware, 1 Wyandotte-Sioux, 23 Shawnees, 3 Creeks, 3 Seneca-Shawnee, 3 Peorias, 2 Cherokee-Deleware, 3 Arapahoes, and 2 Cayugas in the student body.

28. Ibid.

29. Ibid.

CHAPTER II

EDUCATIONAL PROGRAM FROM 1870 TO 1900

For some seventy years the Indian school at Wyandotte has been carrying on a program of Indian education, aimed primarily at improving the cultural life of the Indian from the standpoint of the white man and offering him more of a chance to adjust himself to a civilization which has rapidly taken the place of his own. X

During this time the educational program has undergone an evolutionary process which may be divided into two periods, each covering a period of slightly more than thirty years.

The first of these important periods in the school's growth is the period from 1869 to 1900. Little is known of this early period except what may be gained from the few remaining records and from first hand interviews with those now alive who attended the school.

Attendance

When the Quakers first established their school for the Wyandottes and Senecas, they had some difficulty in convincing the Indians that the school would be beneficial to their sons and daughters in any way. The kindness of the Quakers, however, and the friendly policy of the United States Government in offering them assistance soon allayed many of their fears and made them more receptive to education.

The growth of the school was slow but certain. Originally it had been opened only for Senecas and Wyandottes and at first only children from these tribes were allowed to attend. When the Quakers first started the school there were about thirty students in attendance. By 1882 fifty students were attending the school.¹ Very few full-blood Indian went to the school and the student body was drawn largely from a mixed racial group.

In 1889 the average daily attendance for the year was 59.² The following year (1890) showed an increase in enrollment, the average daily attendance for that year was 69. In 1892 the enrollment had increased to 130, the average daily attendance for the year being 110. A year later, in 1893, there were 143 pupils enrolled and the average daily attendance for the year was 117. Only about one-fourth of those attending were full-bloods. Many of them showed no Indian features or complexion.

In 1897 enrollment was increased when the school was opened to three more Indian tribes. These were the Quapaws, Peorias, and Ottawas.³

Curriculum

The early Quakers were not bothered with the complex curriculum construction so important to the school today.

-
1. Silas Dawson, student at Seneca Indian School from 1882 to 1894 and now a resident of Miami, Oklahoma, Reminiscences, 1938. Hereafter referred to as: Silas Dawson, Reminiscences, 1938.
 2. Atchison, op. cit.
 3. Paul L. Fickinger, op. cit.

When the school was first established, reading and writing were the common subjects taught and learning the alphabet was one of the first tasks confronting the student. No grades were recognized in the school until 1894. Work done was about the level of the fourth grade.

By 1882 the curriculum had increased in its scope. Students were studying reading, writing, arithmetic and geography. Those who attended the school at this time remember particularly the emphasis which was placed on obedience, honesty, and hard work.⁴ At this time the school was in session for a ten month period during the year. The two vacation months were July and August. When not in school the students went home to help on farms.

By 1891 the scope of the curriculum had been even more broadened. At this time students were being taught reading, writing, arithmetic, geography, spelling, and some shop work.⁵ Regular classes in sewing, cooking, laundering, housekeeping, and farming were being taught each week. A weekly recitation in these subjects was conducted before the entire school during a period known as the evening "study hour." Each time the details were changed so that the students would be able to study and practice a different kind of work. Each subject was taught with reference to its use in the home life of the child. The idea back of this program was to insure every boy and girl an all-round, practical education.⁶

4. Silas Dawson, *Reminiscences*, 1938.

5. Atchison, *op. cit.*

6. *Ibid.*

The educational program in the early days was handicapped by language difficulties. Many of the students spoke native languages in their homes. When they came to school they refused to drop their native language completely and speak only in English. At one time school authorities passed a rule forbidding the students to talk in the Indian languages. An attempt to enforce the rule failed, however. Some of the students came from homes where English was spoken but the English which they brought from these homes was "not always the purest," and a great deal of toil was needed to eliminate the natural mistakes a number of children had fallen into the habit of making in the use of English. X

Handicapped though it may have been, the educational program early began to bear fruit in the lives of the students. A letter written to Jeremiah Hubbard, first Quaker missionary to the Indians, by one of his students gives some idea that progress was made in the early days.

"William Jackson Fish has been a good boy while you was gone. I mind all is here. I have to go home Saturday. I come back in the evening. All the children mind what they tell." 8

By 1890 the effects of the educational program were clearly evident in the social life of the surrounding country. The results of the education of the girls was particularly noticable. Superintendent Atchison, head of the school in 1891, went so far as to state that the

7. John Bland, student at Seneca Indian School from 1873 to 1881 and now a resident of Wyandotte, Oklahoma, Reminiscences, 1938. Hereafter will be referred to as: John Bland, Reminiscences, 1938.

8. Friends Missionary Advocate, May 1907.

9. Atchison, op. cit.

education of a girl was worth "more to the cause of Indian
civilization than that of a boy."¹⁰ On every had could be
seen evidence of the education of the Indian women, in
the door yards, the houses, the dress, and even the manners¹¹
of the people.

So widespread had education become in the region of
the school by 1900 that fifteen per cent of the Indian
families of the tribes served by the school had become
subscribers to newspapers and many of them had begun to
collect libraries.

