



Federal Indian Boarding School Initiative Investigative Report

May 2022

**Assistant Secretary – Indian Affairs
Bryan Newland**



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United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, DC 20240

APR - 1 2022

The Honorable Deb Haaland
Secretary of the Interior
Washington, DC 20240

Dear Madam Secretary:

On June 22, 2021, you issued a memorandum directing Department of the Interior (Department) agencies to coordinate an investigation into the Federal Indian boarding school system to examine the scope of the system, with a focus on the location of schools, burial sites, and identification of children who attended the schools. You also directed that I submit a report of our investigation by April 1, 2022.

In accordance with your direction, I am submitting to you the first Federal Indian Boarding School Initiative Investigative Report.

This report shows for the first time that between 1819 and 1969, the United States operated or supported 408 boarding schools across 37 states (or then-territories), including 21 schools in Alaska and 7 schools in Hawaii. This report identifies each of those schools by name and location, some of which operated across multiple sites.

This report confirms that the United States directly targeted American Indian, Alaska Native, and Native Hawaiian children in the pursuit of a policy of cultural assimilation that coincided with Indian territorial dispossession. It identifies the Federal Indian boarding schools that were used as a means for these ends, along with at least 53 burial sites for children across this system—with more site discoveries and data expected as we continue our research.

The report highlights some of the conditions these children endured at these schools and raises important questions about the short-term and long-term consequences of the Federal Indian boarding school system on Indian Tribes, Alaska Natives, and the Native Hawaiian Community. I am recommending further investigation to examine those consequences.

This report places the Federal Indian boarding school system in its historical context, explaining that the United States established this system as part of a broader objective to dispossess Indian Tribes, Alaska Native Villages, and the Native Hawaiian

Community of their territories to support the expansion of the United States. The Federal Indian boarding school policy was intentionally targeted at American Indian, Alaska Native, and Native Hawaiian children to assimilate them and, consequently, take their territories. I believe that this historical context is important to understanding the intent and scale of the Federal Indian boarding school system, and why it persisted for 150 years.

The ongoing COVID-19 pandemic and its resulting closures of Federal facilities hampered our ability to obtain and review a number of documents needed to answer all of the questions you posed to us in your June 22, 2021, memorandum. Our work was also made more difficult by the fact that the Department was operating under a continuing resolution for much of the past year, which limited the funds available to examine some issues. For those reasons, I am recommending further research under the appropriation authority Congress has granted under the fiscal year (FY) 2022 Consolidated Appropriations Act (P.L. 117-103).

This report, as I see it, is only a first step to acknowledge the experiences of Federal Indian boarding school children. It notes a desire from people across Indian Country and the Native Hawaiian Community to share their individual and family experiences within the Federal Indian boarding school system and the resulting impacts today. This report also presents an opportunity for us to reorient our Federal policies to support the revitalization of Tribal languages and cultural practices. This reorientation of Federal policy is necessary to counteract nearly two centuries of Federal policies aimed at the destruction of Tribal languages and cultures. In turn, we can help begin a healing process for Indian Country and the Native Hawaiian Community, and the United States, from the Alaskan tundra to the Florida everglades, and everywhere in between.

Thank you, Madam Secretary, for your leadership to look at the legacy of Federal Indian boarding schools and to all who are working hard to complete this needed work.

Sincerely,



Bryan Newland
Assistant Secretary – Indian Affairs

In 1886, the Apache Wars ended when Chiricahua Apache leader Goyaałé (Geronimo) and his band surrendered to the United States.¹ Critical for westward expansion, the U.S. Senate passed the following resolution thereafter: “Resolved, That the Secretary of War be directed to communicate to the Senate all dispatches of General Miles referring to the surrender of Geronimo, and all instructions given to and correspondence with General Miles in reference to the same.”² Although neither Geronimo nor others in his band were charged with or tried for crimes under U.S. courts, President Cleveland ordered for Geronimo and his band to be removed from present-day Arizona and held captive indefinitely in Florida as U.S. prisoners of war.³ Under U.S. military control, surviving Apache children were forcibly removed from their families and shipped by train to the Carlisle Indian Industrial School in Pennsylvania.⁴ Some children were later returned to their families as confinement of the Chiricahua Apache band extended across U.S. military installations.⁵ Demonstrating that all Indians, including Indian children, hold a distinct political status in the United States,⁶ some Apache children never returned—comprising one-fourth of Carlisle gravesites.⁷

¹ Annual Report to the Secretary of the Interior XLI (1886), Commissioner of Indian Affairs, [hereinafter ARCIA for [year]].

² S. Exec. Doc. No. 49-117 at 1 (1887).

