

THE ORIGIN, DEVELOPMENT, DISINTERGRATION AND  
INFLUENCE ON OKLAHOMA EDUCATION OF THE  
"OLD LINCOLNVILLE OR QUAPAW MISSION"  
AND RELATED SCHOOLS, OTTAWA COUNTY

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INFLUENCE ON OKLAHOMA EDUCATION OF THE  
"OLD LINCOLNVILLE OR QUAPAW MISSION"  
AND RELATED SCHOOLS, OTTAWA COUNTY

By

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Bachelor of Arts & Science

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T H E S I S

T I T L E

The origin, development, disintergration, and influence on Oklahoma Education of the "Old Lincolnvillle Mission", Ottawa County.

I PURPOSE OF STUDY

- A. To present origin of Oklahoma Education
- B. To show cause and methods of Pioneer Education.
- C. To show how the Faculty and Alumni have influenced present day school administration.

II SOURCE OF DATA

- A. Personal investigation
- B. Old government and school records.

III USE OF DATA


- A. Compile above information
- B. Show connection between old and present plans.

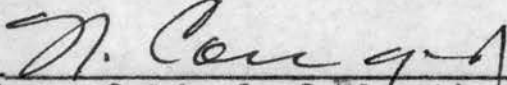
- 1. similarity
- 2. influence
- 3. outgrowths

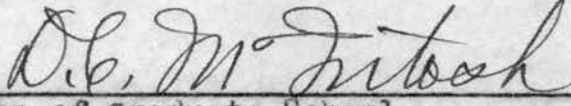
IV SUMMARY AND CONCLUSION

- A. Show actual influence Pioneer school had in forming policy of Oklahoma Education.

APPROVED:

  
In charge of Thesis

  
Dean of School of Education

  
Dean of Graduate School

## PREFACE

In writing this thesis the author has attempted to collect all material possible concerning the "Old Lincolnville Mission" In Ottawa County, as well as related schools or institutions which might have been any influence on this particular institution.

The data has been so arranged that the reader will observe the continuous growth, development, and influence of this school throughout the discussion.

The records pertaining to this lone school are very incomplete, insofar as this institution was not under the direct control of any governmental agency which is now in existence, or which now has any subsidiary in force.

It is hoped that this thesis will serve as a basis for preserving early history regarding the schools of Oklahoma.

The author of this thesis feels deeply indebted to many persons whose names appear in the bibliography--the library of A & M College, Dr. Haskell Pruett, for so many helpful suggestions.

H.N.S.

A B S T R A C T

The educational status of Northeastern Oklahoma, more specifically Ottawa County, as it exists today is the outgrowth of some pioneer movement, concerning Indian Life and with that Indian education. In early days several institutions were influential in determining the course of present standards. A complete record showing this continuous growth, of one of these institutions, would be of benefit, and that is the purpose of this thesis.

Material has been gathered from the United States Commissioner of Indian Affairs, old school records of the institution in question, interviews and depositions from former students-- all of this material being coherently assembled and presented in such a manner as to show a continuous growth.

Evidence clearly points to the fact that with out the service rendered by these early institutions Oklahoma education as a whole would have suffered, but more specifically the territory served from this source. The citizenship and social pattern of the present community has been an outgrowth of these early fundamentals.

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## CHAPTER I

### ESTABLISHMENT OF INDIAN SCHOOLS

#### A. Day Schools

##### 1. General information

#### B. Ottawa Mission

#### C. Peoria Mission

#### D. Quapaw or Lincolnville Mission

STRATHMORE PARCHMENT

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"Old Lincolnville or Quapaw Mission"

Ottawa County, Oklahoma

PARCHMENT

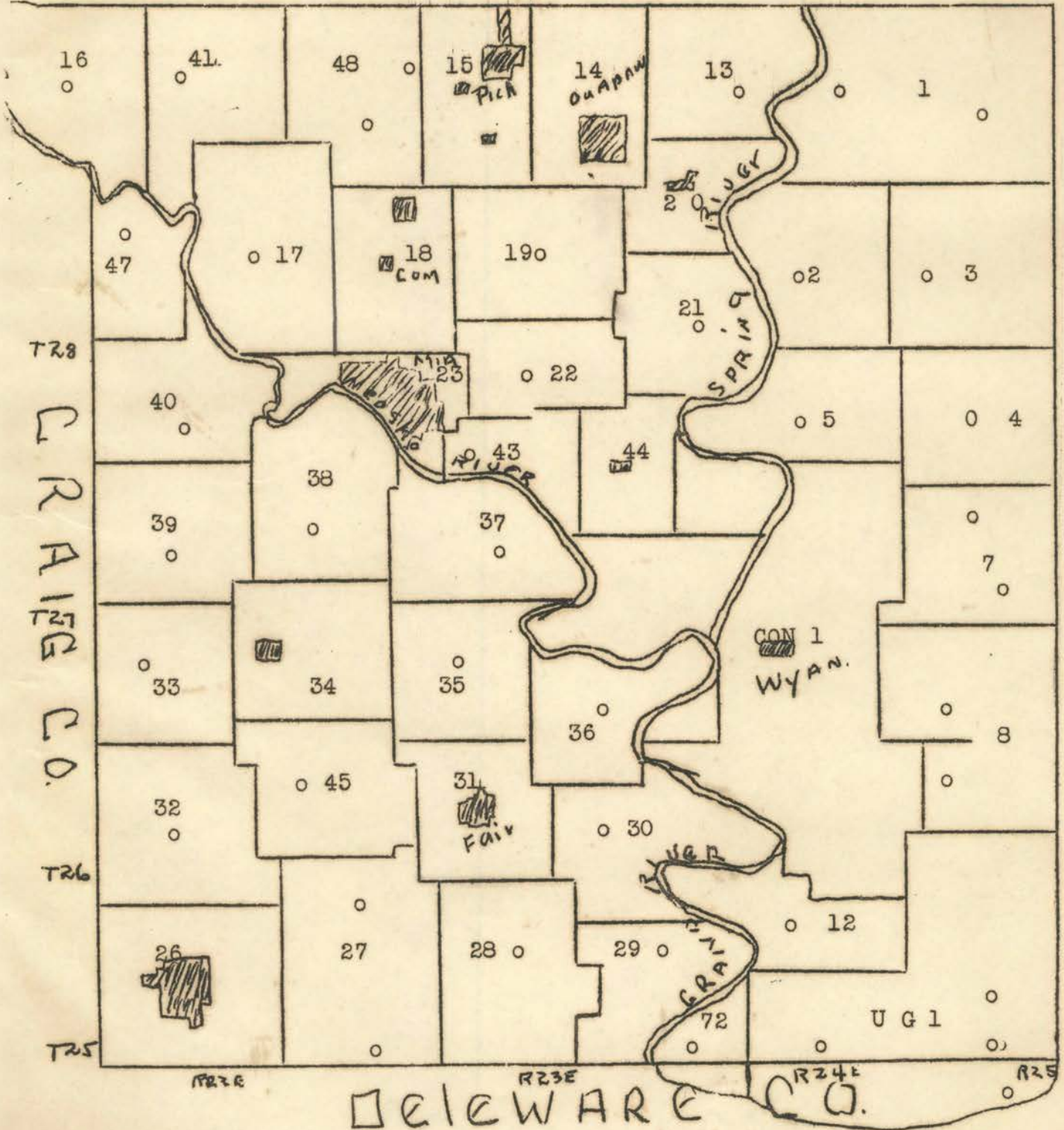
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# MAP OF OTTAWA CO. (OKIA.) Schools

AREA 477 sq mi.

