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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN INVESTIGATION OF EDUCATIONAL OPPORTUNITY FOR THE INDIAN IN NORTHEASTERN OKLAHOMA

A DISSERTATION

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BY

JERALD ROSS UNDERWOOD

Norman, Oklahoma

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AN INVESTIGATION OF EDUCATIONAL OPPORTUNITY

FOR THE INDIAN IN NORTHEASTERN OKLAHOMA

APPROVED BY

Glenn R. Snider

Henry Angelino

Robert E. Ohm

DISSERTATION COMMITTEE

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PREFACE

The American Indian, and particularly the Cherokee, has for decades experienced the position of a minority group and a vanquished race. In northeastern Oklahoma, on the western edge of the Ozark Plateau, the Cherokee has in a sense been isolated from the mechanized space-age world that exists in most parts of modern America.

This study was launched to focus attention on the educational opportunities of Indians in northeastern Oklahoma, and to provide current data on many of the school districts in this isolated rural society. It was hoped that some important recommendations might be made as a result of the study.

I want to express my deepest appreciation to Dr. Glenn Snider for capable and sympathetic guidance in the initiation and development of this study. I am also grateful to the other members of the committee and my family.

CHAPTER I

AN INVESTIGATION OF EDUCATIONAL OPPORTUNITY FOR THE INDIAN IN NORTHEASTERN OKLAHOMA

Background and Need for the Study

At the time of Columbus' landing a reported 846,000 Indians lived in what is now the United States. In the nineteenth century the population dropped to a scant 243,000, but since has steadily increased. The 1960 United States Bureau of the Census reported 523,591 Indians, with 380,000 receiving some services from the Bureau of Indian Affairs. With the exception of the Cherokees in North Carolina, the Seminoles in Florida, and the Choctaws in Mississippi, the Indians in the United States are not at the present time under the control of the Bureau of Indian Affairs.[1] There are 286 separate land units of Indians in the United States. This type of measurement was used since the Bureau felt the term "tribe" could not be defined.

The Indian has been burdened with many problems in comparison to the white man. In 1900, 56.2 per cent of the

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[1]U.S., Bureau of Indian Affairs, Answers to Questions About the American Indian, p. 2.

Indians were illiterate. This figure has since been reduced to 12.2 per cent. In 1900, only 246 Indians were attending in Federal educational institutions.[1]

Present views indicate that the Indian: (1) earns a living in as many different ways as his white cousin, (2) may own property just as any other person, (3) receives financing from the same sources as other citizens, (4) may receive public assistance under the social security benefits, (5) may receive general assistance from local, city, or county welfare units, and (6) is a citizen by law as of January 2, 1924.

Several factors are present which apparently limit the Indian's progress. Most Indian land is not sufficiently productive to provide a livelihood for the population through farming, stock raising, or timber production alone. There is usually a scarcity of industrial or commercial jobs nearby. Capital is not available with which to start new enterprises, and a need for more education is present to fit them for the better paying jobs.[2] In addition, the Indian in Oklahoma is widely stereotyped by whites as lazy, undependable and disinterested in holding a job or acquiring an education.

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[1] Report of the Commissioner of Indian Affairs (Washington: U. S. Printing Office, 1963), p. 16.

[2] U.S. Bureau of Indian Affairs, Answers to Questions About the American Indian, p. 4.

There is little equality in financial resources among the Indian tribes of the United States. In 1963 over $41,000,000 in royalties, bonuses, and rents was paid to seventy reservations in twenty-one different states, but a considerable amount went to some tribes and nothing to others. This illustrated one of the problems of the total Indian economy.

The Indian is aided by a variety of services, mostly Federal. They include: (1) land and mineral services, soil and moisture advice and guidance, forestry mangagement services, (2) industrial development service, (3) employment assistance, (4) supplementary food commodities, (5) health services and hospitalization, especially since the tuberculosis rate among Indians is 285 cases per 100,000 compared with the non-Indian rate of 37 cases per 100,000, and (6) educational assistance. By law, the Indians are entitled to vote, pay taxes, serve in the armed forces, hire legal attorneys, and establish local governments. These items indicate equality of opportunity, yet the Congress has not given a general definition of the Indian by legislation, or have the courts by interpretation provided a standard definition of an Indian.

Coffey states, "One-third of the American Indians live in Oklahoma. The blending of cultures of white and red man in Oklahoma have no counterpart. Some of the cities in the

state utilize their rich Indian heritage. Indians have become an integral part of the cities life and achievement. But there are isolated pockets over the state in which the Indian is the victim of segregation."[1]

Some Indians have slipped into the indolence and despair characterizing a vanquished race, but many are trying to fit into modern society. They are in different stages of development, from primitive to sophisticated. W. W. Keeler, twice winner of the Outstanding United States Indian Award said, "Indian leaders need to champion the cause in trying to get the young people to use all their values and supplement them with good things in the older civilization."[2] Leslie P. Towle, Director of the Anadarko Area Office of the Bureau of Indian Affairs has stated, "The Indians are the victims of destructive paternalism. Again the Indian has never had such a great opportunity for education. Many Indians have not prepared themselves to take the programs, but tremendous progress has already been made."[3]

To understand the struggle that the Indian has made to adapt to modern society, it is necessary to review a statement by K. W. Bergan:

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[1] The Sunday Oklahoman (Oklahoma City), July 21, 1964, p. 10D.

[2] Ibid.

[3] Ibid.

> It must be kept in mind that the education of Indian people involves a cultural change, a change in the way of life. Such changes involve a complete change in the philosophy of living. The area which seems to contribute most to this experience is the secondary school. The people of Indian blood must have the same skills of non-Indian people so that they feel confident.[1]

In the 1964 report of the Oklahoma State Board of Regents of Higher Education, it was shown that only 209 American Indians were among the entering freshman class of 13,276 in our thirty-two Oklahoma colleges in the fall semester of 1962. This represented only 1.6 per cent of the total enrollment, yet over one-third of the 523,591 American Indians lived in Oklahoma.[2]

In the three most heavily Indian populated counties in Oklahoma, an average of 19 per cent of all county residents were Indian. Adair County ranked first with 23.2 per cent, followed by Cherokee with 17.8 per cent, and Delaware with 15.9 per cent. The total population of these three counties was 44,072 with 8,307 being Cherokee. Other minor tribes dotted the population rolls in addition to these.[3]

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[1]K. W. Bergan, "The Secondary School and the Acculturation of Indian People," Bulletin of the National Association of Secondary School Principals, No. 249 (October, 1959), p. 115.

[2]John J. Coffelt and Dan S. Hobbs, In and Out of College, Oklahoma State Regents for Higher Education (Oklahoma City: State Capitol Building, 1964), p. 54.

[3]File in U. S. Office of Indian Affairs, Muskogee Area Office, 1960 Census.

One sampling from the 1965 Cherokee County Census of Indians Under the Age of Eighteen showed that 1,050 Indians within these age limits lived within the school districts of the county, yet only 24 Indian students graduated from the high schools in the county in 1965. These statistics did not include Sequoyah Indian School operated by the Federal government.

In Adair, Cherokee, and Delaware counties 7,788 residents were listed on the welfare rolls in 1965. Of this number 2,405 were Indians. Delaware County ranked first with 36 per cent of its welfare cases being Indian, followed by Adair with 31 per cent, and Cherokee with 23 per cent. The Oklahoma Public Welfare Commission listed on its Annual Report of 1964 a total of 1,326 families on welfare in these three counties, with 547 families being Indian.[1]

Adair County was listed on a March 29, 1965 White House list of 185 counties in the United States eligible for 100 per cent federal aid in the anti-poverty program. Adair county's per capita annual income was $706.00 compared to the national average of $1,850.00 based upon census bureau figures.[2]

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[1]Oklahoma Public Welfare Commission, Annual Report 1964, A Report Prepared by the Department of Research and Statistics (Oklahoma City: Oklahoma Public Welfare), p. 54.

[2]Daily Oklahoman (Oklahoma City), March 29, 1965, p. 8.

It was concluded from this information that an investigation of current educational opportunities provided for the whites and Indians in the three most heavily Indian populated counties of Oklahoma would be contributive. Through an investigation of educational opportunities of Indians in these selected counties in northeastern Oklahoma, it was assumed that findings might be used to improve the educational opportunities for Indian and other pupils of the area.

Statement of the Problem

The problem of this study was to investigate the past and present opportunities in education for the Indians, chiefly Cherokee, in three selected counties in northeastern Oklahoma. More specifically it was intended to:

1. Trace the development of educational opportunity for Indians in northeastern Oklahoma.
2. Identify an acceptable set of criteria for the evaluation of good elementary schools, secondary schools, and school districts.
3. Investigate the pre-elementary, elementary, and secondary school programs in the school districts of these selected counties for all students and evaluate them in terms of the acceptable criteria for good schools.
4. Identify the other educational opportunities available, including post-high school programs, in the three counties for Indian children, youth, and adults. Identify special educational needs of Indian pupils which should be met by school programs in the three counties.
5. Compare the educational opportunities provided for Indians with those available for white children and youth in the selected counties.

6. Determine the degree to which school programs in these counties have met the educational needs of Indian children and youth including the holding power of the schools and the magnitude of the drop-out rate for Indian pupils.

7. Survey and visit a random sample of one hundred households of rural Indian residents of Cherokee County in order to investigate educational attainment, language, home conditions, and other factors contributing to education.

8. Develop recommendations based upon the results of the data to provide for the continued acceleration of the educational programs for Indians in northeastern Oklahoma.

Hypotheses

1. Educational programs available for all pupils in the three selected counties have failed to meet minimum criteria for adequacy.

2. Educational opportunities for Indian children and youth in the three selected counties have been grossly inadequate in terms of meeting their educational needs.

Delimitations of the Study

This study was limited to the study of education and the Indian population living in Adair, Cherokee, and Delaware Counties. The survey was further limited to only those Cherokees on the latest census reports.

Definition of Terms

American Indian or Indian: one-fourth or more blood descent as prescribed by regulations of state or federal agencies for educational data, and limited to residents of the United States.

Northeastern Oklahoma: limited to counties of Adair, Cherokee, and Delaware.

equal educational opportunity: having access to the formal school programs provided by the local, state, and federal agencies, with special reference to educational needs.

bilingual: those speaking and/or reading both the Cherokee and English languages.

Procedures

The descriptive research method was used in this study. Sources of data included historical documents and reports, specific current reports, personal visitations and observations, and a conducted oral survey. The data for the investigation were taken from several sources and is presented in several forms. More specifically the following procedures were followed:

1. In order to understand the existing pattern of education for Indians in northeastern Oklahoma, it was necessary to investigate the history of education among the Cherokees and the provisions for education which existed here from the arrival of the Cherokees in Oklahoma. The sources which were examined included: theses, dissertations, books, manuscripts, magazines, newspapers, reports, and a variety of the materials taken from the Alice Robertson Collection at Tulsa University; The Dawes Commission Files and The Cherokee Documents and Documents Pertaining to Schools Among the Minor Tribes in Northeastern Oklahoma in the Oklahoma Historical Building; The Frank Phillips Collection and Grant Foreman Transcripts at the University of Oklahoma; The Cherokee Advocate; and the

Thornburn Collection of Printed Materials at the Oklahoma Historical Building.

2. General information regarding the status of education among Indians were obtained from a variety of sources. These included studies and reports of the Indian throughout the United States and were not specifically limited to northeastern Oklahoma. Included, also, were publications by the United States Department of the Interior, Bureau of Indian Affairs; United States Office of Education; the State Department of Education; the National Association of Secondary School Principals; and dissertations.

3. Most of the significant basic data pertaining to Indian education in the three counties were obtained from the Area Office, Bureau of Indian Affairs; reports in the offices of the three County Superintendents of Schools; and offices of the City Superintendents of Schools. Other reports were obtained from offices of the State Department of Welfare; the Cherokee Historical Society; the Carnegie Cross-Cultural Education Project; and a variety of data were obtained by personal interviews with other area offices.

4. Other data were obtained by personal visitation to schools in the area and observation and evaluation of existing educational programs in the schools, the building facilities and equipment, provisions for transportation in the three selected counties, and the relationship of the physical geography of the area to access to education. Personal in-

terviews with students and teachers provided primary source material for varification of data obtained elsewhere.

5. The personal interview technique was used in conducting a random sample Survey of One Hundred Rural Indian Households to investigate educational attainment, language, general home conditions, and other factors related to the determination of educational need. The survey was conducted with the aid of an interpreter.

6. The professional literature relating to good school districts was reviewed as criteria were established for determining the degree to which school systems in the three counties were able to meet these standards for Indians as well as white pupils.

Organization of the Study

Chapter I presented an overview of the problem and a description of the study. Chapter II contained a review of related literature. Chapter III presented the historical development of education among Cherokees in northeastern Oklahoma. Chapter IV presented the analysis of the investigation and Chapter V presented the summary, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF THE LITERATURE

A Retrospective View of the Indian

The unique set of conditions existing in northeastern Oklahoma with regard to the education and way of life of the Cherokee Indians cannot be understood without tracing the development of educational opportunities among these Indians from the time of their movement to Oklahoma from the eastern states. The current status of the Indian in northeastern Oklahoma certainly does not reflect the proud past history of the Cherokees as a nation and the sign of development which characterized their civilization during the first hundred years of their life in Oklahoma.

"Within the boundries of our country exists a people whose needs surpass those of many foreigners who have asked for and received our aid and bounty. These people suffer from illiteracy, from the chains of tradition, and from being strangers in their own land," said Brodinsky.[1] This illustrated the plight of the American Indian as was expressed by

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[1] B. F. Brodinsky, "Teaching Indian Children," Nations Schools, L (December, 1952), pp. 35-38.

several eminent authors in the area of Indian education.

Tom Wiley, Superintendent of Public Instruction of New Mexico, has stated that in New Mexico 88 per cent of the Navajo tribe is illiterate, compared to Negro illiteracy of 16.1 per cent and native white illiteracy of 1.5 per cent. The Navajo earns about one-tenth the income of the average American.[1]

Many needs exist among Indian communities, but it may be that improved education is the basic consideration in the solution of the Indian problem. Although these needs have been expressed on several occasions, responsibility has been inadequately developed to meet the demands leading to the solution of the basic problems concerning education for the Indians in a changing world.

Ryan noted as early as 1928 in a biennial survey, "Indian Education in the Forty-eight States," that certain needs were not being met for Indians.[2] Numerous authors have stated similar positions concerning the Indian and education. Many articles have depicted the problems of adjustment and attitude changes over the past few decades, and more recent studies have only served to magnify the problems. The prob-

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[1] Ibid.

[2] W. C. Ryan, "Indian Education in the Forty-eight States," Biennial Survey of Education, U.S. Office of Education, I (1928-1930), pp. 593-598.

lem of evaluation and approach in teaching Indian children, of course, is a proverbial one for teachers and schools with which all to often are either unable or unwilling to adapt teaching and programs to provide equal educational experiences for all pupils.

"Problems of Classroom Adjustment of Indian Children in Public Schools in the Southwest" by Sintz emphasized the factor of culture.[1] Kramer in "Experiment in Indian Education"[2] and Wales in "A Project Correlating All Subjects of the Curriculum"[3] reviewed new approaches in instruction. Indians in School[4] by Officer related reservation difficulties in education. These articles served to identify the major factors responsible for the problems in Indian education.

One of the needs has been transition of education from the federal to public schools. Dillion S. Myer, Commissioner of Indian Affairs in 1952 stated, "There is no doubt in my mind that the Bureau of Indian Affairs should get out of the

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[1]M. V. Sintz, "Problems of Classroom Adjustment of Indian Children in Public Schools in the Southwest," Science Education, XLVI (April, 1962), pp. 261-268.

[2]Max Kramer, "Experiment in Indian Education," Progress in Education, XXI (March, 1935), pp. 155-159.

[3]M. F. Wales, "A Project Correlating All Subjects of the Curriculum," School Life, XLV (March, 1963), pp. 26-29.

[4]J. E. Officer, Indians in School, (Tucson: University of Arizona Press, 1956), pp. 21-280.

business of educating Indian children. I am not interested in seeing the federal Indian schools transfered to the states merely for the sake of transfer itself. Getting Indian children into public schools will prove more advantageous in the long run than educating them in federal institutions because the children will be the spear-head for inducting their Indian parents into modern life."[1]

Numerous reports evaluated statistically the plight of the American Indian. Statistics Concerning Indian Education was published in September of each fiscal year. This report discussed education, population, attendance, and adult education programs and how they have struggled in a year to year fight for educational opportunity.[2] Annual Reports of Indian Education in Oklahoma Under State Contract reviewed similar statistics on the state level.[3]

Specific Studies in Indian Education

Several studies have made numerous attempts to define and delimit the problems of education among the Indians throughout the United States. Some studies have brought about con-

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[1]Brodinsky, op. cit., p. 35.

