

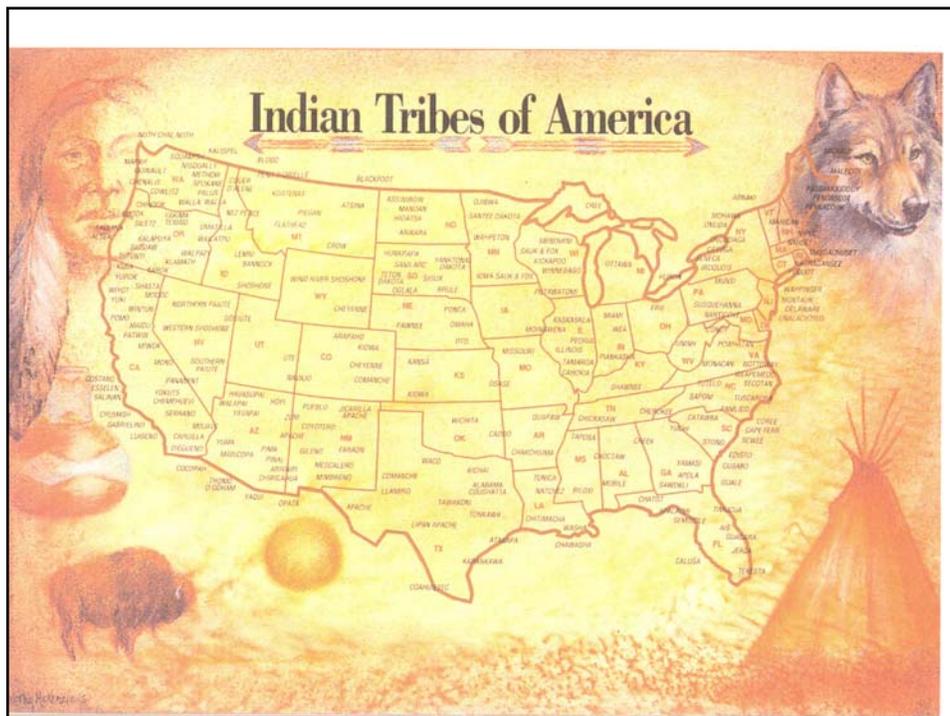
THE UNTOLD STORY

**IMPACTS ON NATIVE AMERICANS
THEN AND NOW**

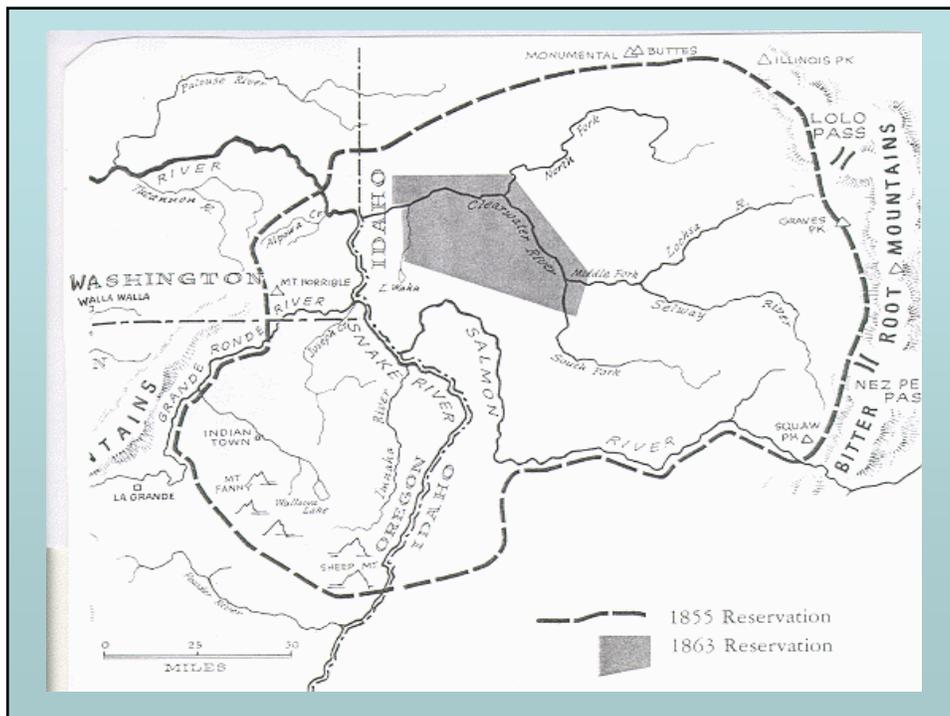
INDIAN PEOPLES BEFORE THE ARRIVAL OF COLUMBUS