## KANSAS



o school house    [shaded box] Ind. Dist

H. N. Scott  
Co. Supt.

CHAPTER I  
ESTABLISHMENT OF INDIAN SCHOOLS

A. DAY SCHOOLS

Ottawa County, located in the extreme Northeastern part of Oklahoma, was, before statehood, the center of reservations of several Indian Tribes.

As shown by the accompanying map, located on the west of the Neosho and Grand Rivers was a part of the Cherokee Nation. On the east of these rivers were located several small tribes, namely: Shawnees, Wyandottes, Quapaws, Ottawas, Senecas, Miamis, Confederated Peorias, and Modocs.

To one unacquainted with Oklahoma in the early days, he would expect to find, upon entering what is now Oklahoma, a group of savage, barbarious, illiterate Indians; but on the contrary the Indians of the early days (from 1860 on) we find a high class of individuals prompted by the fact that early schools had been established, and it is the purpose of this chapter to narrate the early history concerning the establishment of these various schools, which served both the Indians and the whites of this approximate date.

1. General information: An investigation shows many of the Indian Tribes objected to coming to Oklahoma for this reason--in their original homes they had provided schools for

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1 History of Oklahoma, P.91--P.160--Buchanan & Dale

the members of their tribe, and they feared no provision would be made in Oklahoma. However, on reaching Oklahoma, the various tribes did, of their own accord, maintain a form of school wherein the children were given an opportunity to secure some formal education. By the treaty between the United States and Quapaw made in 1833, we find provisions of Art. III as follows:

The United States also agree to appropriate \$1000 per year for educational purposes to be expended under the direction of the President of the United States....and the above appropriation for educational purposes to be continued as long as the President of the United States deems it necessary for the best interests of the Indians. 1-a

As can be seen from the above Article, there was a relationship between the United States and the Indians in regard to educational facilities. This is taken as evidence to show the Indians were desirous of educational opportunities. Further history will show that all the tribes had either similar arrangements or treaties along this line. However, the author feels it is needless to analyze all the treaties of the various tribes for the simple reason that this thesis deals more particularly with the old Quapaw or sometimes known as the Lincolnville Mission, which deals specifically with this particular territory.

#### B. OTTAWA MISSION

In 1871 report of the Ottawa Mission School was signed by Asa C. Tuttle and wife shows that the Ottawa Mission School

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1-a Indian Affairs--Laws and Treaties. Gappler II

was maintained for a period of 44 weeks with an enrollment of 26 boys and 30 girls, with an Average Daily Attendance of 25. Subjects of reading, writing, arithmetic, and general information were taught. Materials were books sent from the Friends Mission Board, in Pennsylvania. Funds for a building were appropriated by Congress. In 1870 a school was established for the benefit of the Peorias conducted along similar lines as the Ottawa School afore mentioned.<sup>2</sup> This school had an Average Daily Attendance of approximately 14. Subject matter being taught in the fundamentals of reading, writing, and arithmetic. In general, the first information relating to the formation of any schools in what is now Ottawa County is that of the two above mentioned--Ottawa Mission School, and the Peoria School. Originally, these two were day schools and operated as such for approximately three years and were then converted into boarding schools and continued as such for three years, when they were once more converted to day schools. Both of these were under the general supervision of the Friends Church, who had an agreement whereby they received two dollars per week for the boarding and schooling of each child--these funds were paid by the Federal Government. The first teacher on record for the Peoria school was--John Collins Issac.

#### C. PEORIA SCHOOL

The Miamis established a day school in 1876, located in the Drake community, which is approximately 10 miles west of

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2 Report of the Commissioner of Indian Affairs, 1871

what is now the town of Quapaw. Some of the early teachers were: Dr. Ben Illiff of Kansas; Dr. James Illiff, later a doctor at Welch; and Mrs. Laycock of Columbus, Kansas.<sup>3</sup>

Some of the early students were Oscar LaFalier, now a barber in Miami; Miss Esther Daganette, later a teacher in the Indian Service; Pete Shapp; and Mrs. J. L. Palmer, Miami.

#### D. QUAPAW OR LINCOLNVILLE MISSION

In 1872 Quapaw Industrial Board School, oftentimes called the Quapaw Mission, and by many known as the Lincolnville Mission, was established. Its location is about one-half mile south and two miles east of the present location of the town of Quapaw; and a little to the north and 1 mile west of the present Lincolnville School Building.<sup>4</sup> The first year Asa C. Tuttle had charge as the active missionary, and his wife was the teacher. The first year they were in session only four months. The author has been able to determine from reliable sources the detailed information after the year 1887, but for the intermedium (1872-87) little has been discovered. This is accounted for by the fact that the Indian agent sent in a consolidated report concerning all schools and did not send in a separate report for this particular school. However, the years 1886 up to and including 1900, the author includes a complete break-down showing details.<sup>5</sup>

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3 Oscar Lafalier, personal interview.

4 Personal Interview, Frank Ray

5 Report of the Commissioner of Indian Affairs, 1872-1900



TABLE I  
 TWENTY-NINE YEARS GROWTH OF  
 QUAPAW INDIAN SCHOOL  
 1872---1900

YEAR	SUPERINTENDENT	SALARY	ENROLLMENT	AVERAGE ATTENDANCE	MONTHS IN TERM	PER CAPITA COST PER MONTH
1872	E. H. Tuttle					only in operation four months of this year
1873	A. C. Tuttle		45			
1874	A. C. Tuttle		73			
1875	A. C. Tuttle		90			
1876	A. C. Tuttle		66		10	
1877	A. C. Tuttle		59	50	12	\$ 8.20
1878	A. C. Tuttle		62	39	12	11.91
1879	A. C. Tuttle		86	58	12	8.69
1880	not reported		58	30	10	8.80
1881	not reported		75	30	10	9.99

Continued on page 9

TABLE I  
(continued)