The School Plant

The early school of the Quakers was located on the
north side of the hill upon which the Wyandotte school is
now located. It was a three room building. Water was
secured for it from a large spring located nearby. A
student who attended the school from 1873 to 1878 reports
that during the time he was there the first laundry build-
ing was built and that he helped in its construction.¹²

New buildings, construction of which was begun about
1890, were completed in 1892.¹³ They had been built on
top of the hill at the place where the school now stands.
This offered a more healthful location and added to the

10. Ibid.

11. Ibid.

12. John Bland, *Reminiscences*, 1938.

13. T. J. Moore, *Report to the Commissioner of Indian
Affairs*, 1892.

attractiveness of the school. Completed, the new buildings offered accomodation for 130 pupils. Only the small boys occupied quarters in the old school and they were later removed to the hill.

By about 1900, there was a large boys' and small boys' dormitory, a large girls' and small girls' dormitory, and the school building in which classroom work was given. There were other small buildings on the grounds, including the farm buildings and a small store house. The building for the girls had quarters for the superintendent at the front. In this building was a children's kitchen and dining room. Girls slept two in a bed and the dormitory had facilities for from forty to fifty girls.

Furniture for the school in the early days included stool chairs, long and short benches, and wooden bedsteads. Students slept on straw or shuck mattresses.

Farm land of 160 acres was allotted to the school by the government after it took over control of the institution. The original grant was poor and without surface water for stock. When the second Wyandotte allotment was ordered some time later, the school gave up sixty acres of prairie land farther from the school site for the same amount of land adjoining the premises. Through this

14. Mrs. Mary Spencer, early student at Seneca Indian School and later a teacher there, associated with the school for 37 years, 1901-1938. Now a resident of Wyandotte, Oklahoma. Hereafter will be referred to as: Mrs. Mary Spencer, Reminiscences, 1938.

15. John Bland, Reminiscences, 1938.

16. Atchison, op. cit.

addition, which is part of the school land today, ran a large creek. Land on the banks of this creek furnished the site for the erection of new buildings in 1890.

The farm was eventually to play an important part in the life of the school, serving as an aid to vocational instruction. In the autumn of 1890 two Indian neighbors were allowed to plant fifteen acres of wheat on the school land on condition that they sow part of the land with clover. This incident turned the attention of the school administrator to the advantages of an extensive farming program at the school. Shortly afterwards a school garden was turning out pumpkins, melons, potatoes, and various other products which assisted in the economical operation of the school and help to provide students with practical work. By 1892 the farming program was well under way.¹⁷

Food and Clothing

From the standpoint of the student, the food and clothing worn at the school were, for the most part, not satisfactory, at least if we are to believe those who report the conditions at the school when they attended. It is an interesting fact that most of those who recall their days at the school from 1872 until about 1900 remember that rations were of poor quality and limited quantity.

Students who attended the school from 1872 to 1878 were served cornbread, pork, a good deal of beef, soured

17. Atchison, op. cit.

lightbread, beans, and molasses. The diet was not varied greatly.¹⁸ Before the government took over the operation of the school in 1884, the students received so little to eat that they quite frequently ran away.¹⁹ After the change had been made they received better food, good beds, and uniforms for Sunday wear.

For breakfast students were usually served boiled beef, some lightbread with gravy, and some coffee or "slop" as it was called. Dinner included cornbread, beans, gravy, and water. Supper quite frequently consisted of the serving of two tubs of lightbread and one tub of molasses.²⁰

Students who attended the school between 1892 and 1896 report that they were served beans and gravy, which was a main event, and also cornbread, boiled beef, soured lightbread, and dried fruit of various kinds. Such food was apparently not satisfactory for children ran away and went to the neighbors homes to beg for food. Punishment for this offense was being "whipped" or "locked up" and two men were kept busy gathering up the children and returning them to the school.

One student who attended the school after 1890 remembers that "food was scarce and of a poor quality." The children were required to say "Grace" before each meal. This usually consisted of repeating the couplet:

18. John Bland, *Reminiscences*, 1938.

19. Silas Dawson, *Reminiscences*, 1938.

20. *Ibid.*

"Bless this food of which we take, and save our souls for Jesus sake." When the word "sake" was uttered "almost everyone grabbed for some dish of food near his plate to get the first helping."²¹

On Sunday evening the students were lined up for the evening meal. As they filed by the kitchen door they were asked "with or without." This meant a slice of sour, blue looking bread with molasses or just the plain bread. A change in the usual routine is reported by one former student:

One evening we were served one bun or biscuit. Some girl with a sense of humor placed a tub against our building and told us to throw at it. We had some fun and made a lot of noise. For our trouble we were all sent to bed. ²²

Before the government took over the school, the students wore red overalls which were very ill fitting and slept in "hickory shirts." The boys wore brogan shoes and none of them wore any underwear.²³ Poor fitting shoes probably ruined many of the children's feet. Later, between 1890 and 1900, the ordinary school clothes were made of wool. Heavy underwear was provided and two pairs of shoes. Girls had uniforms of serge and flannel. Clothes were furnished by the government.

21. Mrs. Alfred Pacheco, student at the Seneca Indian School from 1890 to 1896, now a resident of Wyandotte, Oklahoma, Reminiscences, 1938. Hereafter will be referred to as: Mrs. Alfred Pacheco, Reminiscences, 1938.