- **TOTAL POPULATION ESTIMATED
AROUND 70 MILLION**
- **A CENTURY LATER THE POPULATION
WOULD BE REDUCED TO 3.5 MILLION.**

- **OVER 400 KNOWN LANGUAGES, REPRESENTING AS MANY AS 500 TRIBES.**
- **THE LAND WAS OWNED COLLECTIVELY.**
- **THE GOVERNMENT WAS RUN BY CONSENSUS RATHER THAN MAJORITY RULE.**



- **ANDREW JACKSON VIEWED THE TRIBES SOLELY AS OBSTACLES TO AMERICAN EXPANSION.**



- **OVER THE NEXT 40 YEARS INDIAN LAND WAS REDUCED FROM 138 MILLION ACRES DOWN TO 48.**

- **THE 1887 ALLOTMENT ACT ATTACKED THE LAST CULTURAL MAINSTAY OF TRIBAL EXISTENCE –**
- **COMMUNAL OWNERSHIP OF LAND**

- 1893 THE INDIAN EDUCATION SYSTEM WAS ESTABLISHED
- FAMILIES WERE FORCED TO HAND OVER THEIR CHILDREN TO AGENTS TO BE TAKEN TO BOARDING SCHOOLS, FOREVER IMPACTING AND CHANGING AMERICAN INDIAN FAMILIES



Albert Hensley delivering two daughters and two nieces to boarding school, ca. 1915. (Courtesy of the National Archives)

- GENOCIDE BY ANY OTHER NAME: AMERICAN INDIAN RESIDENTIAL SCHOOLS IN CONTEXT



Richard Kissiti, Apache, at age 4 the youngest "student" at Carlisle in 1895. (Cumberland County Historical Society)

- **“WE MUST BEGIN WITH THE MISREPRESENTATION AND TRANSFORM IT INTO WHAT IS TRUE. THAT IS, WE MUST UNCOVER THE SOURCE OF THE MISREPRESENTATION; OTHERWISE HEARING WHAT IS TRUE WON’T HELP US. THE TRUTH CANNOT PENETRATE WHEN SOMETHING IS TAKING ITS PLACE”**

– LUDWIG WITTGENSTIEN

- **WRONGS MUST BE ACKNOWLEDGED IF THE HEALING IS TO BEGIN!**

- **THE HOLOCAUST WAS THE BIGGEST INHUMANE THING THAT HAS EVER BEEN WRITTEN ABOUT.**
- **WHAT WOULD BE DISTURBING IS IF WE DIDN'T REMEMBER IT**
- **IF WE PRETENDED THAT IT NEVER HAPPENED**
- **IF WE DIDN'T TRY TO UNDERSTAND THE CAUSES BEHIND IT.**

• **THERE IS NO GROWTH UNLESS MISTAKES ARE RECOGNIZED AND SOME ATTEMPT IS MADE TO RIGHT PREVIOUS WRONGS”**

– KURT KALTREIDER

- **IT WAS ESTIMATED THAT ABOUT 100 MILLION INDIANS FROM THE CARIBBEAN, CENTRAL, SOUTH AND NORTH AMERICA DIED BY THE EURO-AMERICANS.**

- **ELIE WIESEL, A SURVIVOR OF THE NAZI HOLOCAUST HAS DONE MUCH TO ALERT THE WORLD OF THE DANGERS OF FANATICISM AND INTOLERANCE. SHE STATED...**
- **“I BELIEVE WHAT WE WROTE ABOUT THE HOLOCAUST COULD HAVE BEEN EASILY WRITTEN ABOUT THE EUROAMERICANS AND THEIR TREATMENT OF THE INDIANS”.**

