

Faculti Summary

<https://staging.faculti.net/to-educate-american-indians/>

The speaker recounts their journey of researching federal Indian policy while in graduate school. They were initially confused by discussions around "civilizing Indians" from the late 19th to early 20th centuries. This video led them to explore primary documents, including the journal of the National Education Association, where they learned about the short-lived Department of Indian Education (1900-1909).

The speaker highlights the conflicting educational philosophies during this period, primarily the Assimilationist philosophy, which believed Native Americans could become American citizens by abandoning their culture, as espoused by figures like Richard Pratt. In contrast, there were progressive educators who viewed Native Americans through a lens of scientific racism, believing they were inherently inferior and only suited for labor roles.

The speaker emphasizes the importance of understanding the perspectives of Indian educators and the broader implications of their beliefs, including how these views influenced the education of immigrants, as Indian education models were seen as applicable to other non-Protestant, non-Anglo-Saxon immigrant groups arriving in America at the time. The research underscores the deep-rooted complexities in the historical approaches to Native American education.