22. Ibid.

23. Silas Dawson, Reminiscences, 1938.

Health Program

For the most part students were healthy and vigorous. Outdoor exercise and plenty of sleep assisted in keeping them in good condition. When nature did not do its part she was aided by castor oil given with the aid of a "huge, iron, cooking spoon."²⁴ An agency physician took care of the children when they were ill.

Sometimes the school was swept by an epidemic such as the epidemic of measles which struck the school in 1890-91. The disease was brought into the school by one of the larger Seneca boys when he returned from his Christmas vacation. About a hundred students came in promptly after the holidays and before the end of January²⁵ there were sixty pupils to treat and nurse in their beds.

Those who came in later were soon added to the sick list until more than seventy-five per cent of the student body was in bed. It was impossible to do any class work and it had to be abandoned for three weeks. All of the employees of the school were detailed for such duties as giving medicine, serving meals, and watching in sick rooms day and night. This continued until the middle of February.

In many instances the measles were followed by other diseases of the throat and lungs. Three of these cases proved to be fatal. The parents were not allowed to take their children home while sick or while they were convalescent

24. Mrs. Alfred Pacheco, Reminiscences, 1938.

25. Atchison, op. cit.

and the school would not allow them to administer Indian remedies in the sick room. This aroused much bitter feeling toward the school among the parents.²⁶ It was the second epidemic of measles in the school within a period of ten years. The number of deaths were the same each time.²⁷ During the time of the epidemic heroic service was performed by the agency physician, Dr. J. S. Lindley, who worked unceasingly to care for the children.

Religious Exercises

Religious exercises in some form have played an important part in the school program since the day it was founded. The most important religious exercise in the early days before the government took over control of the school was the attendance at Sunday School and Church was required. In those days the students attended the Quaker Church, marching to the services in line, sometimes while a student played the fife.²⁸

After the government had taken over control of the school students report that chapel was held every Sunday night, at first by a Friends missionary and later by Baptist and Methodists.²⁹ After 1890, students were assembled each Sunday evening in their dining room where they sat on benches. This was called "collection."

26. Ibid.

27. Ibid.

28. Silas Dawson, *Reminiscences*, 1938.

29. Mrs. Mary Spencer, *Reminiscences*, 1938.

Here they listened to a talk by the Superintendent, sang hymns, and "reported" any wrong act which had been done during the past week.³⁰ For this act they were assigned some task as punishment. Boys were frequently required to split wood.

Outside Activities

Various outside activities were engaged in by the students. Boys in the school spent much of their spare time cutting wood. When new buildings were erected they helped with the work. The grounds were cleaned and the boys helped on the farm, raising hogs, taking care of the cattle, and later farming the land.³¹ Quite frequently they worked in the garden and helped with hauling wood.

Punishments

Punishments at the school were rather severe, viewed from present day standards. When children at the school ran away and were caught they were quite frequently whipped and were made to cut five piles of wood.³² Small children were made to stand with their hands over their head and up against the wall. Later, although students were punished sometimes by whipping, the authorities did not generally approve of this and extra work was usually the assigned punishment.

30. Mrs. Alfred Pacheco, Reminiscences, 1938.

31. John Bland, Reminiscences, 1938.

32. Silas Dawson, Reminiscences, 1938.

Girls who had been disobedient were required to stand with their hands over their heads for a certain period of time and to write sentences such as "I must obey." on the slate 100 or more times.³³ One evening one of the girls did not sing during "collection" and annoyed others near her. She was made to memorize all four verses in the hymn that was being sung and then forced to sing it to the superintendent in his office.

Amusements

Children at the school engaged in various sorts of games in their spare time. One student reports that the children quite frequently played "ton ball," a game much like baseball except that when a fly was caught the side was retired. Another game was "three-cornered cat." Various other games played were "run-sheep-run," "stink base," "marbles," "drop-the-handkerchief," and "ring-around-the-rosey."³⁴

Hunting was good pastime and the boys hunted coon, opossum, rabbits, deer, and other small game. Deer were plentiful in those days, one boy counting thirty-two deer passing the school in one day.

Sometimes students visited in the nearby town of Wyandotte. "Playing sick" might almost come under the head of amusements. All children who were ill were sent

33. Mrs. Alfred Pacheco, Reminiscences, 1938.

34. Silas Dawson, Reminiscences, 1938.

to a nursery and quite frequently just for the "fun of it" they "played sick."

35

Frequently trips were made to nearby places.

A student reports one such trip taken to "Horse Shoe Lake" located a few miles northwest of Miami shortly after 1890. Three wagon loads of boys and girls made the trip with some of the employees and three days were spent gathering pecans and hickory nuts. At night the party slept outdoors in tents.

CHAPTER III
EDUCATIONAL PROGRAM SINCE 1900

From 1872 to 1900, the curriculum offered at the Seneca Indian School at Wyandotte did not go beyond the fourth grade. After 1900, there was an increasing demand that the school offer instruction at a higher level but it was not until about 1914 that common subjects and industrial training were raised to the level of the sixth grade.

By 1922, two more grades were added, raising the instruction level to the eighth grade. Several more teachers were employed. During this time the children of the third grade and above went to school one-half day and worked a half day. The aim of the government has always been to give the Indian children plenty of vocational training.¹ One more grade was added to the school in 1928, making it possible for students to receive instruction up to the level of the ninth grade. At this time a three-fourth day plan or "platoon system" was put into operation.