YEAR :	SUPERINTENDENT :	SALARY :	ENROLL- MENT :	AVERAGE DAILY ATTEND. :	MONTHS IN TERM :	PER CAPITA COST PER MONTH
1882 :	not reported :	;	112 :	:	:	
1883 :	not reported :	:	118 :	:	:	
1884 :	not reported :	:	88 :	40 :	10 :	\$ 8.71
1885 :	not reported :	:	:	:	:	
1886 :	not reported :	:	:	:	:	
1887 :	E. K. Dawes :	\$ 800 :	60 :	43 :	12 :	8.64
1888 :	E. K. Dawes :	800 :	34 :	42 :	10 :	14.75
1889 :	E. K. Dawes :	800 :	53 :	39 :	10 :	15.39
1890 :	Harwood Hall :	1000 :	61 :	40 :	10 :	14.66
1891 :	Harwood Hall :	1000 :	102 :	83 :	10 :	10.25
1892 :	J. J. McKoin :	1000 :	183 :	112 :	10 :	11.12
1893 :	J. J. McKoin :	1000 :	122 :	100 :	10 :	12.32
1894 :	J. J. McKoin <sup>7</sup> :	1000 :	127 :	101 :	10 :	9.57
1895 :	W. H. Johnson :	:	120 :	97 :	10 :	11.12
1896 :	W. H. Johnson :	:	99 :	84 :	10 :	12.38

TABLE I  
(continued)

YEAR :	SUPERINTENDENT :	SALARY :	ENROLL- MENT :	AVERAGE ATTEND- ANCE :	MONTHS IN TERM :	PER CAPITA COST PER MONTH
1897 :	R. A. Cochran :	:	99 :	87 :	10 :	\$ 12.10
1898 :	Chas. H. Lamar :	:	99 :	90 :	10 :	11.75
1899 :	Chas. H. Lamar :	:	106 :	94 :	10 :	10.34
1900 :	Worlin B. Bacon:	:	114 :	88 :	1 10 :	12.90

Report of the Commissioner of Indian Affairs, 1872-1900.

The reason for the lack of reports for the period prior to 1876 is undoubtedly due to the fact that at this time the school was under the control of the Friends Church and no permanent records were retained.

An examination of the Table I will show that the attendance of the Quapaw or Lincolnville Mission gradually increased from 1872-1883, then decreased until 1890. The assumption leads us to believe that this was caused by the fact that throughout this period many Quapaws were going to the Osage Reservation. Another increase is noted in 1879 when the Ottawa School again began a day school.<sup>6</sup> Table I shows no reported superintendent from years 1880 to 1887. By personal interviews<sup>7</sup> we are led to believe that Asa C. Tuttle held that position. In 1898, Indian Agent Goldberg suggested that the Quapaw and Seneca Schools be combined for the reason that continuation of the Quapaw School would require a new plant.<sup>8</sup> Evidence points to the fact that some of the students made the change in 1889, while most of the children did not enroll in the Seneca Indian School until 1902. However the school was officially discontinued June 30, 1900. The school equipment and supplies were transferred to the Seneca Indian School. The main school building was given to

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6 Report of Commissioner of Indian Affairs, 1880

7 Personal Interview, Oscar LaFalier and Frank Ray.

8 Report of Commissioner of Indian Affairs, 1898

the St. Mary's Catholic Mission and moved to its present location south of Lincolnville. Other buildings were sold to nearby farmers who used them for dwellings and out-buildings, and at this date no land marks remain to show that the Old Quapaw Mission ever once adorned the broad prairies.<sup>9</sup>

The accompanying letter<sup>10</sup> from Miss Florence Wade, Baxter Springs, Kansas, will give interesting history concerning the operation of this school.

".....The agency was in a double log house, two and one-half miles west of Seneca, Missouri. The President of the United States (I think it was Grant) decreed the Government Boarding Schools while maintained by government should be under the charge of various religious denominations, this agency was assigned to the Quakers. There was first established the Wyandott school and Ottawa School, the Quakers called them "missions", the buildings were few and not very good. Then in 1872 the Quapaw Mission was established with Asa Tuttle and wife moved from Ottawa School to take charge. I think that Mrs. Tuttle was the teacher, the idea in the school was that they (the children) were to be in the school room one-half day, and work on the farm and in house-hold one-half day. In August and the last of July, 1873, the Modocs were moved from the Lava Beds of northern California and Oregon as prisoners-of-war and placed on a small tract of land bought of the Shawnees near the Missouri state line, but all the young people were put in the Quapaw school so that made quite a large attendance. Then the Ottawa school was disbanded and most of the young people went to the Quapaw school as the Tuttle had been the Missionary Superintendents at their school. The buildings were small and poor till the school was taken from the Quakers and handled entirely as a government school. Both Wyandotte and Quapaw were made practical "Industrial Boarding Schools", with, in the schoolroom, three or four teachers with salaries from \$45 to \$75 per month, on the farm was an industrial teacher and farmer with similar salaries. Over all was a superintendent. In the Girls' Department was the head matron, two assistants, cook, baker, and laundress, each with Indian assistants. The assistant matrons, one was in charge of the girls, the other of the boys. The Peoria,

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9 Personal Interview, Frank Ray

10 Development of Ottawa County Education. Thesis, A. G. Sweezy, 1937

Wea, etc., Confederated Tribes had funds from the sale of surplus land in Kansas invested in government bonds, the interest to be used to establish a good day school, books furnished, a teacher at \$50 per month. This school as well as the others, were in session ten months of the year. At this day school white children were allowed to attend by paying a tuition. It was considered their association with the Indian children would assist them in learning white ways and habits.

The first building was a "box affair" heated by a large wood burning box stove, "home made" seats, plenty of good books. At first teachers were young quakers from Kansas. The interest on the fund more than paid the expenses, so they asked those that settled too far away to send them to be boarded near the school, the board to be paid out of the school fund but not many would do it. The head chief, James Charley, senior, and second chief, E. H. Black, with the councilors asked that the accumulated interest be used to build and equip a modern school building. The winter of 1878-9 that is known as the "Peoria School" (I believe it is now district 21) was built and equipped thoroughly, a two-room building with a fine bell in the belfry. With one exception they always were furnished good teachers. George Lindley, of Lawrence, Kansas, was the last Quaker teacher, then Chas. B. Laughlin of Lathe, Kansas, was appointed and taught for several years. This building should go down in county history for in 1882 the first Post office in what is now Ottawa County was held in it. The name of the office was "Kemah", a Peoria word meaning chief, the postmistress was Mrs. Rebecca Laughlin, now a resident of Seneca, Missouri. She was the wife of the teacher, Chas. B. Laughlin. This was an office on a route from Vinita to Baxter Springs, Kansas. The mail was carried on horseback by a man by the name of Green. But this did not continue long. Now for some history of prominent characters. You have read and heard a good deal about Mathis Splitlog, but lots of it is not correct. He was by blood a Wyandotte, born on the Wyandotte Reservation in Ohio, came to Kansas with his tribe. Tried always to progress as he always called it "have enterprise". He built the first grist mill in Wyandotte County, Kansas. It was a horse-powered mill. When the Civil War was over and the hard times came, a number of Wyandottes obtained land in the Indian Territory they made an agreement with the government that to come on that land to have a home, any member of the tribe, either from Ohio or Kansas, could come by making oath that they were either paupers or about to become one. Splitlog had plenty, but he wanted to come to this country to live, therefore he came down to the Seneca tribe and was adopted into the tribe. While he was credited as being a Seneca, he really was a Wyandotte Indian. The older Wyandottes could tell many tales of his doing, all to his credit"