[2]U.S. Bureau of Indian Affairs, Statistics Concerning Indian Education, Annual Report (Lawrence, Kansas: Haskell Institute Print Shop, 1965).

[3]Annual Report of Indian Education in Oklahoma Under State Contract, State Department of Education Publication (Oklahoma City: State Capitol Building, 1965).

crete plans for improvement while the others have provided statistical data never used to any significant degree.

As early as 1931, special schools and seminars were developed to aid in the educative processes of the Indian. Dan Gold in "The Blackfoot Learns to Write His Name; Results of a Two Weeks Illiteracy School for Indians" stated that immediate results could be achieved if interest was present.[1]

The Las Vegas Conference on Indian Education in 1934 outlined several steps to be followed toward educating the American Indian.[2] This was one of the first significant attempts to outline specific courses of action designed to meet the needs of educating Indian children throughout the United States.

Kramer in 1935 wrote an article "Experiment in Indian Education" which emphasized the special problems of educating minority groups. Although the article was intended to develop the changes in Indian education, the idea that minority groups create special problems in education prevailed.[3]

In 1940, Boyce discussed the programs in the United States that were developed to consider local cultures and

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[1]Dan Gold, "The Blackfoot Learns to Write His Name: Results of a Two Weeks Illiteracy School for Indians," Montana Education, VII (May, 1931), pp. 9-10.

[2]Frank McCuiston, Education of Minority and Special Groups in Rural Areas, White House Conference on Rural Education. Proceedings, 1934., pp. 172-180.

[3]Kramer, op. cit., pp. 155-159.

economic levels among Indians. These same considerations are currently being used at the time of this writing, in connection with Indian education in Oklahoma.[1]

The White House Conference on Rural Education, held in 1944, emphasized Education of Minority and Special Groups in Rural Areas.[2] The problem of educating these groups played a dynamic part in redesigning the curriculum of several communities.

Since the year 1945, several research projects and studies have been made. Larson in "Education of Indian Children in Minnesota" noted several significant changes that had been brought about to develop the Indian child into an educated citizen for the state of Minnesota.[3]

"The Intelligence and Achievement of Full-Blood Indians" by Garth promoted the idea that the Indian can be educated as any other citizen if the opportunity for learning is present, along with other related factors.[4] Rupiper in the

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[1] "Las Vegas Conference on Indian Education," School and Society, XXXIX (June 2, 1944), p. 696.

[2] R. H. Larson, "Education of Indian Children in Minnesota," Minnesota Journal of Education, XXVI (December, 1945), p. 177.

[3] Thomas Garth, "The Intelligence and Achievement of Full-Blood Indians," Journal of Applied Psychology, XII (December, 1953), pp. 511-516.

[4] G. A. Boyce, "Community Needs: United States Indian Schools are Developing a Program Adapted to Local Cultures and Economic Levels," Clearing House, XIV (March, 1940), pp. 397-399.

"Multiple Factor Analysis of Academic Achievement: A Comparative Study of Full-Blooded Indian and White Children" noted that a number of factors were present in traditional learning which could be measured and strengthened.[1] These studies served to evaluate to what degree the Indian might compete in a "white" society on the basis of intellectual tools.

Wax in "American Indian Education as a Cultural Transaction" expressed the value of understanding the pressures in tradition and heritage and their influence on present day attitudes in learning and education.[2] Hart in "Manpower Training in Navajo Land" reviewed present occupational training in which the Indian can prepare and compete nationally, when programs are organized for educational opportunity.[3]

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[1]Omer J. Rupiper, "Multiple Factor Analysis of Academic Achievement: A Comparative Study of Full-Blooded Indian and White Children," Journal of Experimental Education, XXVIII (March, 1960), pp. 177-205.

[2]Murray Wax, "American Indian Education as a Cultural Transaction," The Teacher's College Record, LXIV (May, 1963), pp. 693-704.

[3]U. S. Hart, "Manpower Training in Navajo Land," School Life, XLV (March, 1963), pp. 26-29.

CHAPTER III

HISTORY OF EDUCATION AMONG THE CHEROKEES

Most of the other research and writing done with reference to the Cherokees in Indian Territory and Oklahoma has pertained to the education and history of these people. This chapter, therefore, is concerned with briefly tracing the history of education among the Cherokees which was derived from a careful study of the research relating to this subject.

The first of the Five Civilized tribes to move west was the Cherokee. After following the Trail of Tears, the Cherokees settled in what is now called Cherokee County, near Tahlequah, Oklahoma in 1825.

"The beginning of the struggle for education in the territory now known as the state of Oklahoma, is almost coincident with the arrival of the Five Civilized Tribes within the borders of their new homes. These tribes, the Cherokee, the Creek, the Chickasha, the Choctaw, and the Seminole had received large grants of land from the federal government in exchange for their old homes east of the Mississippi River."[1]

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[1]H. G. Bennett, "The Development of Higher Education" (unpublished Master's Thesis, Graduate College, University of Oklahoma, 1924), p. 43.

The Cherokees had already established education in the eastern states before coming west. As the Indians migrated to Oklahoma, Chief Tolunteeskee returned to Georgia to induce some missionaries to come west as carriers of education.[1] Reverend Cepas Washburn and Alfred Finney came west and established Dwight Mission in 1819, in Pope County, Arkansas. After a few years the school moved to a spot on Sallisaw Creek in the present county of Sequoyah.

"The mission used the Lancastrain system of instruction and stressed the teaching of the Bible and placed great store on the preaching of the Gospel. The quality of instruction was high and could favorably compare with some of the programs to be found in our modern schools."[2]

In 1823 the tribe voted public funds for schools, and in 1839 added the following provision, taken from the 1787 Northwest Ordinance:

> . . . morality and knowledge being necessary to good government, the preservation of happiness and liberty of mankind, schools and the means of education shall forever be encouraged in this nation. . .[3]

One of the oldest mission schools in Oklahoma was es-

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[1]James J. Mooney, "Myths of the Cherokees," American Bureau of Ethnology, 19th Annual Report (Washington, 1900), p. 136.

[2]G. F. M. McAfee, Missions Among the North American Indians (New York: Women's Board of Home Missions, 1915), p. 49.

[3]Emmett Starr, History of the Cherokee Indians (Oklahoma City: Warden Publishing Company, 1921), p. 225.

tablished in Adair County in 1825. The name was Fairfield, which was abandoned in 1836. Shortly thereafter, the Moravian Church working through the American Board of Commissioners for Foreign Missions founded a school on the Illinois River.

Two years later, in 1832, some eighty Cherokee Baptist families settled in what is now Delaware County. A mission school under the direction of Reverend Ducan O'Brien was established in their midst.[1]

During the same period, in 1830, the Park Hill Academy was founded by Doctor Samuel Worcester. This school was located south of Tahlequah and survived until the Civil War. A printing press was moved to the academy to print books in the Cherokee language.[2]

Schools suddenly reached a booming phase. The elementary schools were now conducted at public expense. By 1841, there were eleven day schools being conducted in Cherokee County. By 1843, seven more were opened.[3]

By 1851, there were twenty-two schools in the Cherokee Nation, only one of which was conducted in the Cherokee language. Three were operated by the Congregationalists, two by the Moravians, and one by the Baptists. The others were

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[1]Isaac McCoy, History of Baptist Indian Missions (Washington, D.C.: William M. Morrison, 1915), p. 513.

[2]McAfee, op. cit., p. 50.

[3]Report of the Commissioner of Indian Affairs (Washington: U. S. Printing Office, 1845), p. 595.

supported by the Cherokee government. Mount Zion, which had been established by Doctor Butrick and his wife, closed because of his ill health. The school had been established at Mount Zion in 1843.[1]

In 1845, Miss Mary Hoyt, a native Cherokee, established a private school in Tahlequah. The institution compared favorably with many private schools in the east.[2]

In 1847, the Cherokees realized that these elementary schools were not enough. That year the council voted to construct two institutions that would instruct beyond the elementary level of instruction. These were the National Male Seminary, located one and one-half miles southwest of Tahlequah, and the National Female Seminary built at Park Hill immediately south of Tahlequah.[3]

The Male and Female Seminaries were exactly similar in form. They were one-hundred and eighty feet by one-hundred and one feet in size.[4] The older structures were three stories in height while the newer structures later were four stories in height. A store basement rising one and a half stories above the ground was used for the laundry and storage. On the second floor were the recitation rooms, a chapel, a study

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[1] Ibid., 1851, p. 381.

[2] Ibid., 1845, p. 595.

[3] Ibid., 1854, p. 175.

[4] Ibid., 1845, p. 273.

hall, kitchen and stewards' closets. The third and fourth floors were for the teachers and pupils. There were seven teachers, a steward, a domestic superintendent, two matrons, a medical superintendent, and a librarian.[1] These buildings were erected at a cost of $80,000 each.[2]

Many of the schools continued to exist until the Civil War. After the war thirty-two were in operation in Cherokee County, two of which were for Negroes. By 1880, there were about 106 schools in operation. By 1899, 110 schools operated in Cherokee County, of which forty-three were for Negroes.[3]

In the year 1883, the Moravians opened a mission at Oaks, north of Tahlequah. Similar missions were established by the Presbyterians at Park Hill and in Tahlequah. A home for fifty girls was opened at Tahlequah by Baptists.[4] The same year the Indian University was established in Tahlequah and later moved to Muskogee as Bacone College.

Enrollments had reached 4,627 by the year 1898, and were costing the tribe $79,905 annually. John D. Benedict, in a letter to the Commissioner of Indian Affairs stated, "The Cherokees have the finest schools in the territory. The

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[1] Ibid., 1886, p. 152.

[2] Ibid., 1854, p. 175.

[3] M. L. Wardell, A Political History of the Cherokees, 1838-1907 (Norman: University of Oklahoma Press, 1938), p. 216.

[4] Report of the Commissioner of Indian Affairs, op. cit. 1883, p. 90.

board of examiners appoints all teachers, fixes their salaries, and has general supervision over all the schools. They are indeed making progress by abolishing all winter vacations and other things which some of the other nations are not."[1]

The Cherokee Nation was divided into three geographical districts. One member of the board looked after each of these districts. He was expected to visit the schools at least once per year, aid the teacher in maintaining discipline, make a careful survey to see that all schools were located according to need. In 1902, there were forty-five schools located in each area. These coupled with other duties kept the board members attuned to the educational conditions in the nation. This fact served to elevate the Cherokee schools above those of the other tribes.[2]

By 1876, $72,297.97 was being spent on Cherokee schools annually. By 1897, $85,870.30 was being spent, which was far more than most other frontier states. By 1906, there were 316 day schools being maintained by the Cherokees, with an enrollment of 16,000.[3]

Around 1903, the idea of "unionizing" white and Indian schools appeared. The union schools were open to both white

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[1]Report of the United States Indian Inspector for Indian Territory (Washington: U. S. Printing Office, 1901), p. 19.

[2]Ibid., 1902, pp. 96-97.

[3]Report of the Commissioner of Indian Affairs, op. cit., 1897, p. 145.

and Indian, and were supported by both agencies. Two of the earliest schools of union type were Fairland and Grove, both established in 1903.[1] Mission schools were the only schools available to white before 1898, so no major transition was necessary.

In 1904, the Orphans Home of Salina burned. The inmates of the insane asylum of Tahlequah were moved to the national prison. The orphans moved into the asylum and established a school called Orphans Home.[2]

Financial Support of Schools.--The Indians probably spent more of their income for education than did some states. For instance, in 1823, the Cherokees voted $2,000 per year for the next ten years for schools. A few years later, $15,000 was added to the previous $50,000 that had been expended for education.[3] The sum of $535 was allowed each mission for the hiring of teachers, the buying of books, and other expenses. Two hundred dollars was allowed each year for the support of orphan children while attending schools.

The total expended by the Cherokees for education in 1876 amounted to $72,297.97, or about fifty per cent of the interest of their invested funds. This amount climbed to

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[1]Report of the United States Indian Inspector for Indian Territory, op. cit., 1903, p. 86.

[2]Ibid., 1901, p. 83.

[3]Starr, op. cit., pp. 225-229.

$73,441.66 in 1877,[1] but dropped to $60,803.69 in 1880[2] and to $52,300 in 1881.[3] In 1882 the tribe allocated $11,000 each for the two academies and $17,000 for the Orphans Home.[4]

Although the amounts set aside for educational purchases by the Cherokees varied from year to year, the trend was generally progressive. From small beginnings, the tribe was always seeing its educational system grow until it was spending sums of money that seemed exceedingly large to the conservatives in its midst. Many thought they were spending too much for education, however, the more liberal element generally prevailed throughout the years.[5]

Records reveal that in 1896 the school appropriation had reached $77,000, including $10,000 allocated for the construction of a Negro high school near Tahlequah.[6] In 1897, just prior to the passage of the Curtis Act -- the act that sounded the death of tribal educational control -- the Cherokees were spending $85,870.30 in behalf of their schools. This trend was followed for several more years.

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[1] Report of the Commissioner of Indian Affairs, op. cit., 1877, p. 109.

[2] Ibid., 1880, p. 95.

[3] Ibid., 1881, p. 104.

[4] Ibid., 1882, p. 89.

[5] Ibid., 1897, p. 145.

[6] Ibid., 1896, p. 154.

Control and administration.--A three member National Board was elected in 1880. The records indicate that by 1898, the National Board was keeping close watch on all the phases of tribal education. Many times teachers were called into its presence for failing to properly discharge their responsibilities. Numerous accounts of this nature are contained in the Cherokee Minutes and all relate the stern discipline with which the board operated.[1]

Along with the supervisory work, the National Board was responsible for purchasing all school supplies and generally looking after the business side of the educational program. It also had the responsibility of determining who could attend the academies and who should be admitted to the Orphans' Homes.[2]

John D. Benedict arrived in 1898, and he and the supervisor of the Cherokee Nation, Benejamin S. Coppock inherited a well organized system of education along with an administrative set-up that would have done credit to some of the states.[3] However, the Federal government felt it lacked sufficient authority and that there were a number of things that needed to be clarified. Consequently, supplemental agreements

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[1]Minutes of the Cherokee Board of Education, file 553, Indian Archives, Oklahoma Historical Building, Oklahoma City, Oklahoma.

[2]Ibid., July 7, 1900.

[3]Ibid., May 26, 1900.

were made that all but took educational matters completely out of the hands of the Indians.

The agreements were varied in nature, but one example showed that all accounts and expenditures were to be checked by the Federal supervisor and general superintendent before any funds could be disbursed.[1] One provision stated that any modifications as the Secretary of the Interior deemed necessary could be made.[2]

John D. Benedict felt that he had been appointed due to the failure of the Indian's endeavors to set up an educational system that met the needs of the Indians. Consequently he bitterly condemned the Indian schools as being poorly organized, poorly taught, and poorly administered. He charged that the teachers were chosen by favoritism, that funds were being misspent and that the ugly hand of politics controlled the system from top to bottom. The academies, Benedict contended, were built for the children of mixed bloods and wealthy Indians. He charged that they received a disproportionate share of the school funds, while the neighborhood schools, designed primarily for full bloods, had to struggle along on what was left.[3]

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[1]Charles J. Kappler, Indian Affairs: Laws and Treaties. (Washington: U. S. Printing Office, 1904), p. 723.

[2]Ibid., p. 724.

[3]Annual Report of the Department of the Interior (Washington: U. S. Printing Office, 1899), p. 88.

Benjamin S. Coppock, the first Federal supervisor for the Cherokee schools, felt that the tribe lavished money on its academies for buildings and supplies and the employment of the best teachers, while requiring that the neighborhood construct their own buildings, provide their own equipment, and be content with less able teachers.[1] Benedict and Coppock thus concluded that the Cherokee Board and Council was too much interested with the welfare of the mixed bloods and wealthy Indians, and not enough concerned with the welfare of the full bloods. Many people were not in agreement with these men however, and several reports indicate that the Indians were well pleased with their schools.

The major change that these men brought was to make the Cherokee Board work jointly with the Federal Supervisor. This prevented the Federal government from immediately taking over the whole of the Cherokee system. As a matter of fact, when the authorities moved into the field, they were generally pleased with the tribal administrative procedure. It was thought that a smoother transition from Cherokee to Federal control would be effected if the supervisor merely moved in and worked jointly with the Cherokee Board.