- **GENOCIDE IS A TERM USED TO DISCUSS MASS MURDER OF THE MOST EXTREME.**

- **KILLING IS ONLY ONE OF THE FIVE CRITERIA THAT TELLS US WHAT THE CRIME OF GENOCIDE IS. THE OTHER FOUR ARE:**
- **1) CAUSING SERIOUS OR BODILY HARM TO THE GROUP;**
- **2) DELIBERATELY INFLECTING CONDITIONS OF LIFE CALCULATED TO BRING ABOUT IT'S PHYSICAL DESTRUCTION IN WHOLE OR PART;**
- **3) IMPOSING MEASURES INTENDED TO PREVENT BIRTHS WITHIN THE GROUP;**
- **4) FORCIBLY TRANSFERING CHILDREN OF THE GROUP TO ANOTHER GROUP.**

- **THROUGHOUT THE HISTORY OF THE U.S., EXAMPLES OF EACH OF THE FIVE DEFINITIONS OF GENOCIDE CAN BE SEEN IN THE WAY THE INDIANS WERE TREATED BY THE EURO-AMERICANS.**

- **AFTER 1790, THE U.S. FACED FOUR OPTIONS IN SHAPING ITS OVERALL POLICY TOWARD INDIANS:**
- **1) EXTERMINATE THEM**
- **2) PROTECT THEM IN ZOO-LIKE ENCLAVES WHILE TOWNS RISE AROUND THEM**
- **3) ASSIMILATE INDIANS BY ENCOURAGING THEM TO BECOME CHURCH-GOING, SCHOOL ATTENDING MODEL CITIZENS**
- **4) TRANSPLANT THEM TO INHOSPITABLE, UNWANTED WILDERNESS WEST OF THE MISSISSIPPI KNOWN AS INDIAN TERRITORY (OKLAHOMA).**

- **THE ATROCITIES THAT FOLLOW SHOW THE REAL INTENT AND FAILURE OF THESE POLICIES....OR WAS IT FAILURE?**

- **THE NATURE OF THE NATIONAL CRIME BOUND UP IN THIS COLDLY CALCULATED “EDUCATION FOR EXTINCTION” WAS PUT QUITE BLUNTLY BY CAPTAIN RICHARD HENRY PRATT, THE ARMY OFFICER SELECTED BY THE U.S. TO CREATE AND SUPERVISE IT’S EDUCATION SYSTEM...**
- **THE OBJECTIVE PRATT PUBLICLY DECLAIMED IN 1895 WAS “TO KILL THE INDIAN, SAVE THE MAN IN EVERY PUPIL.”**

- **OR, TO REPHRASE, U.S. INDIAN COMMISSIONER WILLIAM A. JONES SAID IN 1903, THE GOAL WAS TO EXTERMINATE THE INDIAN BUT DEVELOP A MAN.**

- **THE CORE THINKING OF THOSE RUNNING THE SYSTEM COULD NOT HAVE BEEN FRAMED MORE CLEARLY:**
- **TO BE DISCERNIBLY INDIAN WAS TO BE OTHER THAN HUMAN; TO BE HUMAN, ONE COULD NOT BE DISCERNIBLY INDIAN.**

- **THE FORMULATION AND MENTALITY IT REFLECTS IS IDENTICAL TO THAT DISPLAYED IN GENERAL PHIL SHERIDAN'S EARLIER AND MUCH CELEBRATED OBSERVATION THAT "THE ONLY GOOD INDIAN IS A DEAD INDIAN."**
- **COLONEL JOHN CHIVINGTON'S INFAMOUS ORDER ISSUED JUST PRIOR TO THE SAND CREEK MASSACRE OF 1864, THAT HIS "TROOPS SHOULD SLAUGHTER INDIAN BABIES RIGHT ALONG WITH THEIR PARENTS AND OTHER ADULTS BECAUSE, AFTER ALL, NITS MAKE LICE."**

- **IN 1875, THE NEW INDIAN EDUCATION POLICY WAS DEVELOPED BY MARION PRATT.**
- **1879 - THE CARLISLE INDUSTRIAL SCHOOL IN CARLISLE, PENNSYLVANIA WAS FORMED.**



- PRATT HAD BEEN **A PRISON WARDEN** IN FORT MARION FLORIDA.
- HE QUICKLY ESTABLISHED THE **“PRISON INDUSTRIES”-SLAVE LABOR-** TO OFFSET THE COST OF RUNNING THE SCHOOL FACILITIES AND TO TURN THEM INTO PROFIT MAKING VENTURES.