## CHAPTER II

FACULTY AND STUDENT BODY

I Faculty

II Student Body

TABLE II  
FACULTY    MEMBERS

YEAR	SUPERINTENDENT	SALARY
1872	E. H. Tuttle	\$-----
1873	A. C. Tuttle	--
1874	A. C. Tuttle	--
1875	A. C. Tuttle	--
1876	A. C. Tuttle	--
1877	A. C. Tuttle	--
1878	A. C. Tuttle	--
1879	A. C. Tuttle	--
1880	not reported	--
1881	not reported	--
1882	not reported	--
1883	not reported	--
1884	not reported	--
1885	not reported	--
1886	not reported	--
1887	E. K. Dawes	800
1888	E. K. Dawes	800
1889	E. K. Dawes	800
1890	Harwood Hall	1000
1891	Harwood Hall	1000
1892	J. J. McKoin	1000



TABLE II  
(Continued)

YEAR	SUPERINTENDENT	SALARY
1893	J. J. McKoin	\$ 1000
1894	J. J. McKoin	1000
1895	W. H. Johnson	--
1896	W. H. Johnson	--
1897	R. A. Cochran	--
1898	Chas. H. Lamar	--
1899	Chas. H. Lamar	--
1900	Worlin B. Bacon	--

11 Report to the Commissioner of Indian Affairs,  
1872-1900.

In addition to the above there were a number  
of Assistants, however no record is available.

DEPOSITION

This is taken in the office of the County Superintendent, Miami, Oklahoma, November 18, 1937. There are present: Oscar LaFalier, Howard N. Scott, and Lorraine Carselowey, all of Miami, Oklahoma.

Q. What is your name?

A. Oscar LaFalier.

Q. You live in Miami now?

A. Yes.

Q. How old are you?

A. 70 years old.

Q. How long have you lived in Oklahoma?

A. I had my first birthday in Oklahoma when I was seven years old. I'm 70.

Q. When you first came to Oklahoma, where did you live?

A. We lived in the Northwest part of the county 10 or 12 miles west of what is now the town of Commerce, that was in the year of 1874.

Q. Oscar, at that time were there any towns in what is now Ottawa County?

A. No. There were no towns at all.

Q. Were the people who were here mostly whites or Indians?

A. At that time they were mostly Indians. Not very many whites.

Q. Now, did this territory in which you lived have a name?

A. Well, no, not exactly. There was a creek not far from us called Squaw Creek.

Q. If, for any reason, there was an attempt made to designate this part of the country, it might be called Squaw Creek?

A. Yes, I guess so.

- Q. Mr. LaFalier, at that time, 1874, what were the particular Indian tribes in this community?
- A. The Miamis, Peorias, Ottawas, Quapaws, Modocs.
- Q. Do you have any Indian blood?
- A. Yes, but I don't know how much.
- Q. When you came to this community were there any school houses?
- A. No.
- Q. When you came here at the age of 7 years, did you have an opportunity to attend school?
- A. I must have been about 9 years old before I started to school.
- Q. Where did you attend the first school?
- A. Miami Day School, and that is located at what is now known as the Wilbur Ranch, approximately 4 miles west and 1 mile north of what is now Commerce, Oklahoma.
- Q. This school which you call Miami Day School---Do you know any reason why it was given that name?
- A. It was on the Miami Reservation.
- Q. Who established the school?
- A. The Indian Department.
- Q. Was that thrown open to both Indians and whites?
- A. Yes.
- Q. Were there any negros?
- A. Not any.
- Q. Could you tell what the approximate enrollment was?
- A. From 15 to 25.
- Q. They just came from wherever they pleased?
- A. They came from all over the county.

- Q. This school was established by the Indian Department-- was a tuition collected?
- A. No. There was a time when the school first started that they were paid to go to school. The parents of the students were paid for their children who attended the school, but I don't recall just how much. It did not always last after the school got established. We were nearly 4 miles from school and it was hard for us to get to school and we missed part of the time.
- Q. What method of transportation did the children use?
- A. They would come in buggies, and hacks, and in nice weather we always walked.
- Q. Do you recall how many years you attended there?
- A. Off and on, I went about 6 years.
- Q. Do you recall the names of any teachers?
- A. Dr. Ben Illif, who later went to Bell Plaines, Kansas.
- Q. Were there any other teachers?
- A. Miss Laycock. She went to Columbus, Kansas.
- Q. Do you know by what method the teachers received pay?
- A. Yes, by the Indian Department.
- Q. Do you recall hearing what they received a month?
- A. Around \$50 or \$60.
- Q. Did they maintain a home in the district?
- A. Yes, they usually stayed with a board member or with some family who lived close to the school.
- Q. Do you recall the names of any students?
- A. The Drakes, Gebos, Millers, Leonards, Esther Dagnette, Schapps, they live in Quapaw District, Mrs. J. L. Palmer, who was a Richardville.
- Q. Any of these students that you have named who attended school--do you know what happened to any of them?

- A. Esther Dagnette later became a government teacher. The rest married and had families and scattered around the county.
- Q. Do you remember any of the courses offered?
- A. The common school courses: Reading, Writing, Arithmetic, and Spelling. They had just begun to try to teach Algebra when I quit.
- Q. No attempt was made to call it a high school?
- A. The third grade arithmetic was the top.
- Q. Did this school last 6 hours a day, 9 to 12 and 1 to 4?
- A. Yes.
- Q. How many months did they try to have each year?
- A. They must have tried to have 10 months.
- Q. Regarding equipment in the school, what kind did they have?
- A. We had good manufactured seats--two sat in each seat and there was a place for books under the desk.
- Q. Was the building frame?
- A. Yes, and had black boards all along the sides. We burned wood and the two little ante-rooms for the girls and boys were in the back. Right back of the teachers desk she had a nice little room.
- Q. Regarding books and instructional supplies. Did every student furnish his own?
- A. No. They were furnished by the government and they paid us to go to school--probably 50 cents a day. Drake had quite a large family and received a large check from the government for the attendance of his children at the school. I remember hearing my folks talk about it.
- Q. Do you think this, if it had gone on, would have encouraged early marriages and larger families so that they would have children in school?
- A. I don't know.
- Q. Were community meetings held there?