Benedict eventually instituted a velvet glove, iron hand

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[1]Report of the United States Indian Inspector for Indian Territory, op. cit., 1899, p. 18.

[2]Ibid., p. 19.

policy for the Federal government, and insisted that the day schools were the ones that needed expansion. He pointed out that there were 19,200 children of school age in the Nation and that most of them were solely dependent upon the neighborhood schools for educational opportunity.

Another factor concerned with the number and attendance of the neighborhood schools was the rapidly increasing number of whites in the Territory. Because of the constant pressure growing out of the fact there were no means whereby free or public schools could be established by rural whites. Congress passed an act in 1904 appropriating $100,000 for the enlargement of the tribal schools in Indian Territory and making provisions for the attendance for noncitizens therein. This fund, raised to $150,000 the next year, was added to the surplus court recording fees collected by the federal court clerks in the territory.[1] This provided a Federal reserve of more than $200,000 available for rural combination schools among the Five Civilized Tribes.

With this pro rata share of the special appropriation of the Cherokees money, a material increase was made in the number of day schools in the Nation and the union idea carried into the rural districts. By combining Cherokee funds with Congressional funds, the tribe, in 1905, maintained 117 day schools open to Indians and whites alike, while eighty-

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[1] Benedict to Commissioner of Indian Affairs, August 5, 1905. Letter to Commissioner in Dawes Commission Files.

nine Cherokee schools were open to whites on the payment of tuition, as presented in Table 1 and Table 2. Coppock said:

> We feel we can do more good by establishing union schools where there are no schools and keep open established Cherokee schools to whites on tuition. At present, as many whites as the teachers can handle may be admitted to the established schools on the payment of one dollar per month. This keeps the whites from taking possession of the small schools built by the Cherokees.[1]

Thus, by using all their share of the Congressional appropriation to hire teachers for newly established union schools, the Cherokees materially decreased the educational deficiencies of the area.

When statehood came, the supervisor called upon the counties to join with the Federal government in conducting joint normals for the teachers of the area. Some county superintendents responded. However, most of them chose to conduct their own institutes. Consequently, Federally sponsored normals, after a year or two, ceased to exist as the new state rapidly took over in the field of education.

According to the Curtis Act, the Cherokee and other tribal governments were to be abolished March 4, 1906. Thus, when the schools opened in home schools in 1905, many feared it would be the last year of their existence. As a result, uncertainty, feelings of helplessness, and lack of enthusiasm plagued the Cherokee schools throughout the year, as well as

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[1]Annual Report of the Department of the Interior, op. cit., p. 89.

TABLE 1

COMBINATION AND OTHER DAY SCHOOLS OF THE CHEROKEE NATION, 1905[1]

Kind of Schools	Number of Schools	Enrollment		
		Indians	Whites	Negroes
Whites and Indians	117	2,131	5,199	----
Freedmen and "State Raised" Negroes	4	----	----	237
Exclusive Cherokee	112	4,375	----	----
Exclusive Freedmen	17	----	----	785
Total	250	6,506	5,199	1,022

[1]Joe C. Jackson, The History of Education in Eastern Oklahoma from 1898 to 1915 (unpublished Doctor's Dissertation, Graduate College, University of Oklahoma, 1950), p. 89.

TABLE 2

ATTENDANCE AND COST OF THE COMBINATION AND OTHER DAY SCHOOLS OF THE CHEROKEE NATION, 1905[1]

Kind of Schools	Attendance			Tribal Funds	Congressional Appropriations
	Indians	Whites	Negroes		
Whites and Indians	154,631	318,963	----	$10,586	$21,723.70
Freedmen and the "State Negroes	----	----	27,859	620	739.99
Exclusive Cherokee	451,800	----	----	36,531	-----
Exclusive Freedmen	----	----	83,892	4,658	-----
Total	606,431	318,963	111,551	$52,395	$22,463.69

[1]Jackson, Ibid.

schools in the other Nations. Whites, Indians, and Negroes all wondered if their schools would be closed and their children denied further educational advantages.

However, on March 2, 1906 Congress passed a resolution extending the Indian governments and making provisions for the schools to continue until the problem could otherwise be met.[1] Under this provision, schools were continued until the end of the year as they had been operated before.

Section ten of the act of Congress approved April 26, provided:

> That the Secretary of the Interior is hereby authorized...to assume control of the...Cherokee schools... and to conduct them under rules and regulations prescribed by him.

Thus, for the first time, the Federal government had unrestricted authority to control the schools. It was no longer necessary for Benedict and his supervisor to work jointly with the Cherokee Board of Education.[2]

One of the major changes brought about by this legislation pertained to the academies, where the contract plan of management was inaugurated. Evaluating these changes the supervisor observed:

> The schools are maintained by less expense with the degree and standard of work as high as before. We have started putting more emphasis on industrial

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[1] Report of the Commissioner of Indian Affairs, op. cit., 1907, p. 95.

[2] Jackson, op. cit., p. 89.

> training and have inaugurated simple military drill in the Male Seminary -- a feature that has improved discipline and the school pride of the students.[1]

When the Cherokee Nation was dissolved, the new state of Oklahoma thus inherited a school system in the region that was superior to that found in several neighboring states. There were good schools in all the incorporated towns as well as 317 neighborhood units in the region. Thus, when the county superintendents of Washington, Nowata, Craig, Rogers, Mayes, Delaware, Adair, Sequoyah, and Cherokee counties took office, they found an exceedingly stable base upon which to build rural schools under their jurisdiction.[2]

Other factors of acculturation.--Another factor contributing to acculturation of the Indians in the Cherokee Nation was the result of the early newspapers. The first newspaper established in Oklahoma was the Cherokee Advocate in 1844. A monument is shown in Plate 1 showing the location as Tahlequah, Oklahoma. The editor was William P. Ross, a Princeton graduate and a nephew of the famous Cherokee Chief, John Ross.

The Murrill Home, shown in Plate 2 was built in 1844 and served as a home for the Ross family and Negro slaves until after the Civil War. John Ross had been educated at one

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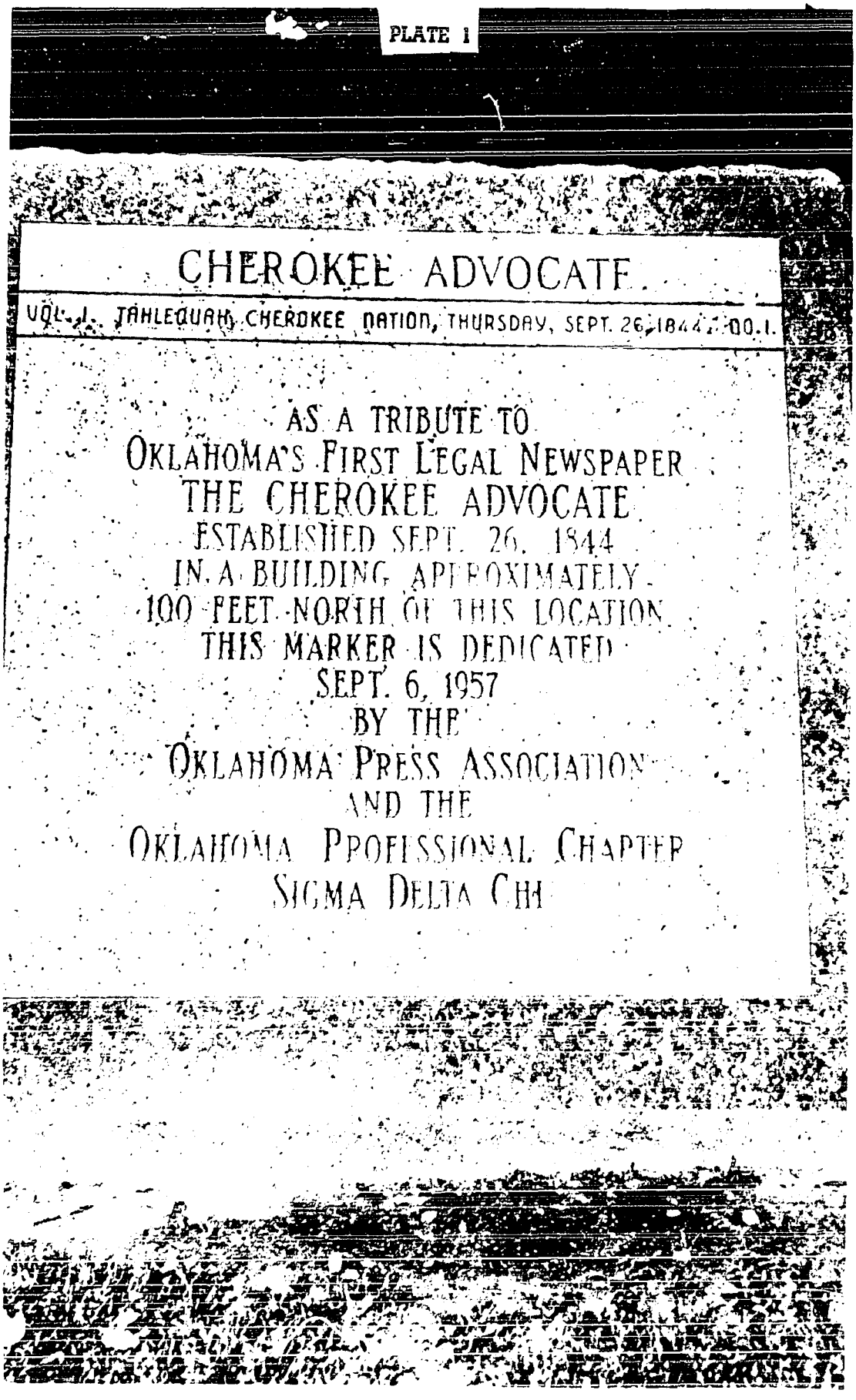
[1] Report of the United States Indian Inspector for Indian Territory, op. cit., 1907, p. 36.

[2] Jackson, op. cit., p. 132.

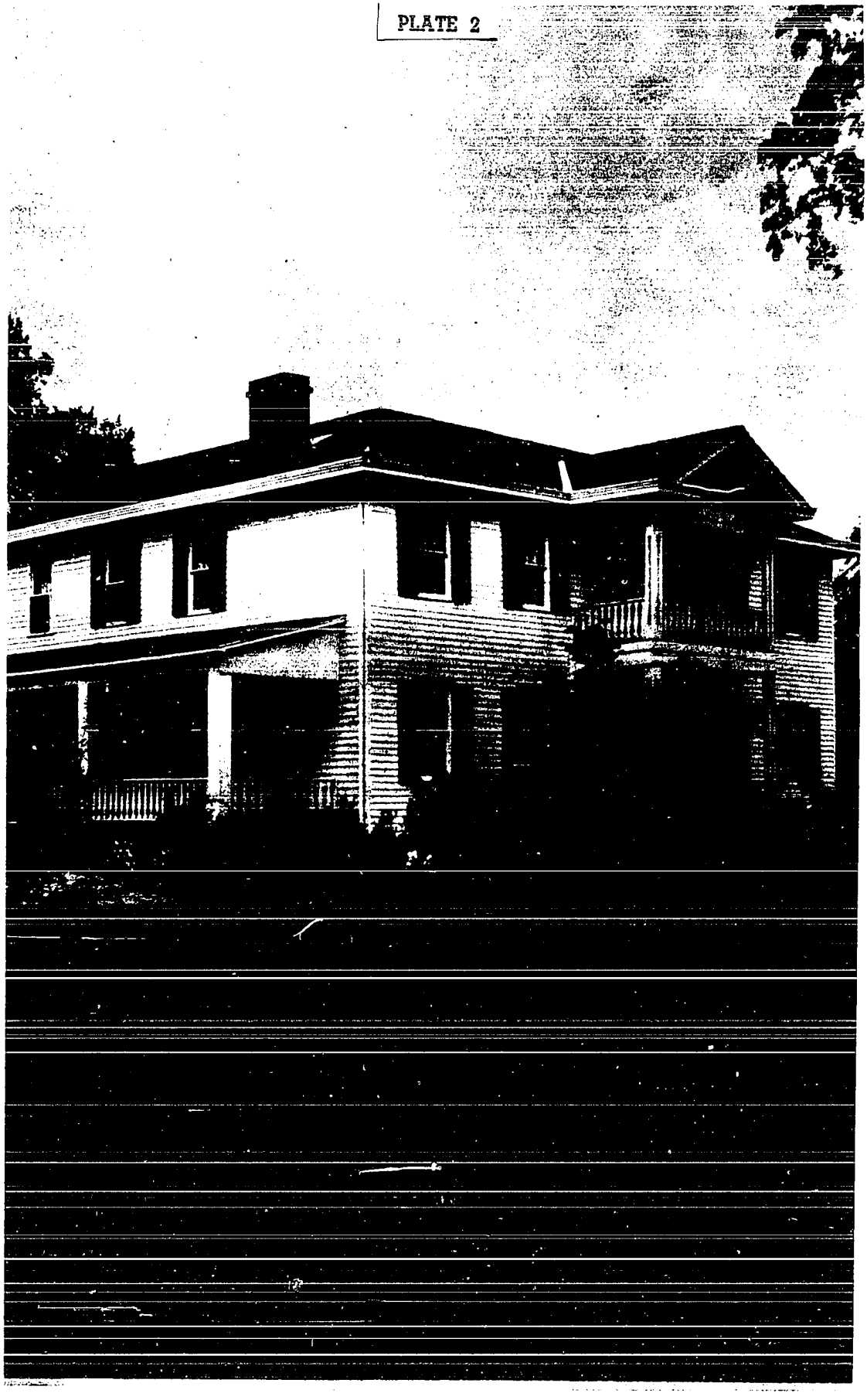
PLATE 1


CHEROKEE ADVOCATE

VOL. I. TAHLEQUAH, CHEROKEE NATION, THURSDAY, SEPT. 26, 1844. NO. I.

AS A TRIBUTE TO
OKLAHOMA'S FIRST LEGAL NEWSPAPER
THE CHEROKEE ADVOCATE
ESTABLISHED SEPT. 26, 1844
IN A BUILDING APPROXIMATELY
100 FEET NORTH OF THIS LOCATION
THIS MARKER IS DEDICATED
SEPT. 6, 1957
BY THE
OKLAHOMA PRESS ASSOCIATION
AND THE
OKLAHOMA PROFESSIONAL CHAPTER
SIGMA DELTA CHI

PLATE 2



of the eastern colleges, and recognized the growing need for education in the Cherokee Nation.

Several other publications appeared, among which were The Cherokee Messenger, 1844; The Cherokee Almanac, 1835; The Indian Journal, 1876; The Tahlequah Telephone, 1887; The Cherokee Rosebuds (Female Seminary paper); and the Sequoyah Memorial (Male Seminary paper.)

Other historical landmarks bearing educational responsibilities were the Cherokee National Capitol, located in Tahlequah and shown in Plate 3, and the first telephone west of St. Louis, established in Tahlequah and shown in Plate 4. The Seminary building was sold to the state of Oklahoma and is now used as the administration building by Northeastern State College. The building is pictured in Plate 5.

One curious element in Cherokee society was the cultural tradition of the Negro. The Negro slaves were freed, and later were given Indian Roll numbers based upon the Dawes enrollment. Usually, the Negro was listed on the same roll as the master. Today, the schools draw Federal support on these Negroes who possess roll numbers, just the same as if they were one-quarter or more Indian blood. The girl shown in Plate 6 is one of the few Negroes still living in the area, and is a descendent of Stick Ross, a slave belonging to Chief John Ross. All of these Negroes are included on the Indian census reports made annually in the school districts of Oklahoma.