At the present time the school is run on a three-quarter day plan. Under this arrangement students go to school a day and stay out on detail the next half-day. This is true of the upper grades only, the lower grades remaining in school all day. This arrangement gives students a chance to learn vocational work along with their academic studies. During the half-day out, pupils have an opportunity

1. J. N. Kagey, Principal Seneca Indian School, Reminiscences, 1938.

to do gymnasium work, domestic science work, shop work, and study music.

The first course of study prepared for all Indian schools appeared in 1915. This course, now partly in use by the Seneca school, represents the aim of the educational program even though its exact requirements have not been put into practice.

This program is devoted to industrial and vocational instruction in those arts and sciences which are best adapted to the needs of Indian children. It includes six elementary grades which resemble those of the public school in their essential requirements for academic work, a junior vocational course for three grades and a senior vocational course for higher grades. The course in detail is as follows:

2

Outline of Course of Study

Primary Division

<p>First Grade: General Exercise----- (15 Minutes)</p>	<p>Music Manners of right conduct</p>	<p>Personal experience and Observation Nature Study Health Activities of home School and Community History Picture Study Reproduction Numbers, etc. Memory work</p>
<p>English (70 Minutes)</p>	<p>Conversational and other oral exercises</p> <p>Reading Spelling</p>	

2. Commissioner of Indian Affairs, Tentative Course of Study for the United States Indian Schools, pp. 16-24. 1915.

Writing and Drawing (Alternate)
 (20 Minutes)
 Industrial Work
 (60 Minutes)
 Occupation Study
 (85 Minutes)
 Recreation
 (90 Minutes)

Second Grade: Music
 General Exercises--
 (15 Minutes) Manners of right conduct

English
 (70 Minutes)----- Conversational and other
 Oral exercises.
 Reading Expand on work
 Spelling of First Grade
 Health
 History
 Geography

Numbers
 (20 Minutes)
 Writing and Drawing (Alternate)
 (20 Minutes)

Industrial Work ----- Sanitation
 (60 Minutes) Gardening
 Sewing
 Occupation
 (85 Minutes)
 Recreation
 (90 Minutes)

Third Grade: Music
 General Exercise-- Civics
 Manners and right conduct

 Conversational and
 other oral exercises---
 Continue work of
 Grade Two
 Health
 History
 Geography
 Gardening
 School Activities
 English -----
 (70 Minutes) Reading As games, indust-
 Spelling rial work, etc.
 Language (Written & Mechanics)

Arithmetic
 (30 Minutes)
 Writing and Drawing (Alternate)
 (20 Minutes)

Industrial Work ----- Occupation Work and Study (105 Minutes) Recreation (90 Minutes)	Gardening Repair Work Sanitation Sewing Cooking Housekeeping
---	---

Boarding Schools

First Grade: General Exercises-----	Assembly, once a week. Music, once each week. Manners and right conduct, once each week. Current events, once each week.
--	--

English ----- (70 Minutes)	Conversational and other oral exercises History Numbers Nature Study Reading and written exercises
-------------------------------	---

Writing and Drawing (Alternate)
 (20 Minutes)
 Breathing Exercises
 (10 Minutes)
 Industrial Work
 (240 Minutes)
 Physical Training
 (60 Minutes)

Evening Hour--Little folks, free play (60 Minutes) Meals, free time, extra detail (6 hours 15 minutes) Sleep (9 hours-10 hours for little folks)	Adults miscellaneous exercises
---	-----------------------------------

Second Grade: General Exercises ----- (25 Minutes)	Assembly, once each week. Music, once each week. Manners and right conduct, once each week. Current events, once each week.
--	---

	Conversational and other oral exercises
	History
	Health
	Reading
English -----	Nature Study
(90 Minutes)	Mechanics of language and written exercises
	Spelling
Arithmetic	
(20 Minutes)	
Writing and Drawing (Alternate)	
(20 Minutes)	
Breathing Exercises	
(10 Minutes)	
Industrial Work	
(240 Minutes)	
Physical Training	
(60 Minutes)	
Evening Hour -----	Little folks, free play
(60 Minutes)	Adults, miscellaneous exercises
Meals, free time, extra detail	
(6 hours 15 Minutes)	
Sleep	
(9-10 hours for little folks)	

Third Grade:

	Assembly, once each week.
	Music, once each week.
	Manners and right conduct once each week.
General Exercises-----	Current events, once each week.
(25 Minutes)	Civics, once each week

	Conversational and other oral exercises
	History
	Health
	Reading
English -----	Geography
(60 Minutes)	Mechanics of language and written exercises
	Spelling

Arithmetic
 (30 Minutes)
 Writing and Drawing (Alternate)
 (20 Minutes)
 Breathing Exercises
 (10 Minutes)
 Industrial Work
 (240 Minutes)
 Physical Training
 (60 Minutes)
 Meals, free time, extra detail
 (6 Hours 15 Minutes)
 Sleep
 (9-10 hours for the little folks)

PRE-VOCATIONAL DIVISION

Boarding Schools

Fourth Grade:

	Assembly, once each week. Current events, once each week. Music, once each week Manners and right conduct, once each week. Civics, once each week.
General Exercises----- (25 Minutes)	Review work of previous grades Stories of travel History Personal experiences and observation of pupils Dramatization Nature Study Agriculture Games Picture Study
Conversational and other oral English----exercises----- (60 Minutes) (Five 20 Minute lessons per week)	Readers Classics History Nature
Reading----- (Five 20 Minute lessons per week)	Mechanics of Language And Written Exercises
Language English (Two 20 Minute (60 Minutes) lessons per week)	
Spelling (Three 20 Minute lessons per week)	

