

Excerpt from the *Report of the Commissioner of Indian Affairs to the Secretary of the Interior, 1893*, pp. 6, 17, 133, 404, 419-20, 441.

In selecting Indian agents for agencies, ... it is the policy of this Office to recommend persons ... who do not reside in the vicinity of the reservation upon which their services are to be rendered. It may well be taken for granted that the advancement of any degraded ignorant people must be brought about by some sacrifice of money, time, or comfort on the part of those who have attained a higher scale of enlightenment [sic]. Ultimately the result will be, of course, gain all around; but in the process it means temporary loss. Difficult as it is for individuals to act upon this principle, it is still more so for communities, and proverbially so for corporations. Therefore for immediate interests of the inhabitants of an Indian reservation and those of white settlements or towns near by are apt to be, or to be considered, conflicting. (p. 6) – *D. M. Browning, Commissioner of Indian Affairs*

[With regard to Indian pupils in public schools, the] advantage to the Indian pupils consists not only in the instruction given by the teacher, but also in what they almost unconsciously learn from the white children with whom they associate.

If States and counties would interest themselves in this method of providing against the raising of ignorant young heathen in their midst, it would be vastly to their advantage. The ultimate economy of education needs no argument in this country. (p. 17) – *D. M. Browning, Commissioner of Indian Affairs*

There is no school on this reservation. The Indians have an almost invincible repugnance to sending their children away, and indeed one can not wonder at it, when we hear that out of 24 sent to Albuquerque some years ago 12 died there, or seen after their return, and of the 16 procured under great stress for the Fort Lewis school last year 2 have died and 3 have become blind. I do not mean to imply that this was the fault of any person or system; but it is a great misfortune, due principally to constitutional disease, I imagine, and has prejudiced the minds of these Indians toward nonreservation schools. Meanwhile I lose no opportunity of impressing them with the advantage and necessity of educating their children, and several who live near the agency have expressed a desire to have a day school opened. (p. 133) – Report of Agent in Colorado

Our teachers did not at all times work harmoniously. Two of them were very often indiscreet in their conduct. One was absolutely unfit morally to be connected with any school. (p. 404) – *Superintendent Wellington Rich, School at Phoenix, Arizona*

I believe ... that in order for Indian schools to become more efficient and to make proper advancement, attendance should be compulsory. The average Indian father and mother, born and reared in barbarism, can not understand what civilization means. The people of this country who know the blessings of civilization should speak through their representatives in Congress and say that the Indian must be saved from barbarism in this generation, and not delay generation after generation before bringing about the desired result. It surely is an incongruity to compel white children to attend school and give the untutored Indian an opportunity to allow his children to grow up in barbarism when it has been shown that they are capable now of taking on a high degree of civilization.

There is ... on the part of a large majority of the [Indian] parents a feeling that their children are drifting away from them, and because they do not fully understand the benefits that are to come to them, there is opposition to the schools, not always in an outspoken manner, but yet of a quiet and effective nature. (pp. 419-20) – *Superintendent Charles Francis Meserve, Haskell Institute, Lawrence, Kansas*

In making this my third and last annual report of this school and its surroundings, I do so with a conscience fraught with the kindest feelings for the success of the institution in whose interest I have labored zealously for the past three years.

That the moral influences of our school have been dragged in the filth and dirt of Indian camp life, and that our best moral lessons have been thrown to the four winds of heaven by this ignorant and superstitious people during this period, can not be denied....

It is earnestly hoped and believed that with the present management of Indian affairs on this reservation many of the barriers to advancement will be removed, and that an era of prosperity will dawn upon not only the school, but other civilizing influences. (p. 441) – *T.W. Conway, Superintendent Pawnee Industrial School, Oklahoma*