PLATE 3



PLATE 4

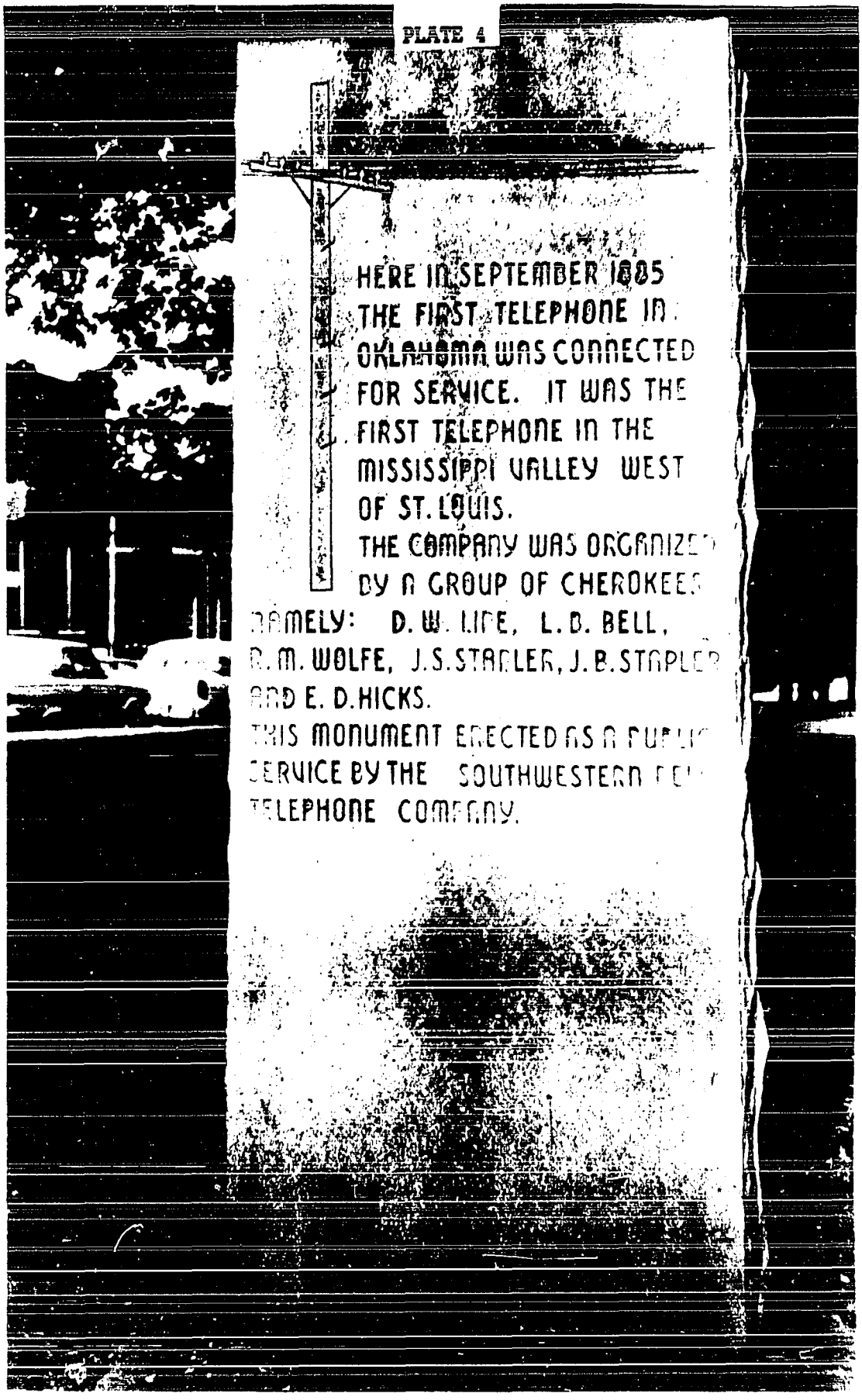

HERE IN SEPTEMBER 1895
THE FIRST TELEPHONE IN
OKLAHOMA WAS CONNECTED
FOR SERVICE. IT WAS THE
FIRST TELEPHONE IN THE
MISSISSIPPI VALLEY WEST
OF ST. LOUIS.
THE COMPANY WAS ORGANIZED
BY A GROUP OF CHEROKEES
NAMELY: D. W. LIPE, L. B. BELL,
R. M. WOLFE, J. S. STAPLER, J. B. STAPLER
AND E. D. HICKS.
THIS MONUMENT ERECTED AS A PUBLIC
SERVICE BY THE SOUTHWESTERN BELL
TELEPHONE COMPANY.

PLATE 5

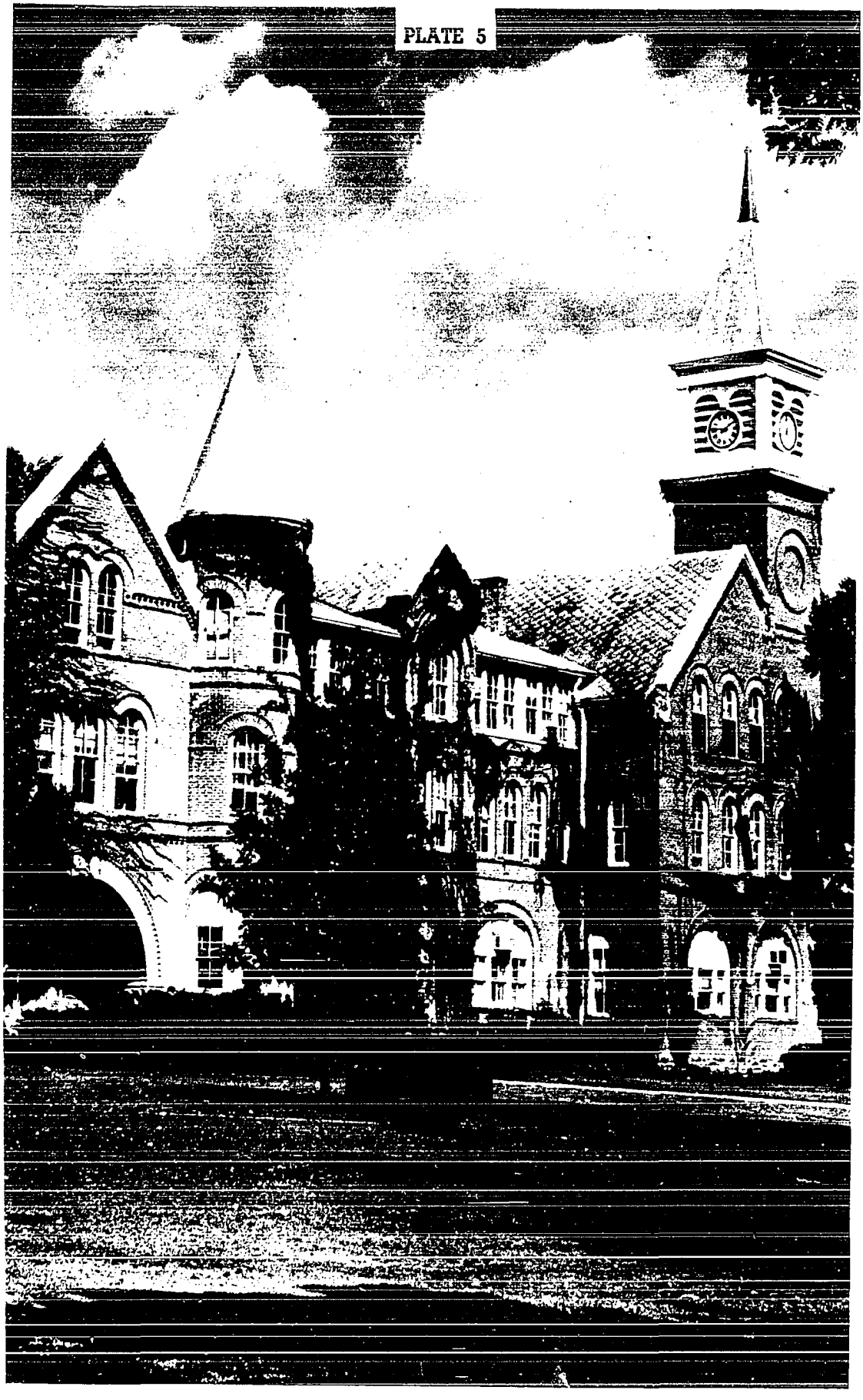
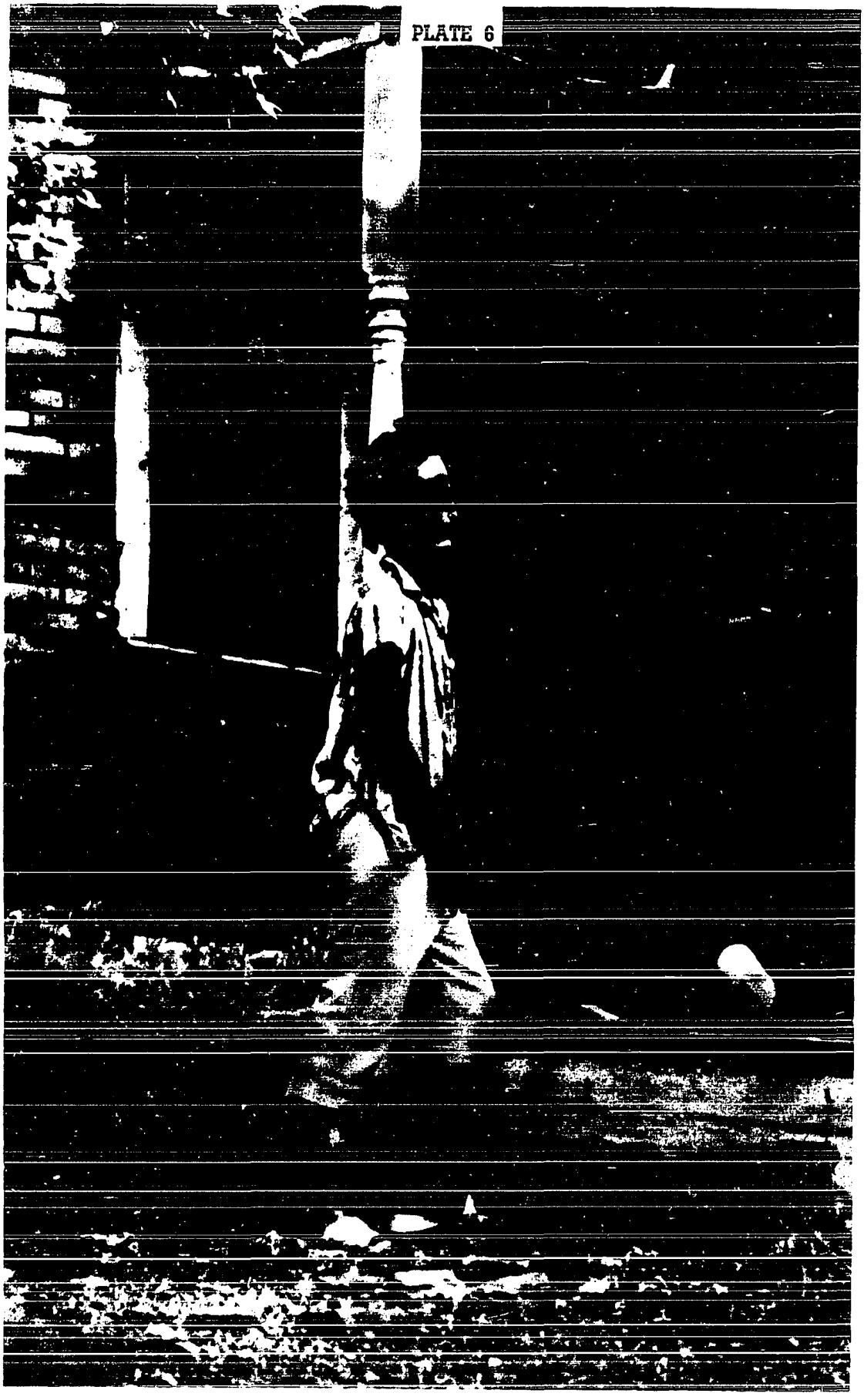


PLATE 6



General Stan Watie, the only full blood Indian general in the Civil War, was the leader of the Cherokees both in government and education for a short period of time. A monument is shown in Plate 7 that stands on the courthouse lawn at Tahlequah. Watie is buried in Delaware County and played a very important part in the early history of the Cherokee Nation.

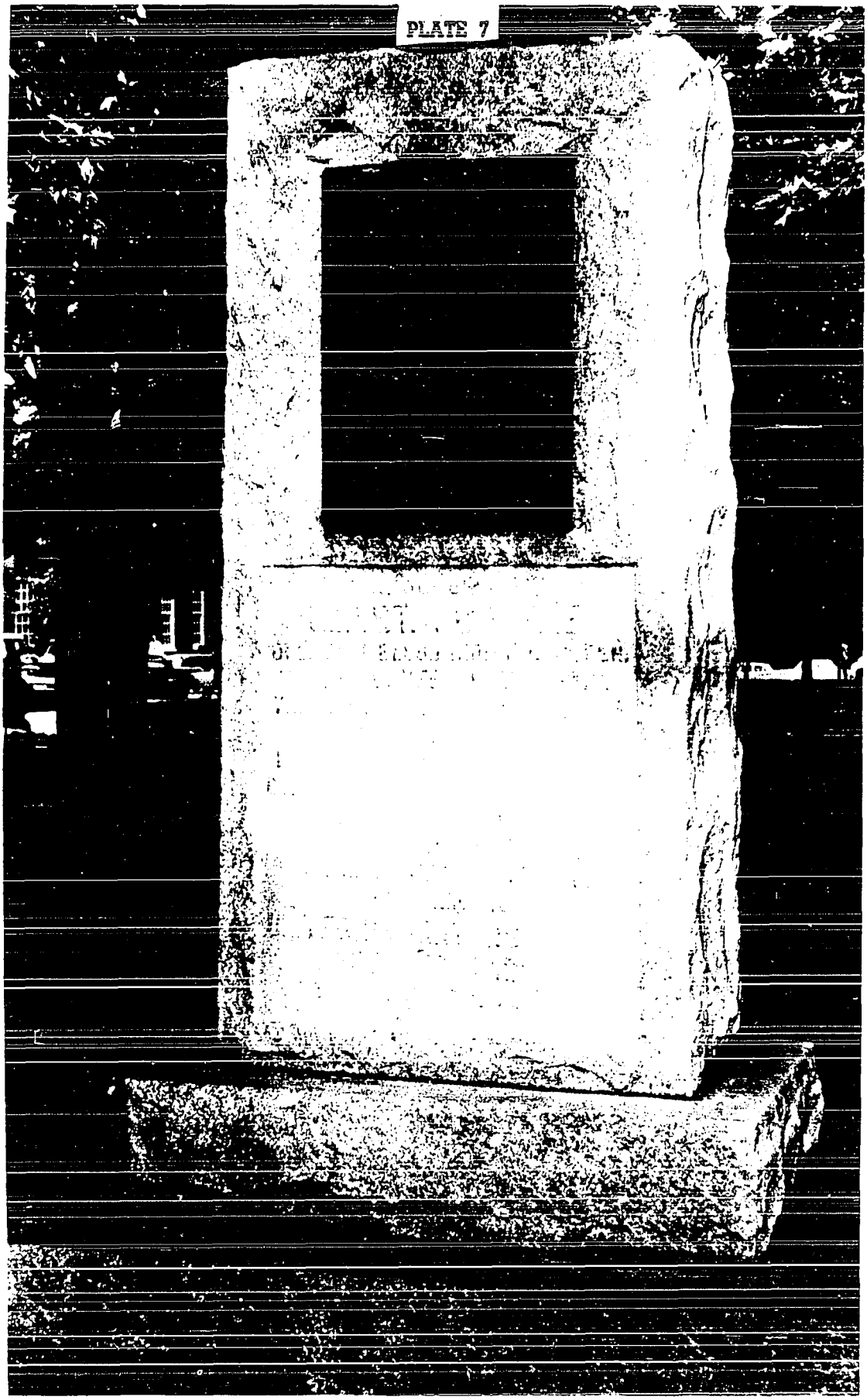


PLATE 7

CHAPTER IV

ANALYSIS OF DATA

Some Criteria for Educational Excellence

Wide disagreement exists among professional educators with regard to most of the important problems and issues which plague public education today. It is possible, however, to state that substantial agreement does exist among competent professional educators with regard to the minimum characteristics of good school districts and attendance units. Most of the school districts in the state of Oklahoma are not able to meet these minimum criteria.[1]

One of the purposes of this investigation was that of comparing the school systems and attendance units found in these selected counties with those characteristics or criteria which characterize adequate school districts without regard to location. In this way it was possible to discover whether or not the children and youth attending schools in northeastern Oklahoma have had an adequate opportunity to acquire the kind of education which could meet their needs. A careful an-

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[1]Glenn R. Snider, "Good School Districts: A Professional Responsibility," Oklahoma Teacher, (April, 1962), pp. 11-12.

alysis of studies indicates that major characteristics of widespread agreement exists.