- A. Yes, the tribes had their meetings there and sometimes they would have payments there. The government would come and pay them their money.
- Q. Was any attempt made to hold what is now called Sunday School, or any other religious activity around the school house?
- A. I can't remember.
- Q. Do you recall anything such as we have now--Christmas programs, etc.?
- A. No, they had those in the homes, but not in school.
- Q. What would be your judgment as to the age when you quit there?
- A. About 15 or 16.
- Q. Did you complete all of the work that was offered?
- A. No.
- Q. Did they have graduation?
- A. No. Some of the advanced students went to Carlyle Indian School in Pennsylvania. Frank Avalon went and never did return. I could have had a scholarship but I couldn't raise the fare to school. That was a hard year. That fall my father died and then I had to work around to go to school. They quit paying the \$2.50 and I helped to do the washing and with the farming by sowing wheat and planting corn. Mostly in the spring my job was to milk the cows, because we didn't have time to go to school and farm much.
- Q. You quit at about the age of 15, which was in the year 1885-6 and at that time had the community changed any; had a lot of folks moved in?
- A. Yes, at that time there were a lot of renters coming in.
- Q. What was the main profession?
- A. Farming and live stock.
- Q. By 1886, when you finished school, had any towns developed?
- A. Not in Ottawa County. You asked me about preaching in the community. We had a preaching service ever so often.

You remember old Tom Richardville, he would speak in Indian to those who couldn't understand English and then speak to the others in English.

- Q. Now, insofar as there were no towns in Ottawa County, from what source did people obtain supplies?
- A. They traded at Baxter Springs, Kansas; Chetopa, Kansas; and Seneca, Missouri.
- Q. By what method did they obtain them?
- A. They went after them in wagons, buggies, spring wagons. I remember taking hogs to market in Baxter and Chetopa.
- Q. Do you think, in your judgment, that the school teachers and students had any influence in forming what is now Oklahoma? Did it help folks to understand what we were trying to do?
- A. Certainly it did.
- Q. Can you think of any way or anything this school might have done to help the community in any way?
- A. They were all interested in the school, and you know education is one of the greatest things you can give people. The people were all anxious for their children to go to school and get what education they could. We planted trees all over that school yard. They had a fence around there and was kept up in good shape.
- Q. Do you think schools reflected back in homes of any people in any way? Did it cause children to become better citizens?
- A. Yes, indeed.
- Q. Do you know of any instances wherein some of these students of the early schools helped in the development of what is now Ottawa County or any other place?
- A. Some of these students made their homes here and farmed the land. When I was grown up I learned the barber trade.
- Q. Then you do think this opportunity to attend school might have been a great help in making you appreciate the county in which you lived?
- A. Certainly.

- Q. In your judgment, a summary or conclusion of early day schools would be about as follows:
1. They were maintained by the Federal Government.
  2. They were open to anyone who wished to come.
  3. The supplies for the building and for the students were furnished free of charge by the government.
  4. It was operated from 8-10 months a year.
  5. The courses offered were about the same as is offered in the present day elementary schools, and if you compare it with elementary schools now, it would be about the 8th grade level.
  6. The teachers were paid about \$50 or \$60 a month, and had previous training as teachers before they came.
  7. The school would have an influence on community life.

Q. Do you think of anything, now, that might be of any importance that I haven't mentioned?

A. No. I think that covers about everything.



DEPOSITION

This is taken in the office of the County Superintendent, November 23, 1937, Miami, Oklahoma. Those present are: Mike Powers, Howard N. Scott, and Lorraine Carselowey.

Q. What is your name?

A. My name is Mike Powers.

Q. How old are you?

A. I'm 69, almost 70.

Q. Where were you born?

A. I was born in Moyden County, Illinois.

Q. When did you first come to what is now called Ottawa County?

A. In 1875.

Q. In what part of this country did you settle?

A. On the Felix Waddle Farm--Spring River Bottom.

Q. At the time you settled here, do you recall most of the folks who lived here. Were they mostly whites or Indians?

A. Mostly Indians--my father was about the first white man in here.

Q. This was then Indian Territory?

A. Yes.

Q. Were there at this time any towns in what we call Ottawa County?

A. Well, no, the closest towns were Baxter Springs in Kansas, and Seneca in Missouri.

Q. In other words, the Indian Territory did not have any organized towns.

A. No, sir.

- Q. Were there any schools?
- A. Yes. There was one school.
- Q. This one school--where was it located?
- A. It was located about 1 mile west of Spring River on the Mrs. Osborn headright.
- Q. Referring this location from Quapaw---
- A. It would be about 4 or 5 miles southeast of the present town of Quapaw.
- Q. What was the name of the school?
- A. The Peoria School.
- Q. Now this would have been about what year?
- A. 1875--the year I went to school.
- Q. How old were you when you started to school?
- A. 8 years old.
- Q. The Peoria School--that was the name by which it was known?
- A. Yes.
- Q. By what method was this school financed?
- A. By the Federal Government.
- Q. Did most of the children belong to Indian Tribes or was the school also open to whites?
- A. It was open to both Indians and Whites, alike.
- Q. Were the children charged tuition or was it a free school.
- A. It was a free school and the government paid Indians to go to school.
- Q. Do you recall the names of any of the teachers who taught school at that time?
- A. George Leonard who was blind in one eye.
- Q. Do you happen to know who employed him?

- A. The government.
- Q. Do you recall from where he came?
- A. No, I do not know.
- Q. Do you have any way of remembering the amount of his salary?
- A. Sixty dollars a month.
- Q. That, of course, did not include board and room.
- A. No, he paid his own board and room.
- Q. About how many children attended this school?
- A. Well, there must have been about 50 or 60 students.
- Q. In what age range were the children who attended?
- A. Their ages ranged from 6 or 7 to 15 or 16 years of age.
- Q. Were the grades offered elementary grades?
- A. There were no grades at that time.
- Q. In other words, the children just came to school.
- A. Yes. They just came and stayed until they finished the books. When I went to school there I went through history, geography, grammar, and all that stuff, and that was considered the highest. There was no place to go after that unless my father could have sent me off some place to school.
- Q. Do you remember how many months they tried to keep this school open?
- A. Well, yes, they went along 8 or 9 months. They held it mighty near the whole year.
- Q. I believe this was about 1875 when you started?
- A. Yes.
- Q. How many years did you attend?
- A. I attended off and on until I was 15.
- Q. Something like 6 or 7 years?
- A. Yes.

- Q. What kind of equipment did they have?
- A. Just a plain bench. If I remember right we did not have any desk we just laid our books on the floor.
- Q. Now, these books to which you refer--from where did they come?
- A. They came from the government--free of charge.
- Q. Did you have blackboards?
- A. Yes, and we also used slates. There were no pencils or paper.
- Q. By what method did you go to school?
- A. We always walked. The children lived at their homes and walked back and forth to school, no one stayed during the school week.
- Q. Was the building used for social gatherings, either Christmas programs or otherwise?
- A. No Christmas programs were held here but once in awhile we had a preaching there.
- Q. Do you happen to remember any students who went there when you did?
- A. Yes, there were the Abners; Dave Perry's children; the Wodsworths; Wealls; Charles Stanley; John Beaver; Frank Weaver; Ady's and Peckhams.
- Q. Were most of these children Indians?
- A. Yes. All of them.
- Q. Then there were but very few white children who attended?
- A. Very few.
- Q. Were these Indian children paid by the government to go to school?
- A. Yes. About \$1.00 a day.
- Q. Do you know what became of these Indian children?
- A. Yes. Some few of them went off to school to Haskell Institute.
- Q. That is the Haskell Institute up in Kansas?
- A. Yes.

