

My Indian Territory School

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Discover the rich history of early educational institutions within Indian Territory, exploring the challenges and triumphs of establishing schools for various communities. This resource delves into the unique aspects of frontier education and its lasting impact on the region that would become Oklahoma, including the experiences of Native American students and educators.

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My Indian Territory School

A photographic history of a Creek Indian Nation town site and school brought into being during the days when tribal land was first made available to outside settlers.

My Indian Territory School

"My Indian Territory School" is a 402-page photographic history of the Creek Indian Nation townsite of Hoffman in Okmulgee County, Oklahoma, and the schools that were once in operation there. It is made up of a narrative to provide an overview of the history of the town and its school accompanied by a unique non-stock collection of photographs, documents, and other graphic forms to describe what life was like at the townsite and school between around 1870 and when school and town alike were shut down during the 1960s. While the main focus of the book is on the history of the schools of Hoffman, information about former residents, buildings, homes, landmarks, and key events at the townsite is included as well. The is designed to vividly illustrate what day-to-day life was like in one of the many townsites that were incorporated soon after land in what once was the Oklahoma Indian Territory was made available for outside settlement."

My Indian Territory School

The author has assembled a unique collection of documents relating to the problems of Indian education of the years.

Report of the Superintendent of Indian Schools ...

Hamill combines his own ethnographic investigations with archival research to explore how many Oklahoma Indians construct their identity racially (in contrast to many Native Americans who prefer tribal identities) as well as the implications of racial identity for their narrative reconstruction of their

histories, including experiences of forced removal, religious practices, educational institutions, and the meaning of the "blood quantum."

Annual Report of the United States Indian Inspector for the Indian Territory ... to the Secretary of the Interior

Although articles reporting research studies are helpful in acquainting students with methodological approaches, they often make the process look so straightforward, clean, and effortless. It is rare to find an article that tells the "real" story behind the finished product. By having real researchers tell their own stories of "mucking around" with methodological and ethical issues in qualitative research, we get a more realistic, human story of the process. This is a collection of such stories. Authors were asked to describe their own experiences with methodological and ethical struggles as they engaged in their work. Each of the essays offers insight into the research approach used as well as particular issues which became apparent during the research process. Key issues raised by the authors include early learnings; gaining entry; overlapping, conflicting roles, and the boundaries of these roles; differential power relationships; who tells the story and whose story is told; ethical concerns related to confidentiality; and the influence of a researcher's particular philosophy or theoretical framework on his or her research. Throughout the book we see scholars whose personal stories or autobiographies intersect closely with their research projects. deMarrais introduces a unique framework to help students gain an overview of qualitative research methods and the underpinnings and processes in these approaches. This framework is centered on the ways we understand phenomena using qualitative research approaches that engage archival knowledge, narrative knowledge, or observational knowledge.

Promises of the Past

Blue Spruce's journey begins on the Santa Fe Indian School campus with his parents' determination that their children would excel academically and obtain college degrees. After graduating from dental school, Dr. Blue Spruce planned to return to the pueblos to treat his people. As it turned out, his destiny reached far beyond: from the wilds of Montana to New York City to San Francisco to South America and back to the United States. In Washington DC, he presented the needs of American Indians to Congress and lunched with the president.

Report

This book describes the impact of U.S. government civilization and education policies on a Native American family and its tribe from 1763 to 1995. While engaged in a personal quest for his family's roots in Choctaw tribal history, the author discovered a direct relationship between educational policies and their impact on his family and tribe. Combining personal narrative with traditional historical methodology, the author details how federal education policies concentrated power in a tribal elite that controlled its own school system in which students were segregated by social class and race. The book begins with the cultural differences that existed between Native Americans and European colonists. The civilization policies discussed begin in the 1790s when both Presidents George Washington and Thomas Jefferson searched for a means of gaining the lands occupied by the southern tribes, including the Choctaws. The story involves a complicated interaction between government policies, the agenda of white educators, and the desires of Native Americans. In a broader context, it is a study of the evolution of an American family from the extended support of the community and clan of the past, to the present world of single parents adrift without community or family safety nets.

Annual Report of the United States Indian Inspector for the Indian Territory ... to the Secretary of the Interior

Fiction, Reading Recovery Level 10, F&P Level F, DRA2 Level 10, Theme Cultures, Stage Early, Character N/A

Going Indian

Indian School Journal