School District Size.--The National Commission on School District Reorganization[1] and the Educational Policies Commission[2] both contended that the desirable size of a school district, functioning without the assistance of an intermediate unit, was approximately 10,000 pupils and 350 teachers. Bohne[3] established desirable size at 14,000 pupils. Godfrey[4] recently recommended 6,000 pupils and 240 teachers as a desirable size and further insisted that no school districts in Oklahoma be less than 1,200. The latest study by the Division of Surveys and Field Services, George Peabody College for Teachers, recommended that school systems in Georgia be regrouped to provide from 15,000 to 20,000 pupils in a total school population in most school systems, with no school systems being less than 10,000.[5]

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[1]National Commission on School District Reorganization, Your School District, Washington, D. C., Department of Rural Education, National Education Association, 1948, p. 86.

[2]Education Policies Commission, The Structure and Administration of Education in American Democracy, Washington, D. C., National Education Association and American Association of School Administrators, 1938, p. 36.

[3]Emit J. Bohne, "District Size," Phi Delta Kappan, (March, 1951), p. 312.

[4]Garland Godfrey, "Creating Appropriate School Districts." Doctor's Thesis, Stillwater: Oklahoma State University of Agriculture and Applied Sciences, 1957, p. 69.

[5]Division of Surveys and Field Services, Organization of School Systems in Georgia, Nashville, Tennessee, George Peabody College for Teachers, 1965, p. 1.

"It was illuminating to discover through an examination of total pupil enrollments in Oklahoma school districts in January 1962, that only 64 districts had an enrollment in excess of 1,200 pupils while only 46 enrolled 1,500 or more pupils. This meant that 1,144 out of Oklahoma's 1,208 school districts were not able to meet a 1,200 pupil minimum enrollment criterion."[1]

Size of Attendance Units.--Most educational authorities are in substantial agreement regarding the minimum size of elementary, junior high, and senior high school attendance units. Major investigations were in general agreement that a minimum enrollment for a high school attendance unit should be about 300 pupils and certainly not less than 250 pupils from grades ten through twelve, or grades seven through nine. These included among others the Southern States Work Conference on School Administrative Problems,[2] Alves, Anderson and Fowlkes,[3] The National Commission on School District Reorganization,[4] and others. Godfrey recommended 750 pupils

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[1]Snider, op. cit., p. 11.

[2]Southern States Work Conference on School Administrative Problems, Building A Better Southern Region Through Education, The Work-Conference, 1945, p. 186.

[3]Henry F. Alves, Archibald W. Anderson and John G. Fowlkes, Local School Unit Organization in Ten States, United States Office of Education Bulletin No. 10, 1938, p. 15.

[4]National Commission on School District Organization, A Key to Better Education, National Education Association, 1947, p. 16.

as an adequate size for a junior or senior high school in Oklahoma with 250 pupils as a minimum.[1]

The latest George Peabody College study recommended an optimum high school size of 800 to 1,200 students, with a minimum-maximum range of 500 to 1,500. The recommendation for separate junior high schools was 100 pupils in the highest grade with a 500 desired enrollment, with at least 300 pupils enrolled as a minimum. Elementary schools should stipulate a minimum of at least one teacher per grade with a desired range of 400 to 600 pupils with a minimum enrollment of 240.[2]

Quality of Educational Programs.--Most Oklahoma educators are in agreement that many elementary schools are inadequate. Snider stated:

> "Six hundred and forty-eight rural school districts still function in Oklahoma most of which operates elementary schools which, by no stretch of the educational imagination, are able to meet minimum size requirements for a good elementary attendance unit, 150 pupils and 6 teachers. Children residing in these districts must attend a secondary school operated by another school district. A high percentage of districts maintaining small high schools also operate elementary attendance units which cannot meet minimum standards for a good elementary school. The hundreds of elementary schools in Oklahoma providing inadequate programs for Oklahoma children operate chiefly in rural school districts and small high school districts and certainly reflect no credit on the public school system of this state."[3]

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[1]Godfrey, op. cit., p. 72.

[2]George Peabody Survey, op. cit., p. 8.

[3]Snider, op. cit., p. 12.

Recent students of the secondary education scene are in wide agreement that the most challenging approach to meeting the educational needs of all adolescents is likely to be provided by the comprehensive high school. The sober fact remains, however, that the large majority of secondary schools in Oklahoma and the nation are not comprehensive schools but only very small educational enterprises, relatively incapable of providing the diversity of education necessary for youth in these times.[1]

The State Board of Education should explore the feasibility of requiring every accredited high school to offer at least three times as many units as are required for graduation. The tremendous social, political, and economic changes in this country and elsewhere in the world carry great implications for improved and more comprehensive curricula offered in our junior and senior high schools. Programs here must reflect these significant changes if our nation is to survive the world today.

Educational Services.--Each individual attendance unit and/or the school district as a whole should be able to provide all or most of the important specialized educational services which are needed in order to provide an adequate educational program for pupils in the school.

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[1]Snider, op. cit., p. 11.

The Division of Surveys and Field Services, George Peabody College for Teachers, stated that every school should provide these services: nurses, psychologists, psychometrists, coordinator of guidance, remedial reading specialists, business administrators, student personnel specialists, physical plant specialists, subject area supervisors, dental hygienists, adult educators, psychiatrists, audiometrists, visiting teachers, curriculum directors, staff resources in the arts, audio-visual aid specialists, resource special education teachers, transportation directors, research specialists, speech therapists, social workers, and dieticians. An adequate library or materials center effectively administered and staffed is a must for every school.[1]

School Plant and Facilities.--Although modern educators agree that a school plant and facilities do not necessarily guarantee a superior program, teaching should be accelerated when provided a modern school facility. A school plant should fit the needs of the school and community programs and promote the welfare of its occupants. The school plant and facilities should provide for the educational program now being served, the trends toward change that are apparent, and the specific components of the physical environment that greatly influences the program and welfare of pupils, to include heating,

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[1]Committee on Standards, Recommended Standards for Elementary and Secondary Schools in Georgia, Report to the Georgia State Board of Education, April 21, 1965 (Mimeo).

ventilation, lighting, structural systems, design of building, furniture, and equipment.[1]

Several modern studies have been developed dealing with specific recommendations for the school plant and facilities. For example, Leavitt[2] suggested five acres of land for each 100 pupils, while Elicker[3] recommended ten acres per 100 pupils with one acre for each additional 100 or fraction thereof. Other studies suggest similar formulas.

Many modern educators recommend from 30 to 35 square feet per child of classroom space. Leavitt[4] recommended 30 square feet with at least one classroom per grade in the elementary school, while Bogner[5] recommended one classroom for each 60 students in high school and an assembly center capable of handling 60 per cent of the enrollment. Most studies indicate a library area to handle 10 per cent of the total pupils enrolled.

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[1]J. L. Taylor, "Flexibility in School Facilities," School Life, (October, 1960), p. 11.

[2]J. D. Leavitt, "Criteria for Provisions of Use of Space and Facilities," American School Board Journal, (February, 1962), pp. 38-40.

[3]Paul Edgar Elicker, The Administration of Junior and Senior High Schools, (Englewood Cliffs, New Jersey: Prentice Hall, 1964), p. 207.

[4]Leavitt, Ibid.

[5]Walter F. Bogner, Wilfred F. Clapp, and John H. Herrick, From School Program to School Plant, (New York: Henry Holt and Company, 1956), pp. 47-48.

General Financial Support.--"Although several writers have indicated the necessity of establishing school districts of sufficient economic base to provide the funds necessary to support an adequate educational program, no one has translated this need into numerical terms. Perhaps this is because of the widely varing practices from state to state in methods of school support and formulae of state aid to local districts. All authorities agree that an adequate economic base is essential; no one can state with exactitude what is adequate."[1]

Snider stated that many studies showed that formulas in use in many states for the distribution of state monies to local districts tended to perpetuate small, ineffective and inefficient districts and provided little financial incentive to establish larger units. In addition, the Oklahoma formula for distribution of state educational monies certainly provides no encouragement for the formation of good districts.[2]

The National Commission on School District Reorganization developed guides for planning school districts and supporting legislation providing for enough financial support to make the program effective along with other proposals for satisfactory districts.[3] These suggestions were designed for a model school. The local district should have an assessed

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[1]George Peabody Survey, op. cit., p. 22.

[2]Snider, op. cit., p. 12.

[3]National Commission on School District Reorganization, op. cit., p. 86.

evaluation which together with funds from state and federal sources is sufficient to adequately finance an appropriate educational program for the pupils of the district.

Additional Criteria.--The George Peabody Survey indicates several supporting criteria for excellence in good school districts. These include:

A. The State Board of Education should evaluate periodically its policies concerning "isolated" school centers.

B. Official policy should be adopted to guarantee that excellent school systems shall be protected and supported as educational opportunities are expanded and equalized in less favored areas.

C. The State should, by policy, safeguard the right of every local school employee to know his duties, have the delegated authority to execute them, account to a minimum number of superiors, have career stability with good work and know sources of advanced advice and counsel.[1]

Schools which are forced to function under a situation in which they are deprived of the kinds of conditions described above are schools which are not capable of adequately meeting the educational needs of the children and youth who are served by them.

Analysis of Educational Programs in Three Selected Counties

Pre-elementary Programs.--Until the summer of 1965 no attempt had been made to provide a pre-elementary program

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[1]George Peabody Survey, op. cit., pp. 1-8.

in education for Indians or other students in northeastern Oklahoma. The Head Start program initiated by the government gained general acceptance of Indians as well as whites in the three counties of Adair, Cherokee, and Delaware.

There were four programs in Delaware County, with 190 students; two programs in Cherokee County, with 83 students; eighteen programs in Adair County, with 292 enrolled; and a total of 565 students participating in the three counties. A six-month session of Operation Head Start was completed on April 30, 1966 in Adair County. This program was to be followed by a summer session expected to be much larger than in 1965. Another program entitled "Operation Follow-Up" will occur later in which treatment and remedial work will be given to those who were enrolled in the summer of 1965.

W. Neil Morton, Director of Adair County Head Start, stated, "Adair County was one of the few truly county wide operations in the state or nation. Our sites for Head Start classes were determined so as to make it possible for any eligible child in the county to attend. The basic purpose of the Adair County Head Start programs, in particular, was to help the child improve socially, to identify problems of medical nature, to broaden the child's scope of understanding of his community, and to pinpoint any problems that might cause the child to have difficulty when entering school."[1]

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[1]Letter from W. Neil Morton, Director of Adair County Head Start, Stilwell, Oklahoma, September 7, 1965.

Generally these programs represented an attempt to socialize the pupils rather than to develop skills. Because none of the Head Start programs were evaluated and reported upon at the time of this writing, few data were available. A general acceptance, however, by most of the communities resulted in many favorable comments. It is assumed that these programs will continue and expand in the future.

The only kindergarten in Adair and Delaware counties was in the Stilwell schools with a tuition rate of two dollars per week. A limited enrollment indicated that the school year 1965-1966 will be the last one for this public school kindergarten. In Cherokee County, only a private kindergarten existed, with a tuition rate of ninty-eight dollars per year. Only sixty-three were enrolled from the county. Because of the bilingual problems in the three county area, a severe need for early education exists. Free public pre-elementary programs need to be immediately considered. No Indian pupils were enrolled in these programs.

Elementary Programs.--The State Department of Education in 1965 listed forty approved elementary schools in Cherokee County, twenty-nine in Adair County, and twenty-five in Delaware County. This represented a large number in relationship to the rest of the counties in the State of Oklahoma. The majority of these schools were one and two teacher schools administered by a county superintendent.

In Cherokee County the following elementary schools were operated: Cookson, Caney, Welling, Keys, Wolf Springs, Owen, Moodys, Liberty, Lowery, Downing, Norwood, Thompson, Lost City, Woodall, Shiloah, Shady Grove, Land, New Home, Peggs, Union, Grandview, White Oak, Etta, Losier, Briggs, Teresita, Oakdale, Park Hill, Masene, Bouidnot, Bethel, Cherokee, Blackgum, Combs, Tenkiller, Willis, Rocky Ford, Pigeon, Sequoyah, and Hulbert. The majority of these were one and two teacher schools with the exception of Sequoyah and Cherokee which were included in city systems.

Schools in Adair County included: Skelley, Taylor, Clear Fork, Christie, Proctor, Freewater, Baron, Piney, Peaville, Oak Grove, Chalk Bluff, Maryetta, Horn, Rocky Mountain, Ewing Chaperl, Rocky Springs, Zion, Dahlonegah, Greasy, Bell, Mulberry, Rabitt Trap, Elm Grove, Wauhillan, Oak Ridge, Watts, Kentucky, Cookson Hills Christain, Stilwell, and Westville.

Schools in Delaware County included: Cleora, Eucha, Mose Ridge, Hickory Grove, Taylor, Center Point, Beaver, Leach, Carnes, Zena, Butler, Gray, Fairview, Yeargain, Ward, Kenwood, Mosely, Oak Grove, Union, Delaware, Lowery, Poynor, Grove and Jay.

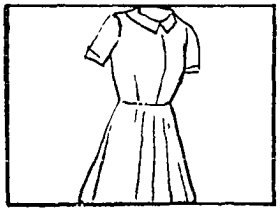
It appeared to be extremely difficult for some of the elementary schools to provide basic progressive programs because of the language barriers of the area and the Cherokee language. The Carnegie Cross-Cultural Education Project initiated a Cherokee Primer in 1965 and installed courses in the

Cherokee language in the schools of Stilwell, Kentucky, and Cave Springs in Adair County. The philosophy was to improve the desire for learning and association through the use of bilingual techniques. It was concluded that the ninth grade at Stilwell and the eighth grade at Cave Springs found only a limited degree of success. The lower grades in the elementary school at Kentucky accepted the program with much enthusiasm and soon the adults were demanding similar courses. This was the first attempt to teach in Cherokee since statehood. A page from the Cherokee Primer is shown in Plate 10.

Visitations by the author to the many elementary districts indicated that a very limited opportunity for education was available to Indian and white pupils in these schools. In addition, many traditional influences were present which significantly contributed to a poor climate for learning. This economically depressed and geographically isolated area, which is a part of the Ozark Plateau, further handicapped by large numbers of Indian families clinging resolutely to the Indian way of life, magnify the educational difficulties faced by these schools. References will be made elsewhere to these factors.

Many of the elementary schools possessed limited audio-visual equipment, portable science laboratories, and visual learning aids; however a great majority of these schools possessed grossly inadequate equipment. Forty six of seventy-four, or 62.1 per cent of the elementary schools outside of

PLATE 10



dress

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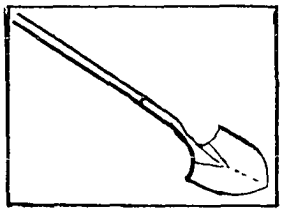
(asano')



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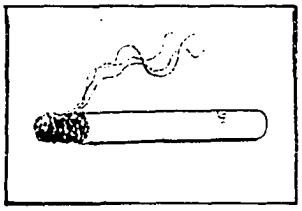
(kode'sdi)



cigarette

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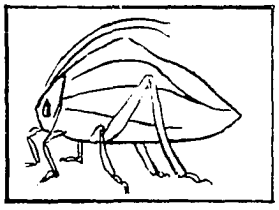
(go'ksdi)



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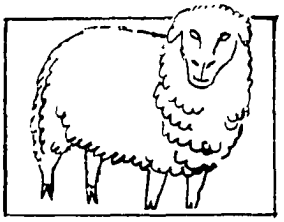
(sigigi', sigi'')



sheep

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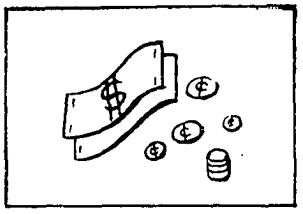
(uno-de'na)



money

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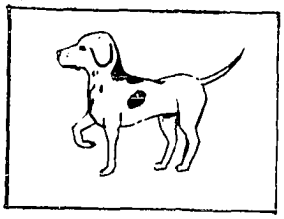
(adela')



dog

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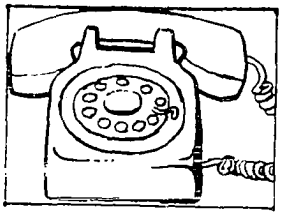
(gitli', gi-li')



telephone

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(ditlinohedi')



ground hog

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(ogana', oganv')

the high school districts were one or two teacher schools. The teachers taught with the multi-grade system within the self-contained classroom. The prevalence of large numbers of Indian pupils who lack minimum proficiencies in the use of English contributes to the problem of adequately providing for individual differences and an effective program of education for each of the pupils.