- Q. Now, in your judgment, do you think these early day schools had any influence on the citizenship of the present day?
- A. No.
- Q. In your judgment, if you had not been able to go to this school would you have had an opportunity to go to any other?
- A. Not unless my father had moved away to some other part of the country.
- Q. You have lived here continuously since you first settled here?
- A. Yes.
- Q. Have you ever been on a school board?
- A. No.
- Q. Do you see any similarity between the early day schools and the present day schools. Are they operated anything alike?
- A. No. I see a whole lot of difference.
- Q. This difference--do you think it is for the good or not?
- A. Yes. I can see a great improvement in the schools.
- Q. Now, Mr. Powers, over the period of time (1875 to the present day) you have seen the difference in these various schools. Do you feel throughout this period the Indian children, who attended in the early days, have had the same opportunity to attend as the whites?
- A. Yes. They had about the same opportunity.
- Q. Are there, at this time, any buildings left at the original spot where the old school was located?
- A. No, but there is an old elm tree where names have been cut, and that is still standing there on the old site.
- Q. But the building is gone?
- A. Yes.

- Q. Do you think of anything else about this old school and the community in which it stood that I have failed to ask about?
- A. Well, I guess not. It remained until the new Peoria School was built.



Taken from a Tulsa World under the date of November 28, 1937, the above photograph of Ray McNaughton (right) Miami, Oklahoma, Chairman of the Grand River Dam Authority, congratulating E. V. L. Wright of Avalon, California, upon his being selected as General Manager of the Project.

DEPOSITION

This is taken in the office of Ray McNaughton, Miami, Oklahoma, November 19, 1937. There are present: Ray McNaughton, Howard N. Scott, and Lorraine Carselowey.

Q. You are Ray McNaughton?

A. That is right.

Q. You now reside in Miami, Ottawa County, Oklahoma?

A. Yes.

Q. Mr. McNaughton, how old are you?

A. I was born on the Quapaw Agency, Indian Territory, August 7, 1886

Q. In other words, you have spent your entire life in this community?

A. Yes, except during the time I was away from Indian Territory in school, and approximately two years in the lumber industry in Louisiana and Arkansas, 1907-8.

Q. I believe you stated you were born in Ottawa County (then) Indian Territory) in 1886?

A. Yes, that is correct.

Q. At that time, in the community which is now known as Ottawa County, were there any cities or towns?

A. My earliest remembrance of any town in what we refer to as Quapaw Agency and being approximately in the northeast half of Ottawa County, Oklahoma, are the towns of Miami and Peoria. These towns were founded in approximately 1892 or 1893.

Q. At this time, or approximately at this date, would you say the population was composed of mostly whites or Indians?

A. I would say that I was only familiar, of course, in my early boyhood, with the Quapaw Agency Section, which



composed roughly half of what is at present Ottawa County, and that prior to about 1895 a substantial majority was Indian or of Indian descent.

- Q. Were there, at this time, any school districts?
- A. No. We had what was known as Subscription Schools. These are my earliest remembrance as to the schools.
- Q. Do you recall the names by which any of these schools were known?
- A. Yes. The school I first attended was known as the Peoria School and was located about seven miles east and one mile north of the present town of Miami. Then there was a school at Ottawa which is at the point where the Friends Church and Baptist Church are located, and is about seven or eight miles east and south of Miami. Then there was a Modoc School on the east side of Spring River.
- Q. These schools which you mentioned were probably in operation in the early 90's?
- A. Yes. In addition to these schools there was a school north of Miami, sometimes referred to as Miami School, sometimes Labbety School, located some three miles north of the town of Miami. There was another school at what we know as Miami Indian Section of the Quapaw Reservation in the Drake neighborhood and was sometimes referred to as Drake School, and located on Four Mile, some fifteen miles west of the town of Miami.
- Q. This Drake School which you mentioned--could it be described as being approximately ten miles west of Quapaw?
- A. Yes. In addition to schools I have mentioned as subscription schools, there was, to my remembrance, a school known as the Quapaw Mission--located approximately one and one-half miles due east of the present town of Quapaw. This was a school operated under the supervision of the Commissioner of Indian Affairs, and was a boarding school attended principally by Quapaw Indian children. There was also a school located at Wyandotte, which was referred to as the Seneca Indian School, and was operated under the direction of the Commissioner of Indian Affairs. There had been a school, as I was informed, located near the old Seneca Agency at an early date. This agency is some three or four miles due east of the town of Seneca. I never was at that school during my early boyhood.
- Q. Mr. McNaughton, in reference to the schools which you have mentioned, did you have an opportunity to attend any of these as a student?

A. Yes. My memory is that I entered school at Peoria School House in the fall of 1891.

NOV 12 1938

Q. You were then approximately 5 years of age?

A. Yes. I attended school there until the fall of 1895 when I entered school at a school that had then just been located on Rock Creek, approximately three miles southeast of the present town of Quapaw, by the Catholic Church. As I remember the school was known as St. Mary's and I attended that school three years. I then entered school in Miami in what is now and was then the Friends Church, in 1897. I attended school that year at the Friends Church and the first part of the following year in the Methodist Church that was located on the northwest corner of the block immediately joining the present Court House Square. Both of these schools were, in 1897, a part of a school system that had been organized in the town of Miami. I later, in the school year 1897-8, attended school in the building on the southwest corner of the intersection of Main and Central Avenue of Miami, being the Old First National Bank Building, then known as the McWilliams Building. In about 1899 or 1900 the town of Miami, probably by public subscription, caused to be erected a frame school building containing, as I remember, 8 rooms on the block where the present Miami High School is located and I attended school there until the spring of 1902.

Q. Now, Mr. McNaughton, to go back to your first school which you entered at the age of 5 years, and which you stated was subscription school, do you recall approximately the number of students enrolled?

A. Approximately 50 students.

Q. Do you recall the grades offered?

A. From the primary grades through what is approximately the eighth grade of the present day schools.

Q. Approximately elementary grades from 1 to 8?

A. Correct.

Q. And the teachers employed--did they have training which caused them to be selected or were they selected for any other reason?