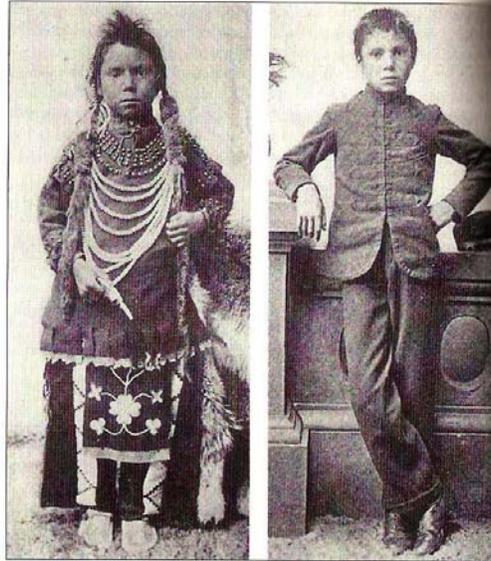
- **THIS IS THE MAN THAT FEDERAL AUTHORITIES DEEMED “MOST FIT” TO OVERSEE THE HANDLING OF TYKES AS YOUNG AS FIVE YEARS OLD.**

- **WHEN INDIAN PARENTS RESISTED LETTING THEIR CHILDREN BE TAKEN, SECRETARY OF INTERIOR MORGAN WROTE WHEREVER IT SEEMED NECESSARY THAT THEY MAY RESORT TO MILD PUNISHMENT BY WITHOLDING RATIONS AND SUPPLIES.**
- **WHEN NECESSARY, HE DIRECTED AGENTS TO USE THEIR INDIAN POLICE TO COMPELL ATTENDANCE.**

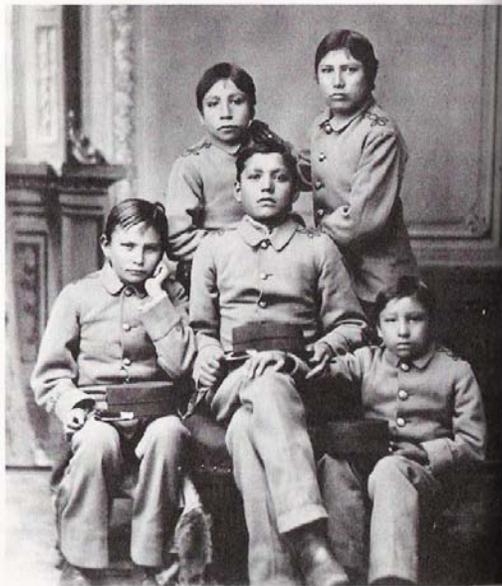
- **PARENTS WERE NOT ALLOWED TO VISIT THE CHILDREN AT THE SCHOOLS.**
- **CHILDREN WERE NOT ALLOWED TO RETURN HOME UNTIL AGE 18.**
- **MANY RAN AWAY...SOME DIED TRYING TO REACH HOME.**

- **IN LATER YEARS, CHILDREN WOULD BE TAKEN IN TRUCKS CAGED WITH WIRE, DRIVEN TO THE NEAREST RAILROAD AND PLACED IN CATTLE CARS FOR LONG TRIPS TO THE SCHOOLS.**

- **ONCE AT THE SCHOOLS, THE CHILDREN WERE SUBJECTED TO STRICT MILITARY TYPE RULES:**
- **FORBIDDEN TO SPEAK THEIR NATIVE LANGUAGE,**
- **HAD THEIR TRADITIONAL LONG HAIR CUT OFF,**
- **FORCED TO DRESS IN MILITARY UNIFORM TYPE CLOTHING,**
- **FORCED TO MARCH MILITARY STYLE TO AND FROM ALL ACTIVITIES.**