Most of these buildings were of wooden frame construction, although some were made of stone or brick. In many of these one or two room school districts, the teacher or a local resident contracted with the school board for transporting the pupils. The pupils were transported in many cases by ordinary passenger vehicles, many of which appeared to be in deplorable condition. The matter of pupil safety appeared to be of little concern.

These schools are apparently visited annually by a representative of the Division of Instruction of the State Department of Education at which time their program and facilities are evaluated. The provisions for sanitation, heating, and safety are among those appraised. The provisions in most of these schools are probably not much improved over a generation ago and are generally inadequate when appraised and evaluated in accordance with an acceptable set of criteria.

By State Department of Education regulations, the facilities of these schools are apparently acceptable. However,

the evaluation of many of these schools by the author using accepted criteria, indicated a significant degree of poor educational opportunity. Many of the elementary schools exist only as a building filled with children and supervised by a teacher. Few observable learning aids, other than blackboards, existed in most schools. Two schools in southwestern Adair County had blackboards made of plywood painted with black paint. Adequate libraries were non-existent.

Although the daily curriculum schedules were officially designed and approved, a great amount of flexibility was evident during visitations. Projects ranged from 4-H Club activities to softball practice during the regular class periods. One teacher indicated at an elementary school that it was not uncommon for parents to keep children out of school for domestic chores. One teacher stated that the daily attendance files could not be kept accurately or the school would be forced to close. It was necessary to excuse and count present those students working at home with parental consent. It was a practice to haul children daily from within the city limits in two schools in order to keep attendance high enough for the school to receive state aid.

In Cherokee County, all of the rural elementary schools attended two athletic tournaments per year, each of which lasted two or three days. One period was spent playing softball and the other three-day period was for track. Both girls and boys participated, while the teachers served as

coaches and officials. In addition to these five to six days, at least five full days were spent on 4-H Club field trips and competitions. One day was spent for graduation, and one day was used for Christmas festivities. These days totaled around two weeks that the classwork was not in session. The teacher was the sole judge as to whether or not school would be in session on a particular day. It was not uncommon for teachers to close school for personal business or illness. One teacher stated that the County Superintendent had not visited the school in which he was teaching since 1963.

The elementary schools did provide a basis for civic pride among the patrons of the local rural community. Most of the rural schools were heated by wood cut by a committee of local residents on a day of festive activity. Each of the families brought food, and the tradition of community participation in repairing the school and cutting the wood continued to serve annually as a social function.

Rapport between the rural schools, the teacher, and the local community generally appeared to be high. The bilingual setting made possible many local activities not easily observed when the child is transported to the town secondary schools. The schools generally served only four to twenty families, thus the many school activities during the year provided a social activity for the rural children and adults.

The continued operation of the many small rural neighborhood schools represents the stronghold of isolation. This explains in part the continued existence of the schools in relationship to the development attitude around them, and can only lead to a further continuation of regression.

The elementary schools, with the exception of Tahlequah, failed to provide services for the physically handicapped, deaf and hard-of-hearing, blind or partially blind, emotionally disturbed, mentally handicapped (educable), mentally retarded (trainable), speech handicapped, and children needing services of a visiting counselor. Some referrals were made through the County Health Service, but no organized health programs were in existence with the exception of those in the schools operating secondary systems.

No provisions were made for vocational guidance at the elementary level, nor were provisions available for the homebound student. There was no educational television by television stations in the area, except for adult classes presented by stations in Tulsa and Ft. Smith, Arkansas.

Secondary Schools.--There were eleven high schools and districts in the area embracing Adair, Cherokee, and Delaware counties in 1965. None of these high schools appeared to have initiated significant programs specifically for Indians. Indian pupils were forced to pursue the regular program of study, with only a limited and inadequate number of classes in vocational education. In all but two of the schools, four

years of vocational home economics and four years of vocational agriculture were the only vocational subjects offered. Tahlequah, however, offered four years of vocational agriculture, home economics, auto mechanics, and carpentry in the area of vocational education. Table 3 shows the units of work offered in the high schools of the three county area.

Jay High School was the only other school to offer vocational courses in addition to vocational agriculture and home economics. Vocational courses at Jay included four years of agriculture, four years of home economics, auto mechanics in the three upper grades, four years of carpentry, four years of masonry, and four years of welding and machinery repair. It is noted that the vocational education for girls was limited to only home economics. No future plans were indicated by the superintendents to provide for an expansion in vocational education for girls, however, a cooperative exchange program between Kansas and Oaks Mission in vocational auto mechanics and carpentry was in the planning stage for the 1966-1967 school year.

There appeared to be no special provisions in the secondary schools of the three counties for classes or courses in the basic subject fields for different levels of ability and achievement. In other words, the same basic curriculum appeared to be available for all pupils regardless of individual needs. Significant additions must be made to the curriculum if the unique needs of individual differences are met.

TABLE 3

SECONDARY SCHOOL CURRICULA IN THE
THREE COUNTY AREA IN 1964-1965

	Delaware County				Adair County				Cherokee County	
	Colcord	Grove	Jay	Kansas	C. Spg	Stilwell	Watts	Westville	Tahlequah	Hulbert
Lang. Arts	5	6	6	5	5	8	5	5	8	4
Math	5	6	5½	5	4	5	3	6	8	4
S. Science	5	4½	2½	3½	6	7	5	3	6	4
F. Language	-	4	1	1	1	2	-	-	6	2
Commerce	6	4	6	6	5	6	4	6	7½	4
Voc. Educ.	(8)	(8)	(23)	(8)	(7)	(8)	(8)	(8)	(16)	(8)
Agri.	4	4	4	4	4	4	4	4	4	4
H. Ec.	4	4	4	4	3	4	4	4	4	4
Auto-Mech.	-	-	3	-	-	-	-	-	4	-
Carpentry	-	-	3	-	-	-	-	-	3	-
Masonry	-	-	4	-	-	-	-	-	-	-
Welding	-	-	4	-	-	-	-	-	-	-
Ind. Arts	3	4	4	4	2	3	-	3	8	-
Fine Arts	1	3	2	2	-	7	-	2	6	3
Health and Phys. Ed.	2	1½	2	1	1	2	1	1	1½	1
Total Units:	39	45	56	40½	34½	52	29	38	69	35

No provisions were made by the school systems for school nurses, psychologists, psychometrists, coordinators of guidance, remedial reading specialists, business administrators, student personnel specialists, physical plant specialists, subject area supervisors, dental hygienists, psychiatrists, audiometrists, visiting teachers, curriculum directors, staff resources in the arts, audio-visual aid specialists, resource special education teachers, transportation directors, research specialists, speech therapists, social workers, and dieticians. Tahlequah City Schools provided a visiting teacher on a half-time basis and a majority of the secondary schools provided a part-time school counselor. These limited programs were the only available public school contributions in special services.

It was observed that Indian pupils were generally isolated within the secondary schools. Indians generally remained segregated in lunchroom activities, playground activities, and boy-girl relationships. Although segregation was not assumed to be significantly present by local teachers and administrators, it was observed that these conditions existed to some degree.

The most significant evaluation made by the author was the need for a curriculum providing for the individual pupil, both Indian and white. The course offereings and requirements for graduation were not practical for the total school population in providing a defensible program of public education. Significant changes in curriculum need to occur to provide a

basis for continuing education for bilingual people. Educational opportunities are significantly deplorable for both Indian and white pupils in northeastern Oklahoma. A trend in poor school facilities, poor school services, and poor school administration and organization exists not only in the eyes of the casual observer, but more significantly in the evaluation of the modern educational specialists.

In addition to the inadequate school programs, a special atmosphere engulfs the Indian pupil in the public school systems of northeastern Oklahoma. Traditionalism, segregation, and prejudice are present in most school districts which severely limits the Indian's attempt to progress in a modern world.

A lack of cooperation by local, state, and federal agencies of government and education in attacking the problem of Indian education has become more and more apparent in recent years. It is obvious that this problem cannot be effectively dealt with in the absence of such collaboration.

Analysis of Other Educational Efforts for Cherokees

Sequoyah Indian School.--Sequoyah Indian School is located three miles south of Tahlequah and is supported by the Federal government. The enrollment ranges from 350 to 375 students with all residents being enrolled in grades seven through twelve. The school is a boarding school and has a historical record of having been an orphanage, a vocational

trade school, and presently a regular high school pursuing a regular academic curricula.

The school affects the local educational situation very little, since less than one-fourth of its enrollment comes from Delaware, Cherokee, and Adair counties. The students that are residents of these counties qualify to go to Sequoyah only if (a) they are from broken homes, (b) they are orphans, (c) they have emotional or physical defects, or (d) they are from destitute surroundings making it difficult for them to attend public supported schools.

All applications to Sequoyah are handled by the Bureau of Indian Affairs, Muskogee Area Office. The students coming from the Tahlequah Area Office are handled directly by the case workers, who place those qualifying for the school. Each case worker provides a summary to the school describing the conditions of each particular case, and makes recommendations as to whom shall be allowed to attend the Federal institution. If conditions improve with the child's family, the student is returned home.

Many Indian students from Florida, New Mexico, Arizona, and Tennessee attend Sequoyah, and others attend from the eastern edge of Oklahoma. All members of the faculty and staff are civil service employees. Most of the vocational trades have been dropped and each of the students pursues a regular high school course of study.

Out of a total of 8,307 Indians residing in the three counties of Adair, Cherokee, and Delaware, only eighty-seven students attend Sequoyah High School. There are forty-three from Adair County, thirty-eight from Cherokee County, and only six from Delaware County.

During the 1965-1966 school year a complete rebuilding of the school plant will occur. Included in the plans are new dormitories, administration building, recreation buildings, playrooms, athletic fields (including a golf course), and a new school building. In addition to these, a new housing development for teachers is being built on the grounds at an estimated cost of $13,000 for each unit.

The school's activities are competitive with other public schools in the area. This includes athletic competition, as well as music, debate, and other areas of study. The programs are financed entirely by the Federal government, and facilities and equipment rank above average.

Adult Education.--Several small educational programs existed in northeastern Oklahoma for the adult Indian in 1965. The Carnegie Cross-Cultural Education Project initiated the Cherokee Primer and distributed over one thousand copies. The demand for copies expanded, until all copies had been exhausted. It has been planned with the University of Chicago to revise the first copy, based upon programmed learning and the Cherokee Syllabary, and to continue distribution. A copy of the Cherokee Syllabary is shown in Plate 11.

PLATE 11

CHEROKEE SYLLABARY

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Ꭼ ha	Ꭽ he	Ꭾ hi	Ꭿ ho	Ꮀ hu	Ꮁ hv
Ꮂ la	Ꮃ le	Ꮄ li	Ꮅ lo	Ꮆ lu	Ꮇ lv
Ꮈ ma	Ꮉ me	Ꮊ mi	Ꮋ mo	Ꮌ mu	
Ꮍ na	Ꮎ ne	Ꮏ ni	Ꮐ no	Ꮑ nu	Ꮒ nv
Ꮓ hna	Ꮔ nah				
Ꮕ kwa	Ꮖ kwe	Ꮗ kwi	Ꮘ kwo	Ꮙ kwu	Ꮚ kwv
Ꮛ sa ᏍᏕ s	Ꮜ se	Ꮝ si	Ꮞ so	Ꮟ su	Ꮠ sv
Ꮡ da	Ꮢ de	Ꮣ di	Ꮤ do	Ꮥ du	Ꮦ dv
Ꮧ ta	Ꮨ te	Ꮩ ti			
Ꮪ dla Ꮫ tla	Ꮬ tle	Ꮭ tli	Ꮮ tlo	Ꮯ tlu	Ꮰ tlv
Ꮱ tsa	Ꮲ tse	Ꮳ tsi	Ꮴ tso	Ꮵ tsu	Ꮶ tsv
Ꮷ wa	Ꮸ we	Ꮹ wi	Ꮺ wo	Ꮻ wu	Ꮼ wv
Ꮽ ya	Ꮾ ye	Ꮿ yi	Ꮾ yo	Ꮿ yu	Ꮾ yv

Attempts were being made to start adult night classes using the primer and the Cherokee Syllabary in Cherokee and Adair counties. At the same time, three had been established with enrollments of twenty-four, twenty-two, and fifteen. Initiation of several more is to occur in the spring semester of 1966-1967.

In January 1965, the Carnegie Cross-Cultural Education Project offered to provide Northeastern State College in Tahlequah, a course in spoken and written Cherokee to be taught for undergraduate credit by Willard Walker. These services were to be offered free by the project. It was felt such a course would benefit the Cherokee community and serve the interests of other Indian communities as well as giving formal recognition to spoken and written Cherokee as a reputable language on a par with European languages taught at the college.

In the United States, there were perhaps 400,000 persons speaking Indian languages, yet public schools and colleges had not recognized the necessity for teaching a single North American Indian Language in 1965. School teachers, social workers, clergymen, and Indian Bureau officials had never had the opportunity for instruction in the American Indian languages.

President Garrison, of Northeastern State College, immediately agreed to authorize the course for undergraduates in the 1965-1966 school year pending approval of the Oklahoma

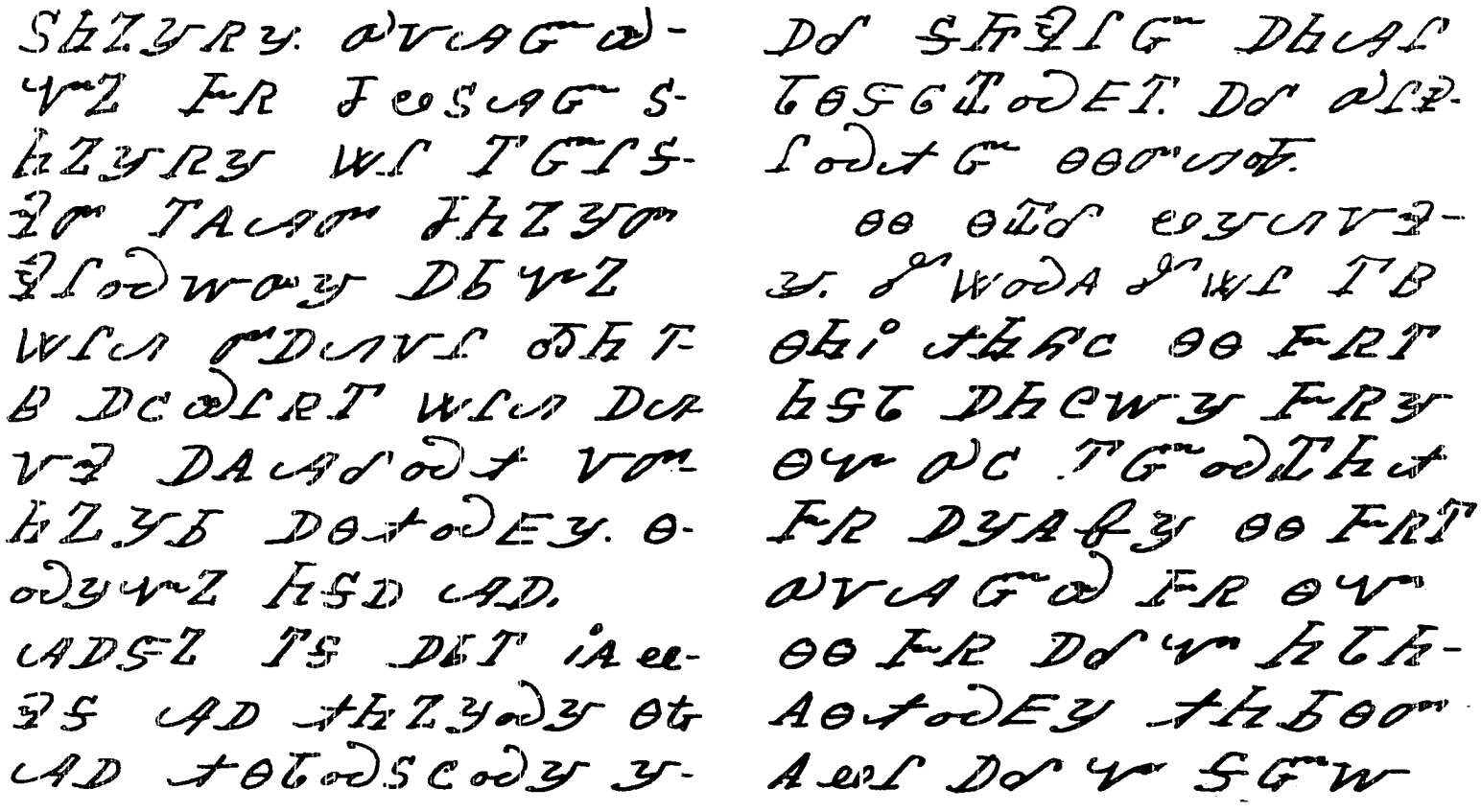
State Regents for Higher Education. At the next meeting on January 25, 1965, the regents approved the course in the Cherokee language, but the course was authorized on a "non-credit" basis.

