History of American Indian Higher Education:

(1) **1660s-late 1800s: Missionary-Colonial Period – 2 Fronts: Private & Public**

A. **Private Efforts:**

- **1618:** *Henrico Proposal:* early colonists tried to raise money for colleges for “children of the infidels.” Failed miserably when indigenous people feuded with and killed colonists and destroyed college.

- **1654:** *Harvard Indian College:* Also failed – of first 20 students, only two survived. All others died of sickness, lifestyle change. Of two who survived, one died in shipwreck returning to Cambridge for commencement.

- **1769-1893:** *Dartmouth Experience:* Only 58 Indians received instruction

B. **Public – Federal Government:**

- **1776:** *U.S. Constitution:* Gave Congress power to “regulate commerce and make treaties” with Indian tribes. Early on, new government had good intentions:
  - *Northwest Ordinance:* “good faith”, no taking of land without consent;
  - *George Washington:* “more adequate provision for…laws…outrages against… Indians”

- **1778:** *First Treaty (Delaware Tribe)* Between 1778-1884, more than 400 treaties. 120 specifically include educational provisions. In the treaties, more than one billion acres of land were ceded to the U.S.

- **1819:** *First Law:* “*Indian Civilization Fund Act:*” Payments to religious groups and others to “live among and teach” Indians.
• 1824: Bureau of Indian Affairs Created under U.S. War Department.
  1839 -- formal development of federal “manual labor schools”

• 1830s: U.S. Supreme Court: Two Important Decisions
  • Cherokee Nation v. Georgia: “Domestic Dependent Nations…
    unquestionable right to the lands they occupy” (John Marshall)
  • Worcester v. Georgia: Clarifies Government-to-Government relationship
    -- Treaties and laws are key to “trust responsibility,” not Constitution:
    “treaty” and “nation” have clear, legal meaning. U.S. government applies
    those words to Indian nations as to all other “nations.” (Treaties do not
    “confer” rights – Sovereignty and Nationhood are inherent rights.)

(2) Late 1860s-1920s: Reservations & Removal:

• Federal Activity: In my view, worst time for American Indians:
  • Education is clearly federal responsibility through treaty obligations, yet…
  • Broken, unfulfilled treaties;
  • Proliferation of BIA boarding schools, many with terrible living conditions;
  • Beginning of widespread “English only” policies and regulations, although
    missionaries report to BIA that most effective education occurs when
    teachers learn native language;
  • “Allotment” – Dawes Act – with goal of “public school education”
  • “Catholic-Protestant” fight over distribution of federal funding, ultimately
    ending most federal money to religious institutions

• Higher Education: Began as elem.-secondary and voc-ed, evolved in early 1900s
  • 1879: Carlisle Indian School (Captain Pratt)
  • 1884: Admission of Indians to Hampton Institute in Virginia
• **1884:** Founding of Haskell Institute and Croatan Normal School (now UNC at Pembroke)

**Tribal Leadership:** This time period also marked, in my view, the beginning of the Tribal College Movement:

- **Chief Manuelito (Navajo):** “Education is the Ladder – tell our people to take it.”
- **Chief Sitting Bull:** “Let us put our minds together and see what world we can make for our children.”
- **Chief Plenty Coups:** “With education, we are the white man’s equal – without it, we are his victim.”

(Our leaders returned to these lessons 100 years later…)

(3) **Mid1920s-1940s:** “New Deal:” Rethinking federal Indian policies after WWI

- **Council of One Hundred:** Leading figures gathered to recommend changes
- **Popular Writers Speak Out:** Zane Grey (return to old ways, criticism of missionaries —“The Vanishing American”); John Collier creates “American Indian Defense Organization”
- **1928: The Meriam Report:** Brookings Institute/Johns Hopkins asked to conduct nonpolitical investigation of Indian affairs to prevent Collier from doing it.
- **Meriam Report:** Condemns allotment, poor quality of services, urges property protections, publicly reveals terrible Boarding School conditions; begins movement toward “self-determination."
- **Indian Reorganization Act:** (Meriam report leads to this in 1934) Ends allotment policies, provides some religious freedom and tribal self-governance, and “Indian preference” in hiring.

(4) **Mid-1940s-1969:** **Termination:** End of WWII renews calls to “set American Indians” free.
• **1945:** AI veterans return to reservation homes and, on Navajo, begin discussions on creating a “tribally controlled college”

• **1960:** Raymond Nakai runs for Navajo Tribal Chairman on platform of “working toward Navajo control of education and creation of Navajo institution of higher education”

• **1968:** Navajo Community College created

(5) **1970s-present: Self-Determination**

• **1968-1973:** Five more TCUs founded; in 1973: American Indian Higher Education Consortium formed by first six TCUs

• **1971:** Enactment of the Navajo Community College Assistance Act

• **1975:** “Indian Self-Determination Act” signed into law

• **1978:** Tribally Controlled Colleges and Universities Assistance Act, and ongoing fight for full funding begins

• **1987:** First Carnegie Report on TCUs

• **1988:** “Institute of American Indian Arts and Cultural Development Act” establishes Congressional Charter for IAIA (clb)

• **1989:** Tribal College Journal and AICF founded

• **1989:** Tribally Controlled Post-secondary Vocational Institution Act (clb)

• **1992:** Tribal Colleges start telecommunications system to link schools

• **1994:** Equity in Educational Land-grant Status Act of 1994 (clb)

• **1996:** President Clinton signs Executive Order 13021 on Tribal Colleges and Universities

• **1997:** Second Carnegie Report on Tribal Colleges

• **1998:** First Executive Director is appointed to White House Initiative on Tribal Colleges and Universities; Title III program for American Indian Tribal Colleges & Universities enacted and funded; WHITCU begins work on new AI teacher prep program (clb)

• **1999:** Gates Foundation announces $50 million gift for minority scholarships
- **1999-2001**: (clb) Largest yearly appropriations increases for TCUs since enactment of TCU Act; expansion of opportunities to other departments, including $3 million for TCU section in Title III and $10 million in funding for AI teacher preparation program – specifically:

  - **FY2001**: WHITCU focuses on expanding funding obligations and opportunities throughout federal budget (clb):
    - $3 million increase in TCU Act (plus $1.2M for other TCUs)
    - $9 million ED -- total for Title III-TCU
    - $40 million ED -- dual-degree
    - $5 million ED -- administrators corps
    - $5 million HUD -- Community Development grants
    - Land-grant increases: endowment, extension, and research
    - $1 million DOJ – law related education
    - $28 million DOC -- MSI program
    - $10 million NSF – information technology
    - $1.5 million SBA – TBICs ($3 million for AIBDC)

(6) **Current Activities**:

- **1999**:
  - Alliance for Equity in Higher Education formed
  - PABTCUs sworn in (2 meetings)
  - Two IHEP reports on TCUs
  - Expansion into International activities
  - TCU Technology Planning Launched
  - Facilities initiative: Public Private Partnership with AICF
    - Lily Foundation: $30 million for facilities – largest gift ever from private foundation to AI organization

- **2000**:
  - Facilities initiative Expanded to Public Sector
• Technology initiative in full swing
• Recent White House Briefing on TCUs and Economic Development
• “American Indian Education Reform Summit”: PABTCU vision
• Discussions on moving to “higher education system”
• PABTCU begin work on first report/recommendations

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