Arithmetic (30 Minutes)		
Geography	3 lessons per week	
Physiology and Hygiene (30 Minutes)	2 lessons per week	
Writing and Drawing (Alternate) (25 Minutes)		
Breathing Exercises (10 Minutes)	Instruction 30 Minutes	
Industrial Work-----	Production 210 Minutes	
	Competitive group games two or three times per week	
Physical Training-----	Military and gymnastic drills two or three times per week	
	Study at least three nights each week. Literary and Debating Societies, Entertainments, Religious Instruction	Other Nights
Evening Hour----- (60 Minutes)		
Meals, free time, extra detail (6 Hours 15 Minutes)		
Sleep (9 Hours)		
 Fifth Grade:		
	Assembly, once each week	
	Current events, once each week	
	Music, once each week	
General Exercises-----	Manners and right conduct, once each week	
	Conversational and other exercises-----	For outline see Fourth Grade
	(Five 20 Minute lessons per week)	
English----- (60 Minutes)	Reading----- (Five 20 Minute lessons per week)	Reading Classics History Nature
	Language----- (Two 20 Minute lessons per week)	Mechanics of language and written exercises A great deal of the de- velopment of mechanics of Language to be taught with oral exercise

Language----- (Two 20 Minute lessons per week)	Mechanics of Language and written exercises A great deal of the Development of mechanics of language is to be taught with oral exercises
Spelling (Three 20 Minute lessons per week)	
Arithmetic (30 Minutes)	
Geography	3 lessons per week
Physiology and Hygiene (30 Minutes)	2 lessons per week
History	3 lessons per week
Drawing or Writing	2 lessons per week
Breathing Exercises (10 Minutes)	
Industrial Work----- (240 Minutes)	Instruction, 30 Minutes Production, 210 Minutes
Physical Training-----	Competitive group games two or three times per week Military and gymnastic drills, two or three times per week
Evening Hour----- (60 Minutes)	Study at least three nights a week Literary and Debating Societies Entertainments Religious instruction Other nights
Meals, free time, extra detail (6 Hours 15 Minutes)	
Sleep (9 Hours)	

VOCATIONAL DIVISION

Boarding Schools

First Year:

General Exercises----- (25 Minutes)	Assembly, once each week Music, once each week Current events, once each week Penmanship, once each week Civics, once each week
--	---

Reading-----	Classics
(25 Minutes)	Health
	History
Grammar-----	Mechanics of
(20 Minutes)	Language
	Composition
English-----	Spelling
(15 Minutes)	
Vocational Arithmetic	
(40 Minutes)	
Industrial Geography, Agriculture and Botany	
(30 Minutes)	
Breathing Exercises	
(10 Minutes)	
Industrial Work-----	Drafting, two hours per week
(4 Hours)	Instruction, one and one-half
	hours per week
	Application, twenty and one-half
	hour per week
Physical Training-----	Competitive group games
	two or three times per week
	Military and gymnastic drills
	two or three times per week
Study (60 Minutes)	
Meals, free time, extra detail (6Hours 15 Minutes)	
Sleep (9 Hours)	
Second Year:	Assembly once per week
	Music once per week
	Current events once per week
General Exercises-----	Civics, once each week
(25 Minutes)	Penmanship, once each week
Reading-----	Business papers, first term
(25 Minutes)	Classics
English-----	General Agriculture
(60 Minutes)	History, second term
	Health
Grammar-----	Mechanics of Language
(20 Minutes)	Composition
Spelling	
(15 Minutes)	

AUG 6 1940

Vocational Arithmetic and Farm and Household Accounts
(40 Minutes)
History, first term
Soils and soil fertility, second term -- (30 Minutes)
Breathing Exercises -- (10 Minutes)

Industrial Work-----
(4 Hours) Drafting, two hours per week
Instruction, one-half hour per week
Application, twenty and one-half
Hour per week

Physical Training-----
(60 Minutes) Competitive group games
two or three times per week
Military and Gymnastic drills
two or three times per week

Study -- (60 Minutes)
Meals, free time, extra detail, (6 Hours 15 Minutes)
Sleep -- (9 Hours)

Third Year:

General Exercises-----
(25 Minutes) Assembly, once per week
Music, once per week
Current events, once per week
Civics, once per week
Miscellaneous, once per week

Reading-----
Classics
History of materials
Used in different
Vocations
Health
History

English-----
(60 Minutes) Written
Mechanics of Language
Spelling
Grammar
Rhetoric

Composition-----

Farm and Household Physics, and Chemistry (Alternate)
(30 Minutes)
Breathing Exercises
(10 Minutes)

Industrial Work-----
(4 Hours) Drafting, two hours per week
Instruction, one and one-half hours
per week
Application, twenty and
one-half hours per week

LIBRARY
AGRICULTURAL & MECHANICAL COLLEGE
OKLAHOMA

Physical Training----- Competitive group games
 (60 Minutes) two or three lessons per week
 Military and Gymnastic drills
 two or three lessons per week

Study -- (60 Minutes)
 Meals, free time, extra detail -- (6Hours 15 Minutes)
 Sleep -- (9 Hours)