A brief Associated Press notice of the proposed Cherokee course was circulated nationally in January and resulted in a flood of mail requesting a correspondance course or textbook from Northeastern State College. Considerable interest was generated on the Northeastern campus; from many students and faculty expressions of intention of taking the course as soon as it was offered were uttered.

In February, however, Walker informed President Garrison that he would not be available to teach Cherokee unless the course was offered for credit. This information was communicated to the regents, who again declined to authorize credit for the course. In February of 1966, the course was taught as an extension class with credit coming from the University of Chicago. At the time of this writing, thirty-one persons had signed up for the course.

Communications and Publications.--A newspaper called GWY DBP AU LOT (Cherokee Newsletter) was being distributed by Finis J. Smith of Tahlequah. The newspaper carried local interest stories and advertising and was largely being accepted by the Cherokee reading population of Cherokee County. One page from the newsletter is shown in Plate 12.

PLATE 12



KTLQ Radio Station broadcasted regular programs in the Cherokee language. News was given at 2:00-2:15 P.M. on Monday, Wednesday, and Friday. A Cherokee disk jockey played music from 8:45-9:45 A.M. on Saturday. A variety program was presented from 2:00-2:30 P.M. on Sunday. These efforts indicated that this news media was cooperating in promoting education of Indians in northeastern Oklahoma.

The Cherokee National Holiday, held in September of each year, for the first time in 1965 set up a display of homemade articles in Indian crafts. The planning by the Chamber of Commerce was to restore education in the production of articles related to Indian folklore and daily living. It was also designed to promote outlets for production of goods to be exported to other areas of the United States.

A book designed to give Cherokees instruction in the use of the Federal Indian Hospital at Tahlequah was circulated for the first time in 1965. Discussions were limited to basic essentials in getting an Indian admitted and the care he was to receive. The book served to inform the Indian so he might participate in the free services available to him. A page from the publication may be seen in Plate 13. The program for adult Cherokees had been lagging for decades and continues to become more lacking as the years pass before them. These few communications and publications are the only educational efforts to be made in recent years for the adult Cherokee.

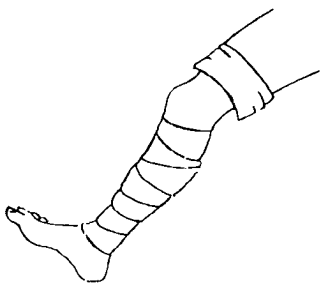
PLATE 13

...the **PUBLIC HEALTH NURSE**



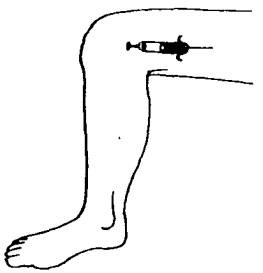
Here the nurse will talk with you or show you how to take good care of yourself or your family.

The Public Health Nurse will help the Doctor with his treatment by teaching you good ways to have good health again or to keep yourself in good health.



She might...

...show you how to take an insulin shot, or



...show you how to wrap a sore leg, or

Study of Holding Power Among Indians in Three Selected Counties

No extensive holding power studies had been conducted in the counties of Adair, Cherokee, and Delaware. The author launched a drop-out study in early November of 1965, and collected data on each of the schools in the three counties in regard to holding power among Indian students.

Results of the data indicated that the two most critical areas of drop-out among Indians in these counties, as for drop-outs in general, occurred between the eighth and ninth grades, and between the ninth and tenth grades. This was accounted for in part by the fact that many Indian students refused to be transported to the secondary schools from the feeder elementary schools.

A careful investigation revealed that a continuous and steady decline in enrollment of Indian pupils occurred from grade one through twelve. The school years of 1954-1955 and 1964-1965 indicated a drop-out rate of between 70 and 75 per cent. This far exceeded the national average of 40 to 50 per cent. No apparent provisions were made by the school systems to prevent drop-outs.

The daily attendance records for the 1965-1966 school year showed that only 264 Indian students were enrolled in the ninth grades of the high schools in the three counties of Adair, Cherokee, and Delaware. These reports were made in November of 1965. The 1964-1965 daily attendance records

had reported 371 Indian students enrolled in the eighth grades in the three counties. This would indicate a loss of 107 students in the transfer from rural to city districts.

A decline in the number of Indian students was also noted in the transfer from grades nine to ten. In the 1964-1965 school year 253 Indian students were enrolled in the ninth grades of the three counties, yet in the 1965-1966 school year only 169 were enrolled in grade ten. This would indicate a loss of 84 students in the transfer from junior to senior high school in the city districts.

It was reported that only 131 seniors were enrolled in the 1965-1966 school year out of a total of 3,716 Indian enrollment. This included sixteen pupils who had failed to meet graduation requirements in the 1964-1965 school year.

Although the data for the 1954-1955 school year was incomplete, it indicated a similar pattern of holding power. The results may be seen in Tables 4 and 5. Complete daily attendance registers were kept, but no entries were made under the column "Indian," in the 1954-1955 school year at Kansas, Stilwell, and several rural schools in Adair County. The only available reports concerning these Indians covered only those transported outside the school district. No other available reports were on file at the local schools. A consolidation of these data was included although incomplete.

As a matter of record, the system of retaining the reports requiring year-to-year accounting by the state depart-

TABLE 4

INDIAN ENROLLMENT BY GRADE LEVELS
FROM NOVEMBER 1965 DAILY REGISTER

Area Schools	Grades 1	2	3	4	5	6	7	8	9	10	11	12	Total
Delaware County:													
Rural Elementaries	91	87	92	98	86	77	84	73	--	--	--	--	688
Colcord	2	6	--	1	3	5	3	2	5	1	2	3	33
Grove	6	3	9	5	4	5	4	4	7	4	3	8	62
Jay	29	30	31	27	30	26	40	57	60	13	15	19	377
Kansas	19	12	15	16	26	20	18	18	22	17	7	12	202
Cherokee County:													
Rural Elementaries	75	76	75	75	63	60	57	68	--	--	--	--	549
Tahlequah	26	23	28	26	16	31	23	23	51	44	34	30	355
Hulbert	8	15	14	9	10	5	11	5	21	8	14	14	144
Adair County:													
Rural Elementaries	128	90	106	93	86	113	115	98	--	--	--	--	829
Cave Springs	9	6	7	9	9	7	14	13	28	23	17	11	152
Stilwell	12	11	13	9	17	11	12	13	63	47	48	27	283
Watts	3	6	1	4	--	1	1	--	2	1	1	--	20
Westville	2	3	6	3	6	1	2	3	15	11	4	7	63
Totals:	410	368	397	375	343	362	383	387	264	169	145	131	3,757

TABLE 5

INDIAN ENROLLMENT BY GRADE LEVELS FROM 1954-1955 DAILY REGISTERS

Area Schools	Grades 1	2	3	4	5	6	7	8	9	10	11	12	Total
Delaware County:													
Rural Elementaries	93	75	86	67	71	58	69	52	---	---	---	---	571
Colcord	3	5	1	2	7	6	1	6	4	5	3	4	47
Grove	1	2	4	3	7	3	5	5	6	8	5	8	57
Jay	26	29	33	24	19	16	31	46	62	9	3	14	312
Kansas	Incomplete Registers												
Cherokee County:													
Rural Elementaries	92	76	76	61	47	52	59	76	---	---	---	---	539
Tahlequah	26	21	25	21	36	22	24	16	43	41	37	21	333
Hulbert	8	11	12	6	2	7	8	7	15	7	4	5	93
Adair County:													
Rural Elementaries	Incomplete Registers												
Cave Springs	5	1	--	4	3	3	--	2	1	2	3	2	26
Stilwell	Incomplete Registers												
Watts	3	1	--	4	--	--	2	1	--	1	--	3	15
Westville	3	1	2	2	2	2	1	2	8	7	3	4	37
Totals:	260	221	239	135	194	168	200	213	138	80	58	61	1,968

ment was found to be in a state of disarray. Many of the schools and county superintendent's offices filed the daily registers in the storeroom and had not organized a filing system for the records. As these registers were needed, it be came necessary to sort from the stack any registers which could be located. In several cases, water and mice had destroyed portions of the registers.

Investigation of Socio-economic Conditions Among the Cherokees Including a Survey of 100 Rural Indian Households

In 1953, the Bureau of Indian Affairs authorized a study to be made of 479 rural Cherokee households within the fourteen school districts in the old Cherokee Nation. Results of the study showed that one-half of all adults over twenty-five had four years or less of schooling and an income of less than $550 per household. The 479 households consisted of 2,228 persons with 1,119 males and 1,109 females.[1] The sample made up approximately twenty per cent of the total Cherokee population.

The latest anthropological study to be conducted on the eastern Oklahoma Indian is still in progress by the Carnegie Cross-Cultural Education Project, sponsored by the University of Chicago, with a five year grant from Carnegie Founda-

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[1]Bureau of Indian Affairs, Muskogee Area Office. A report in private files on typewritten sheets.

tion. This survey is investigating the possibility of helping the Cherokee become bilingual.

Dr. Robert K. Thomas, Project Director, indicated in an interview in June, 1965, that the Cherokees were actually divided into two separate and distinctive branches of society. One group consisted of those Cherokees who had moved toward "white" society and had actually become sterotyped with the lower class of non-Indian residents. These people, although unskilled and uneducated, strove for values built for and upon non-Indian philosophies. This included part-time employment and a semi-skilled occupation which enabled them to purchase appliances and household items necessary in the development of a "white" household.

The second group consisted of those Cherokees who had rebelled against non-Indian domination and had retreated to the backwoods to live as rural Indians had lived for centuries. Thomas stated that the rural Cherokee has retreated and has built up psychological barriers against many elements of non-Indian existence, which provides a unique philosophy of living.

The Carnegie Cross-Cultural Education Project revealed that in their general survey no significant changes had occurred since 1953. This asserted the need for an investigation to discover data concerning opportunity of school age Indians in the area, with the related factors influencing education.

With the aid of Felix Dreadfulwater as Cherokee interpreter, this investigation was launched in early June of 1965. A random sample of 100 households was taken from the Cherokee County Census of Indians Under the Age of Eighteen. These households were selected by a process of "drawing from a hat" numbers related to the census rolls.

After the households had been selected, the author and interpreter visited personally in each of the households and held interviews with the "head of the household." In fifty-six per cent of the households the residents spoke only Cherokee, forty-one per cent spoke only English, and only three per cent were bilingual. This substantiated a statement by Vern Pickard, a local elementary teacher, that more than half of the children from Indian households enter school speaking Cherokee and must acquire English as a second language before the child can begin to be an effective part of the school program. Results are shown in Table 6.

In Cave Springs, an elementary school located in the rural area of Adair County, a beginning class of fifteen Cherokees entered the first grade in 1965. Only one of these could speak English. This demonstrated the problem facing some educators in the isolated rural districts of northeastern Oklahoma.

A favorable comparison with the 1953 survey was shown concerning age distribution of the residents. This implied that the age distribution had not changed significantly since

TABLE 6

LANGUAGE SPOKEN BY 100 SELECTED HEADS OF HOUSEHOLD IN THE CHEROKEE COUNTY SURVEY

Household Number	Language	Household Number	Language	Household Number	Language	Household Number	Language
1	English	26	Cherokee	51	English	76	English
2	Cherokee	27	English	52	English	77	English
3	English	28	English	53	Cherokee	78	Cherokee
4	English	29	Cherokee	54	English	79	Cherokee
5	Cherokee	30	English	55	English	80	Cherokee
6	English	31	Cherokee	56	Cherokee	81	English
7	Cherokee	32	Cherokee	57	English	82	Cherokee
8	English	33	Cherokee	58	Cherokee	83	English
9	English	34	Cherokee	59	Cherokee	84	Cherokee
10	Cherokee	35	Cherokee	60	Cherokee	85	Cherokee
11	Cherokee	36	Cherokee	61	Cherokee	86	Cherokee
12	English	37	English	62	Cherokee	87	Cherokee
13	English	38	Cherokee	63	Cherokee	88	English
14	Cherokee	39	Bilingual	64	English	89	Cherokee
15	English	40	Bilingual	65	English	90	English
16	English	41	Cherokee	66	Cherokee	91	Cherokee
17	English	42	Cherokee	67	English	92	English
18	Cherokee	43	English	68	Cherokee	93	Cherokee
19	Cherokee	44	English	69	English	94	English
20	Bilingual	45	Cherokee	70	Cherokee	95	Cherokee
21	English	46	English	71	Cherokee	96	Cherokee
22	Cherokee	47	English	72	English	97	English
23	Cherokee	48	Cherokee	73	Cherokee	98	Cherokee
24	Cherokee	49	Cherokee	74	Cherokee	99	Cherokee
25	Cherokee	50	Cherokee	75	English	100	English

Totals: 56 Cherokee 41 English 3 Bilingual

the earlier study. The results are shown in Table 7. The occupational attainment for the heads of households is shown in Table 8, and presents data which indicates that barely one-third of the Indians in northeastern Oklahoma work for other people to provide their livelihood.

The educational attainment of the households averaged 4.9 grade level completion. Several studies established that fourth grade or less indicated functional illiteracy. The sample showed that fifty-two per cent of all Cherokees under the age of twenty-five were functional illiterates compared with 13.9 per cent for the population of Oklahoma as a whole, from the 1960 census. Results are shown in Table 9.

The average per capita income of "heads of households" was $698 which compared favorably with the per capita income for Adair County in 1965 as shown on the White House List of 185 counties eligible for 100 per cent aid under the anti-poverty program. Although the latest income statistics released by the Bureau of Business Research shown an increase in per capita income for eastern Oklahoma, conditions exist which imply that opportunities for Indians are sub-minimal.

The sample showed that two per cent of the heads of households were single, eighty-seven were living under normal married conditions, four per cent were living under conditions of a broken home, and seven per cent had added responsibility of providing for relatives or other members living in the household for support.

TABLE 7

AGE DISTRIBUTION OF SELECTED CHEROKEE HOUSEHOLDS
IN THE CHEROKEE COUNTY SURVEY

	Percentage in Groups			
	0-19 yrs.	20-39 yrs.	40-59 yrs.	60 and Over
1953	53.8	22.1	17.3	6.8
1965	53.2	26.1	13.6	7.1

TABLE 8

OCCUPATIONAL ATTAINMENT OF 100 HEADS OF HOUSEHOLDS
IN THE CHEROKEE COUNTY SURVEY

Occupation	number	per cent	head of household per capita income
Unskilled	32	32	$ 931.00
Semi-skilled	3	3	1463.00
Skilled	4	4	1870.00
Professional	0	0	-----
Self-employed	29	29	640.00
Unemployed	6	6	1246.00
Not in labor market	26	26	834.00
Totals:	100	100	Average Income: $ 698.00

TABLE 9

EDUCATIONAL ATTAINMENT OF 100 SELECTED HEADS OF HOUSEHOLDS IN THE CHEROKEE COUNTY SURVEY

Household number	Grade level	Household number	Grade level	Household number	Grade level	Household number	Grade level
1	6	26	1	51	12	76	10
2	0	27	9	52	4	77	3
3	3	28	0	53	3	78	1
4	4	29	3	54	0	79	4
5	11	30	7	55	0	80	10
6	3	31	3	56	1	81	10
7	4	32	2	57	6	82	0
8	12	33	4	58	10	83	0
9	0	34	10	59	7	84	0
10	3	35	6	60	5	85	6
11	8	36	4	61	5	86	8
12	4	37	6	62	3	87	8
13	7	38	0	63	8	88	12
14	8	39	3	64	0	89	6
15	0	40	11	65	3	90	6
16	8	41	8	66	10	91	2
17	8	42	8	67	3	92	1
18	4	43	7	68	12	93	7
19	0	44	6	69	11	94	0
20	8	45	7	70	0	95	10
21	6	46	0	71	1	96	12
22	0	47	5	72	6	97	7
23	2	48	0	73	2	98	2
24	0	49	11	74	0	99	1
25	0	50	1	75	2	100	4

Median Attainment: 4.1 grade level

TABLE 9

EDUCATIONAL ATTAINMENT OF 100 SELECTED HEADS OF HOUSEHOLDS IN THE CHEROKEE COUNTY SURVEY

Household number	Grade level	Household number	Grade level	Household number	Grade level	Household number	Grade level
1	6	26	1	51	12	76	10
2	0	27	9	52	4	77	3
3	3	28	0	53	3	78	1
4	4	29	3	54	0	79	4
5	11	30	7	55	0	80	10
6	3	31	3	56	1	81	10
7	4	32	2	57	6	82	0
8	12	33	4	58	10	83	0
9	0	34	10	59	7	84	0
10	3	35	6	60	5	85	6
11	8	36	4	61	5	86	8
12	4	37	6	62	3	87	8
13	7	38	0	63	8	88	12
14	8	39	3	64	0	89	6
15	0	40	11	65	3	90	6
16	8	41	8	66	10	91	2
17	8	42	8	67	3	92	1
18	4	43	7	68	12	93	7
19	0	44	6	69	11	94	0
20	8	45	7	70	0	95	10
21	6	46	0	71	1	96	12
22	0	47	5	72	6	97	7
23	2	48	0	73	2	98	2
24	0	49	11	74	0	99	3
25	0	50	1	75	2	100	8

Average Attainment: 4.9 grade level

Physical facilities showed that only nine per cent of the households had city water, seven per cent had inside toilets, and thirty-four had electricity. Twenty-six per cent had no visible toilet facilities. In one household fourteen members of the family were living in a small two-room house. One room served as kitchen-living room-bed room, and the other served as a bedroom for eight people. Sanitation conditions were unbelievable to the educated metropolitan resident who has experienced the utilities of modern living. Two typical residences are shown in Plates 8 and 9.

