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# A Little School, A Reservation Divided: Quaker Education and Allegany Seneca Leadership in the Early American Republic

MARK A. NICHOLAS

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Western New York's Allegany Seneca Reservation was a troubled place. John Peirce, one of many Allegany chiefs, could only lament in 1821 how a political situation had spiraled out of control: "war had risen amongst them."<sup>1</sup> Within a span of a few years, Quakers operating a schoolhouse on Seneca lands had ripped apart the Allegany people. For Allegany, problems with Quaker-run schools were nothing new. In 1798, Philadelphia Quakers began to offer Allegheny River Senecas some acculturative assistance, including resident schoolteachers. Cornplanter, a chief of mixed Dutch-Seneca ancestry who secured a grant from Pennsylvania in 1791, promoted Henry Simmons Jr.'s education program on his lands. Nonetheless, Simmons's efforts faltered under the weight of opponent pressure. Another school at Allegany from 1811 to 1815 eventually closed in spite of the labors of an eighteen-year-old schoolmaster, Joseph Harlan.<sup>2</sup> Two unsuccessful schools along the Allegheny River did not halt a third attempt by members of Philadelphia's Yearly Meeting Indian Committee. In 1816, weighty Quakers dispatched the twenty-two-year-old Joseph Elkinton. Elkinton had some experience educating African Americans but none teaching Indians. Even while lacking knowledge of Seneca language and culture, Elkinton took initiative on the reservation to have a successful school; his work, while benevolent, almost resulted in Senecas killing him. The problems Quakers faced to school the Allegany Senecas in earlier decades, to say the least, were tame in comparison to the chaos that Elkinton's reservation-based efforts unleashed.

Between 1816 and 1822, Elkinton meddled in reservation affairs, and in multiple diaries, he chronicled the tumultuous period during which he tried

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Mark A. Nicholas recently finished his PhD at Lehigh University and is now assistant professor of American history at the University of St. Thomas, Houston. He has written about the Mashpee Wampanoags' involvement in whaling, the Senecas and Presbyterianism, and Native Americans and Christianity.

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professional attributes, public school programs, to be socialized into profession, to become a professional, to be a babysitter, an early childhood professional, to provide someone with the concepts, to belong to a group of professionals, to have strong leadership, a code of ethics, a regulatory organization, to work in child care program for young children. 4. Fill in the gaps using one of the words from the table below. provide attributes socialized care education babysitters. The early childhood educator belongs to a group of professional that has strong leadership, a proud history, a code of ethics, regulatory organizations, and other professional attributes. To become an early childhood professional, you will need education and training to Native American reservation inequality underlies a range of societal issues that affect the lives of Native American populations residing on reservations in the United States. About one third of the Native American population, about 700,000 persons, lives on an Indian Reservation in the United States. Reservation poverty and other discriminatory factors have led to persisting social inequality on Native American reservations. Disparities between many aspects of life at the national level and at the Public schools are controlled by boards of education of the state or the district where the school is situated. These boards are responsible for the curriculum, the selection of the teachers and other aspects of school life. American schoolchildren pass through two main stages of school education on their way to get a high school diploma. They attend the elementary school and then the secondary school. Though much is spent by the state for education, American schools face many problems. As the schools depend greatly on what they get from local authorities, they differ from one another in the quality of education. What parts is secondary school divided into? Is there a national curriculum in the USA? What subjects does elementary school provide instruction in? The early colonists began borrowing words from friendly Native Americans almost from the moment of their first contact, and many of those names remain in our everyday English language today. Here are some examples: Food Tennessee-Tanasiwas the name of Cherokee villages on the Little Tennessee

River. From 1784 to 1788 this was the State of Franklin, or Frankland. Texas-Variant of word used by Caddo and other Indians meaning friends or allies, and applied to them by the Spanish in eastern Texas. Also written texias, tejas, teysas. Utah-From a Navajo word meaning upper, or higher up, as applied to a Shoshone tribe called Ute. Wisconsin-An Indian name, spelled Ouisconsin and Mesconsin by early chroniclers. Believed to mean "grassy place" in Chippewa. 2.4 American School from the Point of View of Russian Teenagers. 2.5 What American Students think of their Educational System. 2.6 Alumnis Experience. To serve their citizens and help the country prosper all countries in the world without exception provide public education to children and teenagers as one of its main goals is to prepare students for productive citizenship, work and adult life. All this makes the notion of education universal while each country has its own system of education determined by its history, political system, culture, traditions and so on.