Fourth Year:

General Exercise----- Assembly, once each week
 (25 Minutes) Music, once each week
 Current events, once each week
 Civics, once each week
 Miscellaneous, once each week

Reading----- Study materials--History
 of supply and demand
 Classics
 History
 Health

English----- Written
 (45 Minutes) Mechanics of Language
 Spelling
 Composition Grammar
 Rhetoric

Breathing Exercises -- (10 Minutes)
 Rural Economics, and Insects and Insecticides (Alternate)
 (40 Minutes)
 Field Crops and Plant Diseases (Alternate)
 (45 Minutes)

Industrial Work----- Instructions, one and one-half
 hours per week
 Application, twenty-two and
 one-half hours per week

Physical Training----- Competitive group games
 two or three lessons per week
 Military and gymnastic drills
 two or three lessons per week

Study -- (60 Minutes)
 Meals, free time, extra detail -- (6 Hours 15 Minutes)
 Sleep -- (9 Hours)

Pre-vocational industrial instruction for the fourth, fifth, and sixth grades includes agriculture, farming carpentry, blacksmithing, engineering, masonry, painting, and shoe and harness repairing for boys, and home training, cooking, plain sewing, laundering, and poultry raising for the girls.

The vocational courses give advanced work in the same subjects and plans to aid students in persuing an occupation that will be profitable to them after leaving school. Academic instruction is closely correlated with vocational training. Non-essentials are eliminated from advanced mathematics, science and technical studies. Modern languages and classics are not even included. X

In recent years, however, the course of study used at Wyandotte, like that of many other indian schools has tended toward the program used by other state schools. The Indians are assisted in every way toward finding a vocation but the program is yet in the progressive stage.

School Projects

Project work has been a leading method used in instruction at the school and practical studies are worked out on the project plan. An interesting cross section of the work done along project lines is afforded by a glance of some of the various projects in the sixth grade.

Sixth grade students who are studying history have an extra room in which they are allowed to work whenever they have finished their working sheets. It is called a "Spare Time Project" and the work done consists of writing or drawing interesting scenes from history, modeling figures and faces of historic characters, collecting interesting articles from newspapers, or working on other ideas which appeal to the student. Various types of contests are conducted. Sides are usually chosen for five weeks periods and the five students who make the highest grades during that time get to choose sides for future contests.

Interesting projects have also been carried out in spelling. A baseball spelling team has been frequently organized. This team consists of five members, including a pitcher and a catcher. Each team chooses a name and then a "Round Robin" tournament is carried out. Four bases are provided and the student must go to all four of them before his score will count. When a side has made three "outs" it is retired and the other team "comes to bat." Students who are not spelling have to keep track of all the words which have been misspelled and then spell them at the end of the period. Spelling matches are held nearly every Friday and the period is looked forward to with a great deal of interest on the part of the students.

In Arithmetic the contest idea is also carried out and tests are held to see which section is the best. Frequently

these contests are trials of skill in addition, multiplication, and subtraction at the boards but generally the contest is continuous and scores are given according to the daily grade average.

Interesting projects are also conducted in English. One group built a post office in the English room in order to write "home letters" and mail them. The instructor put an envelop in the students' box and asked them to address the envelop and put letters in the post office. Frequently magazines and papers were put in the box. English papers were "mailed" to the teacher so she could find them easily. The post office was built of old tablet backs and located on four vacant shelves in the school library.

Industrial Work

Shop work for the boys at Seneca Indian School begins with the sixth grade. During the first year the student becomes acquainted with the various tools and their use. Notebooks are kept and drawings and working parts of the tools are studied. The students are taken into the shop proper and allowed to identify the tools. Actual work is done with the simpler tools and the boys take care of necessary repair work around the school, fixing such things as faucets, doors, windows, and other parts of the building which need attention but do not require a great deal of skilled work.

In the seventh grade the work done consists of gardening. Each student joins in the work. Usually students are given

a plot of a hundred square yards and raise onions, beans, corn, radishes, mustard, and other common garden products. Prizes are awarded for the best gardens. Food raised in this project is put on the school tables to eat.

In the eighth grade the students are taught to handle the machinery of the shop, using such machines as the electric saw, electric planes, and electric drills. Work is done on various individual projects and the boys make such articles as cedar chests, desks, stands, tables, magazine racks, and household aids. At the end of the year an auction is held at the school and some of these projects are sold.

Ninth grade work is similiar to the work carried on in the eighth grade. Students sometimes are assigned to special jobs and job sheets are given to their employees to fill out.

Agricultural Projects

A number of agricultural projects have been carried out at the school. The school dairy consists of about thirty purebred Holstein cattle. This herd furnishes enough milk for the school children to get a quart of milk a day besides that which is used in cooking. Calves are butchered or raised, depending upon the needs of the school. Cows are milked every morning at five and every evening at the same time. Boys help take care of the stock, manage the feeding, and frequently check on the accounts which are kept concerning their cost. Boys are allowed to work on the dairy

detail five weeks or longer if they want to learn more about caring for it.

Hog raising is another project which has been carried out effectively. Both boys and girls help care for the hogs, sometimes on shares. In this fashion they are encouraged in starting a herd for themselves. Hogs raised by the students are entered at fairs held in nearby towns and some are butchered during the school year.