Albert Wahrhaftig, of the Carnegie Cross-Cultural Education Project, stated that "The Indian views his own way of life as essentially normal and desirable. He resents having to send his child to a 'white' school which is not, in his opinion, an institution of his own community, even though compulsory attendance laws exist. He resents the fact that the Cherokee tribal schools were taken over by the Federal government and does not understand why he must pay for a hunting license, pay land tax, and many of the other white man innovations. As a result, he remains in the same isolated rural areas in an effort to preserve such autonomy as remains for him."[1]

The survey indicated that the homes of most Indian students did not contain facilities and a cultural environment

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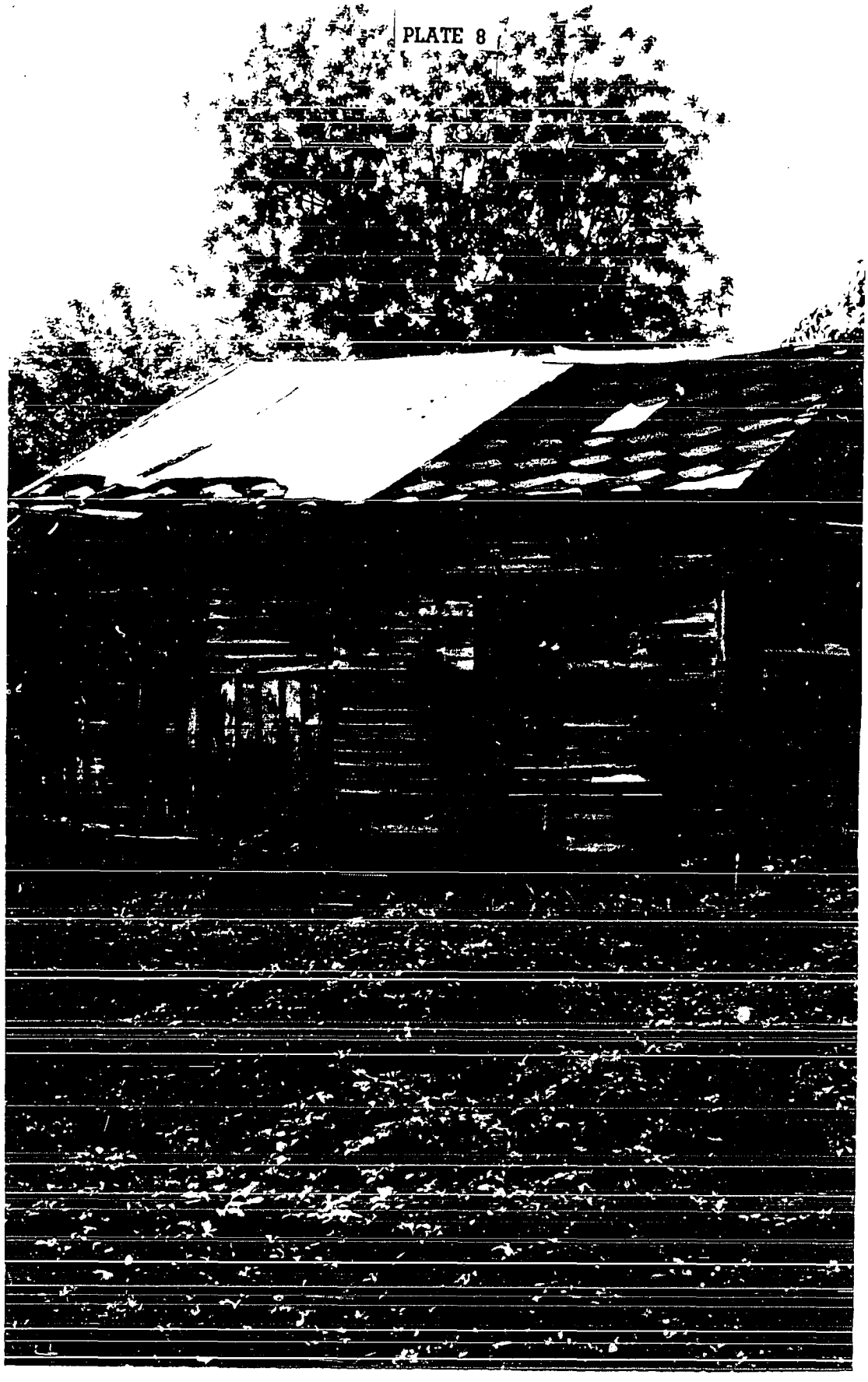
[1] Interview with Albert Wahrhaftig, December 10, 1965.

PLATE 8



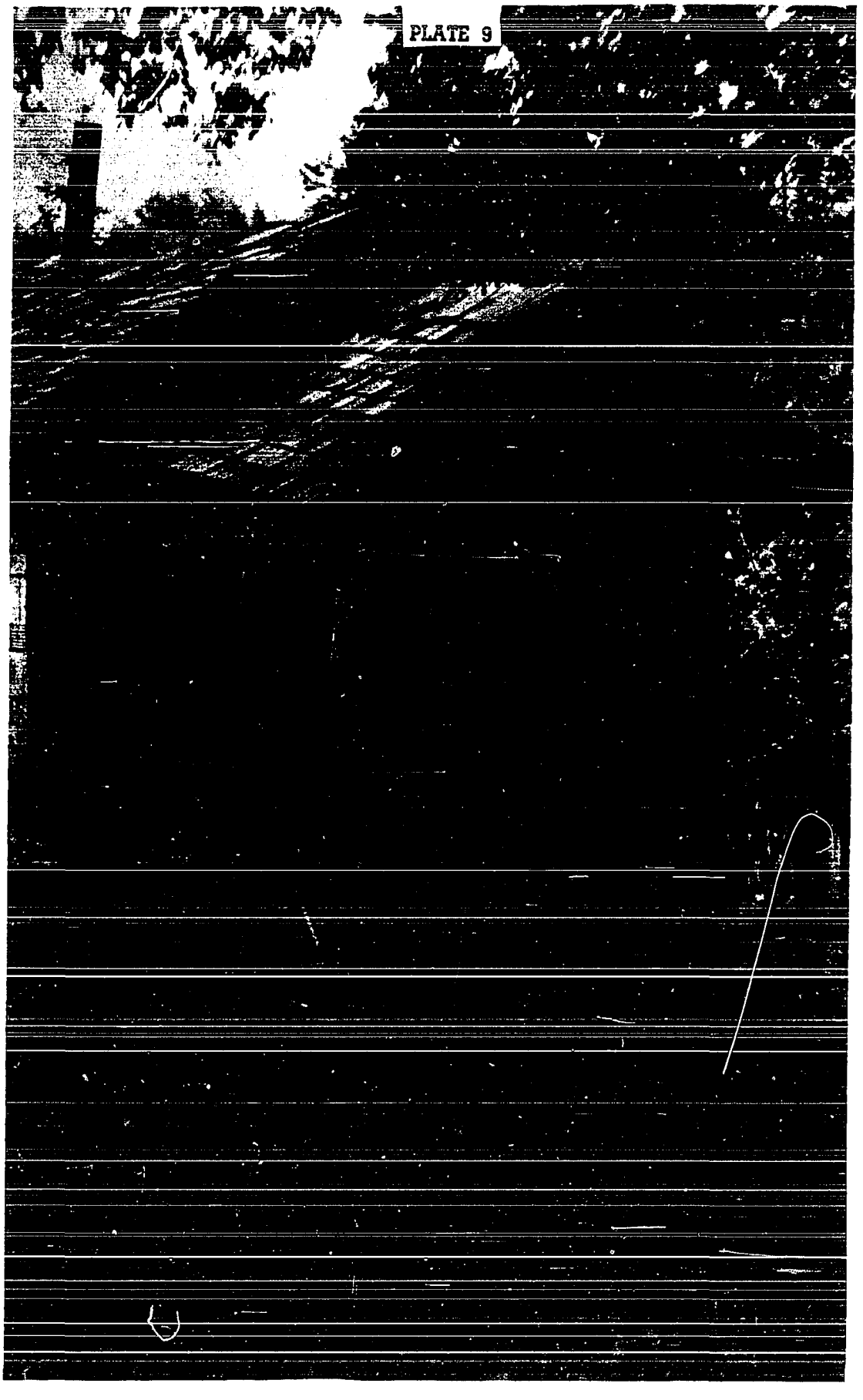


PLATE 9

which would equip the Indian child or youth to adjust to the conditions generally faced in the schools to be attended.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In our present society it must be assumed that in order to enhance and preserve the American way of life, a comprehensive program of educational opportunities must be provided for all children and youth on an equal basis. The task of developing an adequate educational program is the joint responsibility of educational agencies at the local, state, and national levels.

Accepted educational practice in America indicates that the local school districts is the closest to the people to be served and should be the agency to assume major responsibility for providing an adequate program of educational services. Unfortunately, school districts in northeastern Oklahoma are in a great majority of instances, too small and inadequate to provide even a program of minimum adequacy.

An investigation of the characteristics of good school districts and adequate attendance units showed that only one school district in the three counties included in the study could meet the minimum criteria with regard to a minimum en-

rollment of 1,200 pupils for a district and all districts fell below the desired minimum of 10,000 pupils. The comparison with regard to enrollments for junior and senior high schools was almost as inadequate. Only two school districts had enrollments in secondary schools which exceeded the minimum of 300 pupils for each of the secondary schools. Other criteria for good school districts relating to expenditure per pupil and assessed valuation per child disclosed the lack of financial support present in the school districts now operating.

The Tahlequah High School was the only one which provided a curriculum meeting minimum quantitative standards. Most of the elementary schools of the selected counties, except those located in some high school districts, failed to meet the basic criterion of one teacher to a grade. The typical elementary school in the three county area was a one or two teacher school.

Until the summer of 1965, no attempt had been made to provide a pre-elementary program in education for Indians or other pupils in northeastern Oklahoma. The Head Start program initiated by the government gained general acceptance of Indians as well as whites in the three selected counties.

Data indicated that while some limited facilities and opportunities for learning were present in the elementary schools outside high school districts, there were forces inside and outside the school diverting the Indian child and

adolescent from the educational programs which were provided. Conditions in general were found to be deplorable for both white and Indian pupils in most school districts of the three selected counties.

In regard to the secondary schools, the most apparent need was for a curriculum providing for the individual pupil, both Indian and white. The course offerings and requirements for graduation were not adequate in most high schools for the total school population and, in particular, there appeared to be very little available in the program to meet the unique educational needs of large numbers of Indian youth.

These unique needs include special programs designed to improve the Indian pupil as well as the culturally deprived white student in English language usage, both written and oral, and in the reading skill. In addition there appeared to be no programs designed to provide instruction in these areas and in others at various levels of ability and comprehension necessary to meet individual needs of pupils.

No provisions were made by the school districts for school nurses, psychologists, psychometrists, coordinators of guidance, remedial reading specialists, business administrators, student personnel specialists, physical plant specialists, resource special education teachers, transportation directors, research specialists, speech therapists, social workers, and dieticians. Several schools on the secondary level did provide a part-time counselor.

Other educational efforts have been initiated by various agencies for the Cherokees of the three selected counties. Sequoyah Indian School is operated by the Federal government for pupils from broken homes, destitute surroundings, and pupils with emotional or physical defects. Only eighty-seven pupils from the three selected counties were in attendance under this program.

The Carnegie Cross-Cultural Education Project has provided a few adult education classes and elementary classes in the Cherokee language. Only a limited degree of expansion in this program occurred, however, in the past few years. The project shall be completed in less than two years. Other adult education classes have been provided by the Bureau of Indian Affairs, however, these are new and the enrollment was limited at the time of this writing. Other publications and broadcasts were initiated periodically to the Cherokee population by a few interested local and federal agencies.

No extensive drop-out studies had been conducted in Adair, Cherokee, or Delaware counties. A careful investigation revealed that the drop-out rate among Indian pupils was between 70 and 75 per cent between grades one through twelve. The most critical areas of drop-out, as in other studies, occurred between the eighth and ninth grades, and between the ninth and tenth grades. The high drop-out rate for Indians in the three counties studies added additional proof of the inadequate

holding power of Oklahoma public schools for the children and youth of Indian descent. Equality of educational opportunity is idle phraseology when applied to the Indian of northeastern Oklahoma.

An investigation of socio-economic conditions among the rural Cherokees, including a survey of 100 rural Indian households, revealed that fifty-two per cent of all Cherokees under the age of twenty-five were illiterate compared with 13.9 per cent for the population of Oklahoma as a whole. The survey also showed that the homes of most Indian students did not contain facilities and a cultural environment which would equip the Indian child or youth to adjust to the conditions generally faced in the schools to be attended.

Conclusions

1. Adequate educational opportunity is not likely to be forthcoming in this geographical area until effective reorganization of local school districts occurs.

2. The failure of high school districts in the three counties to meet acceptable minimum criteria with regard to enrollment, curriculum, and educational services indicates a lack of equality of educational opportunity for students in virtually all of these school districts.

3. The low holding power of these school districts for Indian pupils together with the lack of special provisions designed to meet their unique educational needs indicates that

equality of educational opportunity is sadly lacking for most of these students.

4. Very little awareness appears present at both local and state educational levels with regard to the need for improved education in these three counties for both Indian and white students.

5. The great number of small one or two room rural schools in these counties and the apparent difficulties involved in closing them indicates that little can be expected to improve the educational opportunities for Indians in the near future.

6. Extensive collaboration between local, state, and federal educational agencies appears necessary if the educational needs of Indians are to be met in northeastern Oklahoma.

Recommendations

An organization should be created to bring local, state, and federal agencies together to plan for improved educational opportunity for Indians in the State of Oklahoma, and more specifically northeastern Oklahoma.

Early plans should be developed for an effective reorganization of school districts in Oklahoma which will insure that all Indian and white pupils in northeastern Oklahoma be served by an adequate school district.

APPENDIX A

EVALUATION LIST FOR CHEROKEE COUNTY SURVEY

1. Does "Head of Household" speak: (a) English (b) Cherokee (c) both _____

2. State number in household speaking: (a) English (b) Cherokee (c) both _____

3. List ages of all members of the household, starting with head of household. _____

4. Educational attainment of head of household and other members. (Make answer in terms of last grade completed.) _____

5. Occupational attainment of head of household: (a) unskilled (b) semi-skilled (c) skilled (d) professional (e) self-employed (f) unemployed (g) not on the labor market _____

6. Source of water supply: (a) city (b) well (c) spring (d) creek (e) other _____

7. Source of toilet facilities: (a) inside (b) outside (c) none _____

8. Electricity facilities: (a) yes (b) no _____

9. Housing facilities (a) one-room (b) two-room (c) three-room (d) four-room (e) five or more _____

10. Method of transportation to school: (a) private (b) public (c) school bus _____

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