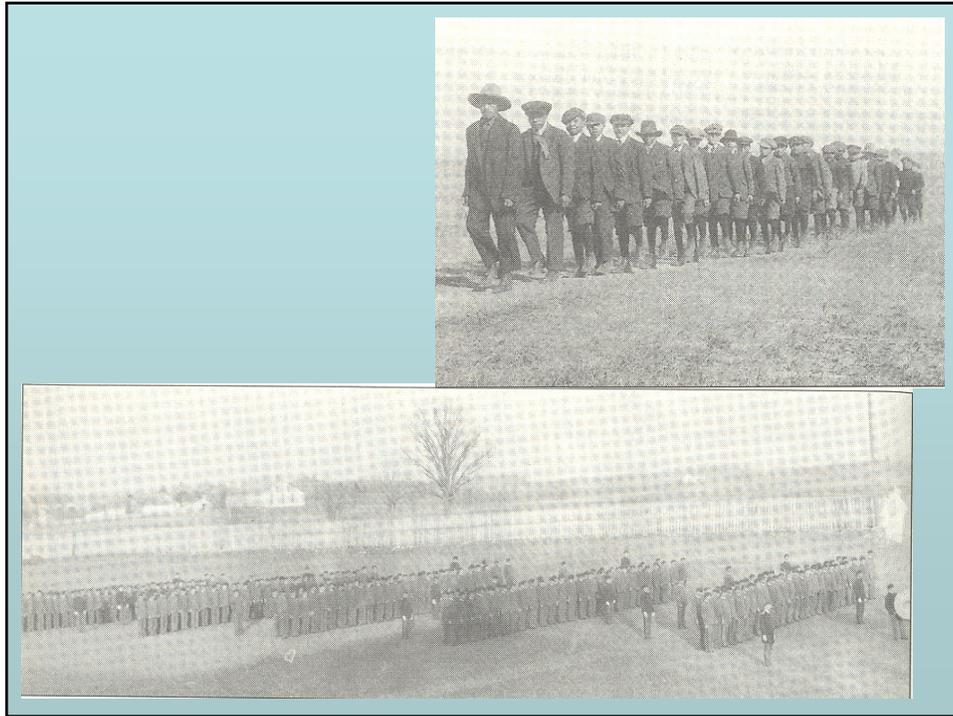


A young Cree named Thomas Moore as he appeared upon his arrival in 1910 at the Regina Indian Industrial School, Saskatchewan, and three years later. Such "before and after" photo sequences, supposedly providing graphic evidence of the "progress" made by children committed to residential institutions, were produced in the hundreds by school administrators both north and south of the U.S./Canadian border. (Provincial Archives of Alberta, Obater Collection)



Sioux boys in their Carlisle uniforms, ca. 1886. (Bureau of Indian Affairs photo no. 75-1P-1-12 in the National Archives)





- **SUBJECTED TO PHYSICAL, MENTAL, AND SEXUAL ABUSES,**
- **FORCED INTO SLAVE LABOR,**
- **SUBJECTED TO STARVATION AND DISEASE,**
- **PREVENTED FROM PRACTICING ANY OF THEIR RELIGIOUS CEREMONIES.**

- **IN 1904, A REPORT BY DR. A.B. SIMES STATED THAT A REGULATION SCHOOL MEAL CONSISTED OF BREAD AND DRIPPINGS OR BOILED POTATOES.**
- **BREAKFAST IN 1929 CONSISTED OF 3 TABLESPOONS OF PORRIDGE, LARD DRIPPINGS, BREAD AND TEA...NOTHING ELSE.**
- **HE REPORTED THAT 28% OF THE GIRLS AND 69% OF THE BOYS WERE SEVERELY UNDERWEIGHT.**



- A U.S. INVESTIGATING PARTY IN A 1928 MERIAM REPORT CONCLUDED:
- AS LITTLE AS **9 CENTS PER DAY** OR **\$32.85 PER YEAR** WAS EXPENDED ON FEEDING OF NATIVE CHILDREN IN BOARDING SCHOOLS
- OR LESS THAN \$100 PER YEAR FOR CLOTHING, FOOD, AND MEDICAL.