A poultry raising project also has been carried out at the school. About 2,000 Leghorn chickens are kept on the farm. Each spring the school purchases about 1500 baby chicks from a nearby chicken hatchery. Both girls and boys take part in caring for the chickens and any boy who is interested in poultry can have 100 chicks to raise. If he manages to raise a certain per cent of these he is allowed to take a number of the flock home with him to start his own flock.

This project is carefully planned and both boys and girls take part in handling the expenses of feed and determining the profits, as well as taking care of the chickens. The large flock furnishes an average of forty dozen eggs a day for the school which is enough to furnish the children an egg for breakfast, as well as providing, at the same time, for all the eggs necessary for cooking in the kitchen.

Homemaking

One of the most important courses offered in the school is Homemaking. This study, open to the fifth, sixth, seventh, eighth, and ninth grades, includes a varied assortment of work. Some of the units covered, advanced according to the grade, are: foods and nutrition; clothing and textiles; home furnishing; home nursing; child care; dairy work; poultry raising; and hog raising.

The aim of the department is to train each girl to think for herself and to instruct the children in the things that will be most practical to them and the community in which they may live.

In the sixth grade, girls are taught the principles of hygiene and sanitation and the simple sewing process. An attempt is made to instill an appreciation of art in every day life and a study is made of the craft work that can be done at home and sold for a profit.

In the seventh grade emphasis is placed on nutrition and the foods that each school girl should have. Breakfasts and school lunches are prepared.

In the eighth grade more emphasis is placed on nutrition from the standpoint of body needs. Food preservation and the methods used are studied. Preparation and serving of foods on the meal plan basis is practiced. Some time is devoted to a study of child care and home nursing. Clothing and textile study is also included and various kind of dresses are made.

In the ninth grade, emphasis is placed on food and its uses with reference to practical methods of serving the family. Training is given in the planning and serving of meals for various guests. Dairy work is offered to those interested and home management and family relationships are also studied. A good deal of attention is given to the study of house care from the standpoint of equipment and sanitation. Clothing and textile study is continued. Students learn to work out clothing budgets and make clothes for various occasions, frequently making their graduation dresses.

A homemaking class for ninth grade boys is offered as an evening class. This course takes up the study of such important items as health, food selection and preparation, social customs, the family budget, and the boy's relation to his family. Each year the boys prepare and serve a guest dinner, usually in honor of George Washington's birthday, at which employees and girls of the school are their guests.

Many dinners and special occasions afford a chance for the students to put to practical use their knowledge gained in the Homemaking studies.

Physical Education

A well worked out physical education program is now being carried out in the school. In the early grades this program consists of taking part in games and stunts. In

the upper grades, students are afforded an opportunity to take part in folk dances, wand drills, and Indian club drills. Drills and dances make up a part of the annual May-day program which is presented each year.

Sports engaged in at the school consist of football, basketball, baseball, and track. Football begins with the opening of the first semester of school and continues until Thanksgiving. The football team, although it is a junior high team and is forced to play senior high schools for competition, gets much training, and despite their size the boys offer their bigger opponents stiff competition. Almost every ninth grade boy takes part in football.

Basketball begins in December and lasts until about the last of March. At the opening of the season a "Round Robin" tournament is held to determine some of the best players in school. Basketball has been played in the school since 1914 and many fine teams have been produced.

Following the basketball season comes the baseball and track season. It is possible for boys and girls to go out for both of these events as they are so arranged that they do not conflict on the schedule. On the first of May an Athletic Field Meet is held at which time all sorts of sports are open to competition. The school has won many trophies and pennants for its work in the various athletic games and is well known for the clean sportsmanship demonstrated by its athletes.

Music Work

X

Music work begins early at the Wyandotte school. The first and second grade pupils have a Rhythm Band which contributes many numbers to the school programs. The purpose served by this band is to develop the instinctive sense of rhythm and to uncover any talent which the child may appear to have along musical lines. The work done in the Rhythm Band also affords a sound basis for later musical training.

Another project of the music department of the school is a harmonica band. Work of this group included students from the fifth to the higher grades. Experience gained in this work has helped students with time and pitch and frequently creates a desire to play other musical instruments.

Music appreciation course work is offered to the upper grades. History of composers and compositions are studied and students engage in such work as the study of instruments of the orchestra. Phonograph records are used to familiarize them with the compositions of the various composers.

One interesting contest sometimes held in connection with music appreciation is a contest to see whether seventh, eighth, or ninth grade pupils could recognize more names and composers of records chosen for the particular contest. In a preliminary contest the two from each grade scoring the highest are chosen for the final test.

One contest for the entire school is held at the mid-term and another at the end of the school year. A prize is given to the final winner.

Members of both the boys and girls glee clubs are chosen from the upper grades. Practice is held regularly three times a week. Preparation for special programs, however, requires more work.

Each year, usually in February, a musical program is given with glee club and mixed chorus, rhythm band, and piano students taking part. On several occasions musical farce comedies have been presented. The music groups also take part in a Christmas program.

Student Organizations

Various clubs and student organizations have been sponsored at the Seneca school. Some of these are the Student Council, the Hobby Club, the Christian Pathway Club, the Home Economics Club, and the Boy and Girl Scout organizations.

All students who have attended the school seem to be interested in the Student Council. The first council group was organized in 1931. The plan for the council provides for the representation of the students in all matters concerning the school or dormitories. Sponsors of the organization are the girls' adviser, the boys' adviser, the Boy Scout leader and the superintendent of

the school. The president of the Student Council is chosen from the highest grade.