A. My remembrance is, as to the Peoria School, the teachers were trained or had previous teaching experience.

- Q. By what method were teachers selected?
- A. The teachers were selected by the patrons of the district.
- Q. Were they paid their salaries from this subscription fund?
- A. No. Each family was supposed to contribute. As I now remember, a dollar a month was to be paid for each child sent to the school. My earliest remembrance is the difficulty the teachers had in collecting the payments of their salary.
- Q. Then the maximum salary which a teacher might expect would not exceed \$50.00?
- A. I have heard there was some contribution made from the Secretary of the Interior through the Indian Office. I know that all the books and equipment were furnished through the Indian Office at the time I first entered school, but as the next two or three years past there were no new books or supplies furnished and my memory is that after about 1891-92 the supplies and texts were never replenished.
- Q. Regarding equipment, seats, etc. Were they what you would call standard equipment?
- A. The seats at Peoria School, when I first entered, were approximately the type of school equipment I see in the better class of rural school today, except that the seats accomodated two students. They were of maple, well varnished, and set in the proper type of iron fixtures. They were equipped with an ink well and a space under the top of the desks for placing supplies. We had globes and very adequate supplies of large wall maps. The room was equipped with good black boards and necessary chalk. Slates were furnished children for use in writing lessons, etc.
- Q. All this equipment was furnished by the Federal Office?
- A. Yes, through the Indian Office. The books were nicely bound. The readers were, as I now recall, McGuffey's readers. Spelling books; Ray's Arithmetic; and Geography. I do not recall any work on history, but, not being in that grade I could very easily have failed to know about it.
- Q. In your judgment would you say the course of study used at that time compared favorably with the rural schools of the present day?

A. Yes, as to equipment and supplies. But, as to the course of study, my extreme youth did not make it possible for me to be a judge, not being in school work now.

Q. Regarding the length of the term--do you remember the number of months for which school was maintained?

A. My memory is approximately 8 months--from early fall until late spring.

Q. Now this is a school which you attended approximately four or five years?

A. Yes.

Q. After leaving this building you entered the school at Rock Creek, known as St. Mary's?

A. Yes.

Q. This school you attended about two years?

A. That is right.

Q. Did their course of study compare favorably with the course of study of the Peoria School?

A. The course of study in the Catholic School was approximately the same as that in the Peoria School except the children were divided as to their advancement. Whereas, in the Peoria School all of the students studied in the same room, at the Catholic School the younger children were in one room and the older ones in another.

Q. The St. Mary's or Catholic School--is that the same institution the ruins of which are still standing?

A. Yes, except the school, when I attended it, was a frame building which I believe was later replaced by a block and stucco building.

Q. Do you recall the names of any teachers who taught in these buildings?

A. No.

Q. Do you remember the names of any students who attended at the time you did?

A. Yes. Mrs. A. Scott Thompson, now of Miami; Pearl Peckham, later Mrs. Frank LaFolier; Lou Peckham; Willis McNaughton; Frank Staton; Charles Holt; and Floyd Bailey.

- Q. Now, these students were the ones who attended the Peoria School. Do you remember any who attended the St. Mary's School on Rock Creek?
- A. Yes. Mrs. A. Scott Thompson; Lizzie Imbeau; Ben Dardene, and Frank Perry.
- Q. Mr. McNaughton, do you feel, in your judgment, that these schools which you attended had any influence in forming the community life of the district?
- A. Yes. In addition to the school work that was done there the school was the center for social gatherings, school entertainments, and furnished an opportunity for the people to exchange ideas that undoubtedly resulted in better conditions in the community.
- Q. Now, considering the early day schools, their method of operation, the technique employed by the teachers--do you see any effect of that in the present day schools in the State of Oklahoma?
- A. Undoubtedly the environment in which the parents of the present students were reared in their school in this locality, is revealed in their desire to continue many of the satisfactory methods or plans of operation of schools.
- Q. Now, as a former student of early day schools, do you feel you could have accomplished what you have if you had not been able to attend one of these schools?
- A. I am satisfied that without educational opportunities, limited though they were, I probably would not have gotten along as well as I have.
- Q. What official or public offices, either elective or appointive, have you held or are you now holding?
- A. Well, I was elected County Attorney of this county, twice--in 1913 and 1915. Since 1925 I have continuously been a member of the State Board of Law Examiners, a part of the time being chairman of that board. And I am, at this time, Chairman of the Grand River Dam Authority, created under the Act of 1935 Legislature of Oklahoma.
- Q. You have from time to time participated in civic organizations?
- A. Yes. I was a charter member of the Rotary Club and have been an active member of the Chamber of Commerce for 20 years, and am now a member of the Board of Directors of that organization.

## CHAPTER II

SUMMARY

As seen from the foregoing depositions, the methods used in the early day schools and the students attending are clearly defined. No record of instructors other than those found in Chapters I and II are available. But, in general, records point to the fact that these instructors were largely missionaries with college training who served as class room instructors and, in addition, participated in community activities.

Regarding other students the author has found<sup>12</sup> that the following individuals attended these institutions:

Dr. Guy P. McNaughton, now a practicing physician in the city of Miami.

Willis McNaughton, brother of Guy and Ray McNaughton, who is now a farmer residing east of Miami, Oklahoma, and has, from time to time, served as member of Ottawa County Fair Board, and is an outstanding leader in agriculture in this community.

Mrs. Scott Thompson, now house wife, Miami, Oklahoma  
Ben Dardene, deceased.

Frank Buck, now in Miami, who has received large royalties from the mining industry.

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12 Personal Interview

Bert Ambrose and sisters, residence unknown.

Sam Abrams, now of Miami, whose father, a white man, now deceased, was at one time Chief of the Quapaws.

## CHAPTER III

## METHODS OF PROCEDURE IN SCHOOLS

- A. Methods
- B. Aims or objectives
- C. Results



## CHAPTER III

METHODS AND PROCEDURE

Regarding practice and methods used in the early day schools the research in the preceding chapters points concisely to the situation that practically all early schools operated on the same plan. While schools were directly under control of the Federal Government and the teachers, as a general rule, were paid from government funds, there still existed a situation where local patrons' influence is noticed.

The material, which was furnished by federal funds, was undoubtedly of the best type available in those days. The underlying principles or purpose of the schools was to teach the fundamentals of reading, writing, and arithmetic, and general information appurtenant thereto. While we do find a record that a blacksmiths shop was held in connection with some schools, there is no record to show this was an attempt in vocational training but rather was used for the purpose of maintaining buildings from an administrative view-point. Taking into consideration the time and the environment surrounding the students it is remarkable that as much good as was accomplished could have been done. Recalling the fact that practically 95% of the student body came from Indian homes and whose early training had been everything but that of a scholastic environment and taking into consideration the nature of the Indian one must draw

the conclusion that it was indeed a difficult job to impart scholastic training to these early students. The following letter will probably give as clearly an insight into the method as any other record.

13

June 30, 1871

"The Peoria school is conducted similarly to the common school district, and has been in operation eight months.

When opened, a large portion of the children could not speak English and had but a faint idea of what school meant. They proved very tractable and those who attend regularly learn fast. One class of seven commencing with letters have read through Wilson's Second Reader. One class of five are in the Third Reader.

I have insisted on their learning but a little at a time and that little well, have used very little force, but governed more by moral suasion, have started an arithmetic class and some are ready for geography.