- IN 1944, DR. SIMES REPORTED THAT ONLY **49 CENTS PER DAY** WAS ALLOWED FOR ALL SUPPORT - WHICH INCLUDED FOOD, CLOTHING, MEDICINE, SUPPLIES, ETC)

- **THE CHILD WELFARE LEAGUE REPORTED THAT THE AVERAGE MONEY SPENT ON WHITE CHILDREN IN A HOME WAS UP TO \$541 PER YEAR**
- **COMPARED TO \$60 FOR EACH INDIAN CHILD**

- **A 1907 BRYCE REPORT STATE THAT 70% OF STUDENTS IN BOARDING SCHOOLS HAD TUBERCULOSIS AND NEEDED MEDICAL ATTENTION THEY WERE NOT GETTING.**

- **A SARCEE BOARDING SCHOOL REPORT SHOWED THAT 33 OF THE 57 STUDENTS WERE MUCH BELOW THE ACCEPTABLE LEVEL OF HEALTH:**
- **ALL BUT 4 OF THE STUDENTS HAD TB.**
- **16 OF THE KIDS WITH TB WERE FORCED TO ATTEND CLASSES DESPITE BEING OBVIOUSLY AFFLICTED WITH OPEN SORES AND SWOLLEN GLANDS.**
- **THEY HAD TO SIT AT DESK WITH UNSIGHTLY BANDAGES AROUND THEIR NECKS TO COVER THEIR LARGE SWELLINGS AND SORES.**





- **IN 1907, THE PRESS REPORTED THAT INDIAN BOYS AND GIRLS WERE DYING LIKE FLIES BECAUSE OF AN ABSOLUTED INATTENTION TO THE BARE NECESSITIES OF THEIR HEALTH WHILE IN THE SCHOOLS. THEY ALSO STATED THAT “EVEN WAR SELDOM SHOWS AS LARGE A PERCENT OF FATALITIES AS DOES THE EDUCATION SYSTEM IMPOSED ON OUR INDIAN WARDS”**

- **60 PERCENT OF THESE CHILDREN HAD SCABIES:**
- **A SIGN OF GROSS NEGLECT USUALLY FOUND IN CHILDREN LIVING IN OVERCROWDED AND UNHYGENIC CONDITIONS.**
- **NEGLECTED FOR MONTHS, HANDS, ARMS, AND WHOLE BODIES WERE COVERED WITH CRUST AND SORES.**
- **TWO LITTLE GIRLS HAD SORES ON THE BACK OF THEIR HEADS FULLY 3 INCHES ACROSS HEAPED WITH CRUST ½ INCH DEEP.**
- **THE REMEDY PER THE DOCTOR WAS SIMPLY CLEANLINESS.**

- **OVER HALF THE CHILDREN IN BOARDING SCHOOL HAD TRACHOMA:**
- **AN EYE DISEASE ASSOCIATED WITH UNCLEAN CONDITIONS**
- **LEFT UNTREATED, IT CAUSES BLINDNESS.**

- **IN 1907, DR. BRYCE, CHIEF MEDICAL OFFICER OF THE INDIAN DEPARTMENT, REVEALED IN HIS BRYCE REPORT:**
- **THAT OF THE 1,537 CHILDREN WHO ATTENDED THE SAMPLE GROUP OF FACILITIES OVER A 10 YEAR PERIOD, 42% HAD DIED OF TB OR CONSUMPTION.**

- **THE REPORT STATED THAT:**
- **THE DORMS WERE TOO SMALL,**
- **BADLY NEEDED VENTILATION,**
- **COULD NOT BE PROPERLY HEATED,**
- **WERE UNFIT TO BE SCHOOL FACILITIES,**
- **WERE UNSANITARY IN EVERY WAY,**
- **AND THAT THE SCHOOLS THEMSELVES WERE EXPEDITORS OF TB CAUSING DEATH AT MORE THAN 8 TIMES THE RATE THAN IN WHITES.**

- **FORCED LABOR AND INCOME FOR THE GOVERNMENT:**
- **CHILDREN WERE FORCED TO WORK LONG HOURS FOCUSED ON PRODUCTION RATHER THAN EDUCATION.**