The council is organized at the first of each year. It consists of the presidents of the classes (with the exception of the first four grades) and a secretary who receives her position by election. Two extra members are chosen from the ninth grade.

Students who have reached the sixth grade are eligible for membership in the Hobby Club in which the students devote their time to work on "spare time" projects. Members choose their hobby from such varied activities as writing stories, writing songs, drawing, cartooning, and writing poems. The club holds regular meetings at which the members discuss various projects.

The Christian Pathway Club is a group organized by a missionary who comes to the school twice a week. This club is open only to girls and has about twenty members. Lessons are prepared for meetings and members sing songs, read passages from the Bible, and enjoy a social gathering each Thursday evening.

The Boy Scout group at the school was organized in 1929 and has been very successful. Meetings are held Tuesday evenings from eight until nine o'clock. All of the various programs of scouting are carried on and the boys then play games. Frequently the group goes on hikes and take part in the celebration of national holidays.

The boys also perform such police duties as taking care of the sidelines at football games and taking up tickets.

Girl Scouts are also active. Meetings are held regularly and a regular scout program is carried out including first aid programs. There are four patrols at the school. These are the Cardinal, the Robin, the Bob White, and the Lone Eagle. Frequent hikes and sunrise breakfasts are part of the program carried on.

The Home Economics Club meets regularly three Tuesday evenings out of each month during the school year. About nineteen members usually attend. This club sponsors many worthwhile programs and quite a few parties. Meetings are usually devoted to the preparation of such programs.

CHAPTER IV
SUMMARY AND CONCLUSION

A study of the educational program of the Indian tribes represented at the Seneca Indian School at Wyandotte during the past seventy years reveals a steady, forward moving, evolutionary process, taking place in the educational program of the institution.

A comparison of the present day curriculum and early day curriculum of the school reveals that much progress has been made, not only from the standpoint of the objectives behind the educational program but in the administration of the program itself.

The old idea of giving the student the "essentials" of a formal education and nothing else has to a great extent disappeared. Vocational instruction has been added to the curriculum and the student is offered practical application in some vocational line which will offer him a chance to become a useful unit of society. At the same time the purely cultural background, essential to a well rounded education, has not been forgotten. The educational process has been centered around the child instead of forcing the child to center himself around the educational process.

It would be impossible to attempt to determine with any degree of accuracy the effect which the Wyandotte school has had upon the cultural and social life of Northeastern Oklahoma. Some of the obvious effects in

the lives of the students have been discussed in preceeding chapters. The more subtle effects of the school upon the life of the students cannot be accurately determined.

There can be no doubt, however, that the school has exerted an increasingly beneficial effect on the Indian tribes which have been in attendance.

If the progress is continued, and there seems to be every indication at the present time that it will, the school should do more and more to train the Indian so that he may take his rightful place as a functionary and contributory member of society.

BIBLIOGRAPHY

Public Documents

- Atchison, Andrew, Report of the Superintendent of the Seneca Indian School to T. J. Moore, United States Indian Agent, 1891. Quapaw Indian Agency Reports, Miami, Oklahoma.
- Meteir, J. H., Report of the Superintendent of the Seneca-Wyandotte School to the Quapaw Agency, 1893. Quapaw Indian Agency Reports, Miami, Oklahoma.
- Moore, T. J., Report of the Commissioner of Indian Affairs, 1892. Quapaw Indian Agency Reports, Miami, Oklahoma.
- Moore, T. J., Report of the Commissioner of Indian Affairs, 1893. Quapaw Indian Agency Reports, Miami, Oklahoma.
- Record Book. Quapaw Indian Agency, Miami, Oklahoma.

Personal Interviews

- Bland, John, Student of Seneca Indian School, 1873-1881. Resident of Wyandotte, Okla. Reminiscences, 1938.
- Dawson, Silas, Student at the Seneca Indian School, 1882-1894. Resident of Miami, Oklahoma. Reminiscences, 1938.
- Pacheco, Mrs. Alfred, Student at the Seneca Indian School, 1890-1896. Resident of Wyandotte, Oklahoma. Reminiscences, 1938.
- Spencer, Mrs. Mary, Early student at Seneca Indian School and later teacher being associated with the school in one way or another for 37 years, 1901-1938. Resident of Wyandotte, Oklahoma. Reminiscences, 1938.
- Kagey, J. N., Present Superintendent of the Seneca Indian School at Wyandotte. Resides at Indian School just north of Wyandotte. Reminiscences, 1938.
- Kagey, Mrs. J. N., Wife of present Superintendent of Indian School at Wyandotte and teacher in the school. Resides at Indian School just north of Wyandotte. Reminiscences, 1938.

Periodical Articles

Special Indian Number, Friends Missionary Advocate,
(Plainfield, Indiana, May, 1907.)

Special Seneca Edition, Oklahoma Indian School Magazine,
Volume II, No. 3 (March, 1933.)

Government Bulletin

Information Regarding Government Indian Schools,
United States Department of Interior,
Office of Indian Affairs, Bulletin. (December, 1937.)

Letter

Letter from Paul L. Fickinger, Associate Director
of Education, Office of Indian Affairs, United
States Department of Interior, (Washington, D.C.,
June 28, 1938.)

Typed By Louis J. Anderson