

money on the schools. In 1892, the Nation was investing a greater proportion of its wealth than ever before for the welfare of the few. Records for 1896 revealed that the school appropriation had reached seventy-seven thousand dollars including a ten thousand dollar allocation for a colored high school in Tahlequah in 1892, colored high school in Tahlequah. In 1897, just prior to the passage of the Curtis Act, the act that sounded the death of the old tribal educational control, the Cherokees were spending eighty-five thousand eight hundred seventy dollars and thirty cents in behalf of their schools. For the time, the Government took over, the school system here did away with the Cherokee Board of Education. They were spending eighty-five thousand dollars a year which was almost twice as much as any surrounding states. Along with spending a sizeable amount of their invested funds for education, the Cherokee also achieved results. Not only providing schools, but they maintained a high percentage of its young people who attended. Although the average daily attendance was maybe not what you find in a modern city school, it nevertheless compared very favorably with the attendance in rural areas than anywhere in the Nation.

WHITE INTEGRATION INTO INDIAN EDUCATION

With the building of the railroads in Indian Territory, thousands of Whites joined others who were already there. By 1893, the Outlanders or Whites had become four times as numerous as Indian citizens. Most Whites came to the Indian country as tenant farmers, as laborers, as mechanics, licensed traders, coal-miners, and as government employees. Others entered the country, because they felt the area along with other land of the other four Nations, Indian Nations would soon be recognized as a territory in a few short years. In fact, the same forces that had entailed the ever Westward movement of the Pioneer went out exerting their influence in the Indian