- **IN 1881 IN THE WORKSHOPS AT CARLISLE, A LABOR FORCE OF FEWER THAN 50 BOYS:**
- **TURNED OUT 8,929 METAL PANS, PAILS, AND FUNNELS,**
- **183 DOUBLE HARNESS SETS,**
- **161 BRIDLES,**
- **9 SPRING WAGONS,**
- **AND A PAIR OF CARRIAGES.**
- **ALL WERE SOLD ON THE OPEN MARKET FOR \$16,333.46**



- **STEVENSON BOARDING SCHOOL:**
- **CUT AND HAULED 300 POSTS,**
- **FENCED 20 ACRES OF PASTURE,**
- **CUT 200 CORDS OF WOOD,**
- **AND MINED 150 TONS OF COAL.**



- **IN 1890, IN AN ALBUQUERQUE INDIAN SCHOOL, 16 GIRLS AT A GARMENT FACTORY MADE:**
- **170 DRESSES,**
- **107 SHIRTS,**
- **261 PAIRS OF DRAWERS,**
- **194 PILLOW CASES,**
- **224 SHEETS,**
- **238 APRONS,**
- **38 TOWELS - JUST TO NAME A FEW.**



- **AT HASKELL, WHERE NEARLY 600 ACRES WAS IN CULTIVATION, REVENUES FROM THE SALE OF HAY, WHEAT, OATS, CORN AND POTATOES REACHED \$14,000 IN 1925 FROM THE CHILDREN'S LABOR.**





- **AT CHILOCCO, TWELVE BOYS IN THE BAKERY EACH WEEK PRODUCED:**
- **2,000 LOAVES OF BREAD,**
- **2,000 BUNS,**
- **900 CINNAMON ROLLS,**
- **220 PIES,**
- **900 COOKIES,**
- **900 SLICES OF GINGERBREAD AND CAKE,**
- **1,800 PIECES OF CORNBREAD.**

- **THE LAUNDRY PROCESSED ANNUALLY:**
- **475,000 TOWELS,**
- **98,000 SHEETS,**
- **35,000 SHIRTS**
- **AND TENS OF THOUSANDS OF NIGHTGOWNS,**
- **PILLOWCASES,**
- **BLOOMERS,**
- **AND LONG UNDERWEAR.**



- ONE REPORT SHOWS THAT STUDENTS ATTENDED **ACTUAL CLASSES ONLY NINE TIMES DURING A 42 DAY PERIOD.**
- THAT THEY SIMPLY ABANDONED ALL PRETENSE OF BEING ANYTHING OTHER THAN “WORKHOUSES”

- A 1945 INDIAN DEPARTMENT SURVEY CONCLUDED THAT OF THE 9,149 STUDENTS IN RESIDENTIAL SCHOOLS, OVER **80 PERCENT FAILED TO ADVANCE PAST GRADE THREE...** NO MORE THAN BASIC LITERACY.

- YEARS OF DETACHMENT FROM THEIR OWN FAMILIES AND CULTURE, BEING BRUTALIZED EMOTIONALLY, AND PHYSICALLY LEAD TO THE **SHAME, FEAR, ANGER** THAT HAS BEEN PASSED ON FROM GENERATION TO GENERATION.

- MUCH LIKE THE CHILDREN FROM ROMANIAN ORPHANAGES WHOSE BEHAVIORS WERE IMPACTED DUE TO REACTIVE ATTACHMENT DISORDERS, AMERICAN INDIANS' HISTORICAL TRAUMA HAS LED TO RAMPANT ALCOHOLISM, DRUG ABUSE, AND DOMESTIC VIOLENCE.

