

the Cherokees and was soon looked upon as a co-worker rather than an intruder. Along with the velvet glove, iron hand policy of the Federal Government. Benedict insisted that the day schools were those most in need of expansion and supervision. He pointed out that there were nineteen thousand two hundred ninety-two children of school age in the Nation. That most of them were solely dependent upon neighborhood schools for educational opportunities. Consequently, he urged the Supervisor to see that the Council appropriated a larger sum of money for these schools, and he gave close supervision, close attention to their supervision.

Another factor concern was the number of the 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 that there was no means by where, whereby, three or public schools could be established for rural Whites. Congress passed a law finally in 1904 appropriating a hundred thousand dollars to the enlargement of tribal schools in the Indian Territory and making provisions with the attendance of non-students. So legally, in 1904, first Whites were allowed to attend schools. This fund was raised to a hundred fifty-thousand dollars the next year, was added to the surplus, court recording fees as selected by the Federal Court Clerks in the Territory. This provided a Federal reserve more than two hundred thousand dollars available for rural schools, rural combination schools among the Five Civilized Tribes. So successful was this union idea, the don't use the word "integration" they use the word "union". So successful was this union school idea and so helpful was it to the towns, that a number of them were unable to build good schools without the necessity of even voting bonds. By the end of 1904, successful combination schools