Understanding Native American History and Ancestral Resilience, and the Adverse and Benevolent Childhood Experiences among Native Youth.

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AT THE END OF THIS PRESENTATION, PARTICIPANTS WILL BE ABLE TO:

- Understand and examine a brief history of California boarding schools and across the nation.
- Identify elements of abuse and trauma in the boarding school experience.
- Identify and discuss the importance of personal storytelling regarding the boarding school experience.
THE FEDERAL INDIAN BOARDING SYSTEM WAS EXPANSIVE

Between 1819 and 1969, the United States operated or supported:

408 Federal Indian boarding schools;

Comprised of 431 specific sites, across 37 states or then-territories, including 21 schools in Alaska and 7 schools in Hawaii.*

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NATIVE CHILDREN AT THE CARLISLE INDIAN INDUSTRIAL SCHOOL

From 1879 until 1918, over 10,000 Native American children from 140 tribes attended the school. (Courtesy Cumberland County Historical Society)
MULTIPLE GENERATIONS OF AMERICAN INDIAN, ALASKA NATIVE, AND NATIVE HAWAIIAN CHILDREN

Were induced or compelled by the Federal Government to experience the Federal Indian boarding school system, given their political and legal status as Indians and Native Hawaiians.*

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CHIRACAHUA APACHE CHILDREN ARRIVE AT THE CARLISLE INDIAN SCHOOL

Considered the model for many Native American boarding schools around the country.
(National Archives, Records of the Office of the Chief Signal Officer)
CLASS PHOTO OF GRADUATING SENIORS AT THE SHERMAN INSTITUTE, 1919.

(Courtesy Los Angeles Public Library)

THE INTENTIONAL TARGETING AND REMOVAL

The policy of “Kill the Indian; Save the Child” was the program intended to acculturate and assimilate those people the United States could not otherwise conquer. From Wikipedia, the free encyclopedia

To achieve the goal of forced assimilation of Indian people was both traumatic and violent.*

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INDIAN BOARDING SCHOOL RULES

Often enforced through punishment, including corporal punishment, such as solitary confinement, “flogging, withholding food, … whipping, and “slapping, or cuffing.*

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RULE ENFORCEMENT AS A GROUP EXPERIENCE

For the first offense, unless a serious one, a reprimand before the school is far better than a dozen whippings, because one can teach the whole school that the offender has done something that is wrong, and they all know it and will remember it, while it is humiliating to the offender and answers better than whipping.*

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MAKING OLDER CHILDREN TO PUNISH YOUNGER

When offenses have been serious enough to demand corporal punishment, the cases have generally been submitted to a court of the older pupils, and this has proved a most satisfactory method.*

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TARGETING INDIAN CHILDREN

The Federal policy of Indian assimilation contributed to the loss of the following:

- (1) life;
- (2) physical and mental health;
- (3) territories and wealth;
- (4) Tribal and family relations; and
- (5) use of Tribal languages.

This policy also caused the erosion of Tribal religious and cultural practices for Indian Tribes,*

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THREE LARGE NATIVE AMERICAN BOARDING SCHOOLS OPERATED IN CALIFORNIA:

- Fort Bidwell Indian School, the St.
- Boniface Indian Industrial School in Banning
- Sherman Institute in Riverside, founded as the Perris Indian School in Perris.*

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CHILDREN’S CEMETERY

Many of those children were buried in unmarked or poorly maintained burial sites far from their Indian Tribes, Alaska Native Villages, the Native Hawaiian Community, and families, often hundreds, or even thousands, of miles away.*

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CHEMAWA CEMETERY
SALEM, OREGON

ELDERS AND OTHERS AT THE
MEMORIAL CEREMONY AT THE
CHEMAWA INDIAN SCHOOL CEMETERY
NATIVE CHILD IN CRADLE BOARD

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