- **WHAT DOES ALL THIS HAVE TO DO WITH TODAY ONE MIGHT ASK?**

- **IT WAS NOT UNTIL THE 1975 INDIAN SELF DETERMINATION AND EDUCATIONAL ACT, PUBLIC LAW 93-638 – THAT TURNED CONTROL OF MANY OF THE SCHOOLS OVER TO THE TRIBES.**
- **TODAY, 56 SCHOOLS OPERATE UNDER CONTRACT WITH THE BIA,**
- **20 TRIBALLY CONTROLLED COLLEGES HAVE BEEN STARTED,**
- **BUT 103 ELEMENTARY AND SECONDARY SCHOOLS STILL OPERATE DIRECTLY BY THE BIA.**

- **INDIANS WERE NOT GRANTED RELIGIOUS FREEDOM UNTIL THE RELIGIOUS FREEDOM ACT IN 1978.**
- **PRIOR TO THAT TIME, RELIGIOUS CEREMONIES WERE FORBIDDEN, AND ACCESS TO SACRED CEREMONIAL SITES WERE RESTRICTED.**

- **INDIANS WERE NOT ALLOWED TO VOTE UNTIL 54 YEARS AFTER THE 15TH AMENDMENT THAT GRANTED ALL CITIZENS REGARDLESS OF RACE, COLOR, OR PREVIOUS SERVITUDE THE RIGHT TO VOTE**
- **INDIANS WERE PREVENTED FROM VOTING UNTIL THIS RIGHT WAS AMENDED IN 1965 UNDER PRESIDENT JOHNSON.**

- **IN THE 1970'S, THE INDIAN SELF DETERMINATION AND EDUCATIONAL ASSISTANCE ACT AND THE INDIAN CHILD WELFARE ACT FINALLY ALLOWED TRIBES TO BEGIN TO OPERATE SOMEWHAT ON THEIR OWN.**
- **UNTIL THE INDIAN CHILD WELFARE ACT, CHILDREN CONTINUED TO BE TAKEN AWAY FROM THEIR NATIVE HOMELANDS AND TRIBES TO BE PLACED IN WHITE FAMILIES. NO CONSIDERATION WAS GIVEN TO ATTEMPT TO FIND PLACEMENT WITHIN THE TRIBAL COMMUNITY**

- **IN 1991 THE TRIBAL SELF GOVERNANCE DEMONSTRATION ACT ALLOWED 30 TRIBES TO ASSUME TOTAL CONTROL FROM THE BUREAU OF INDIAN AFFAIRS OF ALL LOCAL PROGRAMS AND SERVICES.**

- **IT WAS NOT UNTIL 2004 THAT THE AMERICAN INDIAN PROBATE REFORM ACT WAS PASSED**
- **WHICH WOULD ALLOW AMERICAN INDIANS TO CREATE WILLS FOR THEIR PROPERTY (PROPERTY NOT IN TRUST).**

- **POVERTY IS: DEPRIVATION OF COMMON NECESSITIES THAT DETERMINE THE QUALITY OF LIFE.....**
- **DID WE REALLY HELP THE INDIAN OUT OF POVERTY?**

- **WHAT WE LEARN AS A CHILD INFLUENCES OUR THOUGHTS TODAY, SO IF WE WANT TO CHANGE OUR CULTURE WE MUST CHANGE OUR THOUGHTS!**
- **HISTORICAL EVENTS IN ALL OUR LIVES CAN LEAD US TO POVERTY IN MANY DIFFERENT WAYS.**

- **IT IS MY DESIRE THAT SOME OF YOUR THOUGHTS TODAY HAVE BEEN CHANGED BY UNDERSTANDING THE IMPACT THAT HISTORICAL TRAUMA HAS HAD ON OUR NATIVE BROTHERS AND SISTERS, AND THAT WE CAN ALL LEARN TO LOVE AND ACCEPT ONE ANOTHER!**

- **MOST IMPORTANTLY THAT WE TELL OUR TRUTHS ABOUT THE PAST AND LEARN FROM THEM SO AS NOT TO REPEAT THEM.**

- **“LET ME BE A FREE MAN - FREE TO TRAVEL, FREE TO STOP, FREE TO WORK, FREE TO TRADE WHERE I CHOOSE, FREE TO CHOOSE MY OWN TEACHERS, FREE TO FOLLOW THE RELIGION OF MY FATHERS, FREE TO TALK AND THINK AND ACT FOR MYSELF - AND I WILL OBEY EVERY LAW, OR SUBMIT TO THE PENALTY.”**

– CHIEF JOSEPH