They greatly enjoy writing on a slate. The daily average attendance is small, about 14 with 26 names on the roll.

In intellectual capacity my scholars are not below the average in white schools.

I am, respectfully,

John Collins Isaac, Teacher  
Peoria School

Thus we see from the above letter the attitude on the part of the students was favorable, while the method of the teacher seems to indicate that this purpose was to secure a good foundation and that no attempt was made to include what is now known as extra curriculum activities. In general no attempt was made to classify the students by grades but rather by their ability to accomplish, and as told by some of the former students<sup>14</sup> their purpose was to complete the books

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13 Ibid

14 Ray McNaughton, Personal Interview

and not necessarily the grade. This, of course, was in accordance with the practice used in public schools at that date.

The common school courses including reading, writing, arithmetic, and spelling were offered and an attempt to teach algebra was once started, however, this did not include any secondary or high school work.

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15 Oscar LaFalier, Deposition

## CHAPTER IV

INFLUENCE ON PRESENT

- A. Influence on students early life.
- B. Influence of school on community.
- C. Participation in later life of early day students.
- D. Influence on present of early day students.

CHAPTER IV  
INFLUENCE ON PRESENT

"Give me a child the first six years and you may have him the rest of the days". While this statement is, in all probability too narrow, yet, never-the-less, there is an essential contained therein which cannot be too easily forgotten. So it is with the pioneer schools of Oklahoma which had as their purpose to mold the characters of the pioneer children in the pioneer communities. In this particular instance there is no question but that the early life of the students was influenced by these schools. As the research and study of this paper has clearly shown there was no other opportunity to which the children had access and from which they might receive scholastic training. For that reason the conclusion must be drawn that the training which they received from this source did form the path over which they traveled in later life.

16

As may be recalled in the deposition "I am satisfied that without educational opportunities, limited though they were, I probably would never have gotten along as well as I have." This statement coming from one who is now an outstanding Oklahoma leader, as is evidenced by his position in present day life, cannot go unnoticed and it is true this same application may be used on all the former students.

17

In reference to the deposition of Mike Powers, who is now the father of three sons, one who has served for several years as school board member, District #20, Ottawa County; one who is a court reporter for the Oklahoma Industrial Board; and a third son, who is a county official in Ottawa County. No doubt the position which these individuals hold was influenced by the father and had he failed to receive his early training the citizenship of Oklahoma would have been without the services of these individuals. Case after case may be quoted, but from the author's viewpoint it is needless to call attention to more as the point in mind is clearly illustrated by these two typical cases.

Regarding the position held in forming the social pattern of the early communities, the statement that these schools played an important part surely cannot be challenged. As found in deposition <sup>18</sup> "They(patrons of the community)were all interested in the school and you know education is one of the greatest things you can give people. People were all anxious for their children to go to school and get what education they could." This, in the exact wording of a pioneer student 60 years ago, still would be logic and sound reasoning <sup>19</sup> of any patron of the present day. Again found in a deposition "In addition to the school work that was done there the school

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17 Mike Powers, Deposition

18 Oscar LaFalier, Deposition

19 Ray McNaughton, Personal Interview

was the center for social gatherings, school entertainments, and furnished an opportunity for the people to exchange ideas that undoubtedly resulted in better conditions in the community." As may be seen from the two foregoing statements, the school did serve an important part and, in all probability, played the larger roll of community activities. While today this may seem an unimportant statement, we must realize that in pioneer days the thoughts of both patrons and students were molded by the exchange of ideas received from the school, and that the results were the basis of later citizenship.

In order that we may draw back the curtain and see further the results, it would probably be well to enumerate the part some of the students have played in later life.

1. Ray McNaughton, Miami, Oklahoma, attorney, two terms as County Attorney of Ottawa County, member of the State Board of Examiners, member of various civic organizations, and, at present, chairman of the Grand River Dam Authority, which is the 20 million dollar project approved for Northeastern Oklahoma, and will go down in history as the greatest project for Northeastern Oklahoma, if not the State of Oklahoma.
2. Oscar LaFalier, Miami, Oklahoma, now a respected citizen.
3. Mike Powers, Baxter Springs, Kansas, respected farmer.
4. Dr. Guy P. McNaughton, Miami, Oklahoma practicing physician.
5. Mrs. Scott Thompson, Miami, Oklahoma, wife of a prominent attorney.
6. Frank Buck, Miami, Oklahoma, holder of large royalties, and philanthropist.
7. Sam Abrams, Miami, Oklahoma, respected citizen.
8. Ben Dardene, deceased.
9. Willis McNaughton, Miami, Oklahoma, progressive farmer.

The list could be continued indefinitely, but for the

purpose of this paper it is unnecessary as the point is clearly shown that these individuals have participated and have formed a part of our present social strata.

Analyzing the preceding statements in this chapter we are forced to the conclusion that the activities of both the student body and school patrons plus the part of the pioneer schools was largely instrumental in forming the "social pattern" which even yet today is reflected and in the author's judgment has formed a citizenship that will long exist and will be known as a desirable effect.



## CHAPTER V

SUMMARY

- A. Present day influence of early school.

## CHAPTER V

SUMMARY

While the preceding four chapters dealt mostly in research and the conclusion therefrom, it seems proper and fitting that the necessary information is contained therein to form the basis pertaining to the influence on present day life.

We recall the formation of early educational institutions, the hardships encountered, the difficulties necessary to overcome, the progressive attitude in spite of opposition, and note the results, we are forced to make the statement that without these institutions Oklahoma would have suffered a severe loss. The philosophy of our forefathers is marked in their children. The participation of the children forms the citizenship and citizenship makes a community. While we are unable to point to many outstanding individuals and probably none who will go down in history, we cannot evade the fact that these thousands of off-springs, now forming a part of Oklahoma, are but living the lives which the pioneers formulated by their early training.

The activities now being promulgated in Ottawa County are but a reflection of the foundations laid by the many lessons taught in the early school. The formations of our own local school district, the founding of our secondary educational institutions, the legislation enacted which formed the Northeastern Oklahoma Junior College, located at Miami, Oklahoma, are but a few of the results coming from the early

seeds of knowledge planted many years ago.

All of this cannot be measured in dollars and cents, buildings completed, school houses built, law suits won, medical cases cured, or large farms built, but it is the composite completion and it is the sincere belief of the author that the thread of thinking of these forefathers has formed a large mirror through which we might look and see the clear reflection of Ottawa County as it stands today.

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McNaughton, Dr. Guy P., Miami, Oklahoma  
McNaughton, Ray, Miami, Oklahoma  
McNaughton, Willis, Miami, Oklahoma  
Powers, Mike, Baxter Springs  
Ray, Frank, deceased  
Thompson, Mrs. Scott, Miami, Oklahoma

STRATHMORE PARCHMENT

400 BRAS U.S.A.

LORRAINE CARSELOWEY

TYPIST

STRATH