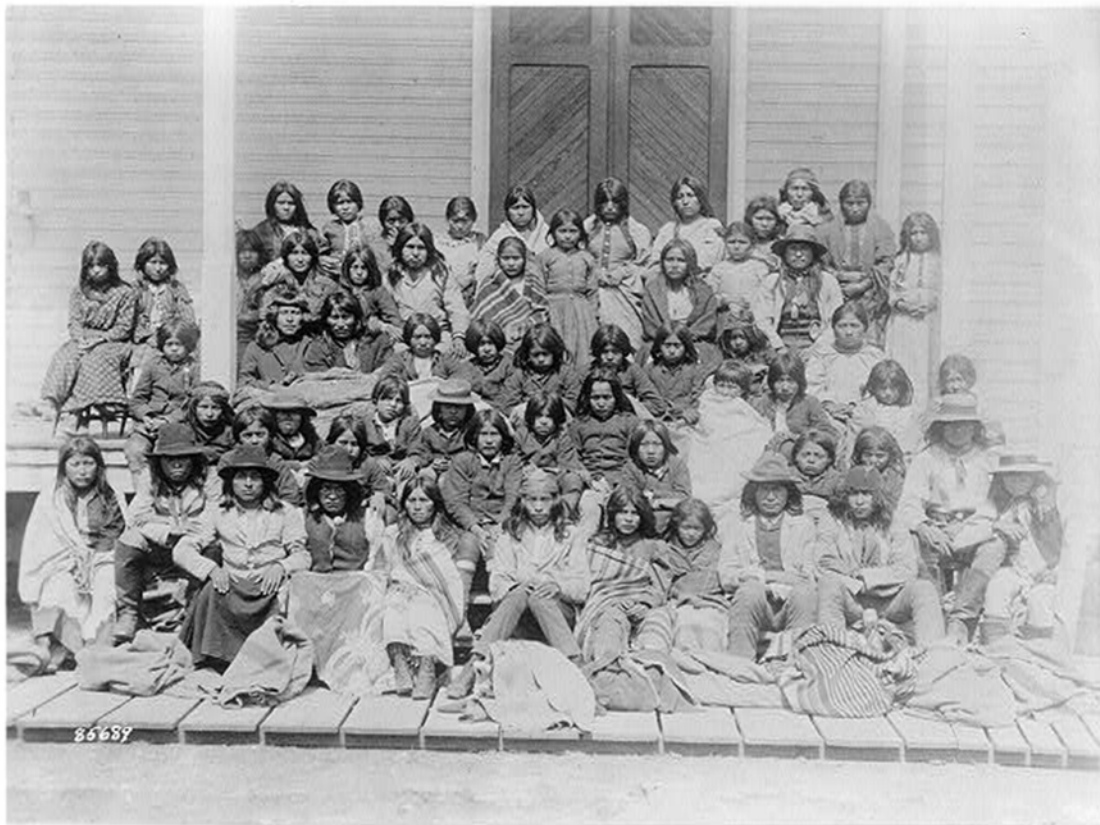
³ ARCIA for 1886, at XLI.

⁴ Letter from the Secretary of the Interior (Feb. 2, 1887), in S. Ex. Doc. No. 49-73, at 1 (1887); ARCIA for 1887, at XVII, 260 (detailing that the Apaches “now confined at Fort Marion, Saint Augustine, Fla.,’ are in the custody of the military branch of the Government”).

⁵ Act of Feb. 18, 1904, 33 Stat. 26; Act of June 28, 1902, 32 Stat. 467; Act of Mar. 16, 1896, 29 Stat. 64; Act of Feb. 12, 1895, 28 Stat. 658; Act of Aug. 6, 1894, 28 Stat. 238.

⁶ *Morton v. Mancari*, 417 U.S. 535, 553 n.24 (1974).

⁷ Jacqueline Fear-Segal & Susan B. Rose, *Carlisle Indian Industrial School*, 152–185 (2016).



⁸ *Ciricahua Apaches at the Carlisle Indian School, Penna., 188-?: as they looked upon arrival at the School. [Photograph]. (1885 or 1886). Library of Congress Prints and Photographs Division Washington, D.C..*



1. Federal Indian Boarding School Initiative

On June 22, 2021, the 54th Secretary of the Interior, Deb Haaland, announced the Federal Indian Boarding School Initiative, directing the Department of the Interior (Department) by Secretarial Memorandum, to undertake an investigation of the loss of human life and lasting consequences of the Federal Indian boarding school system.⁹ For nearly two centuries, the Federal Government was responsible for operating or overseeing Indian boarding schools across the United States and its territories. Today, the Department is therefore uniquely positioned to assist in the effort to recover the histories of these institutions.

As described further below, the United States has unique treaty and trust responsibilities to Indian Tribes, Alaska Native Villages, Alaska Native Corporations, and the Native Hawaiian Community, including to protect Indian treaty rights and land and other assets. To support these political and legal obligations, the Department protects and stores critical archival records and other information relating to Indian Affairs. Important goals of the Federal Indian Boarding School Initiative include:

- Identifying Federal Indian boarding school facilities and sites;
- Identifying names and Tribal identities of Indian children who were placed in Federal Indian boarding schools;
- Identifying locations of marked and unmarked burial sites of remains of Indian children located at or near school facilities; and
- Incorporating Tribal and individual viewpoints, including those of descendants, on the experiences in, and impacts of, the Federal Indian boarding school system.

⁹ See, e.g., ARCIA for 1931, at 4 (noting that in Indian education “one kind of a philosophy and one kind of a system have been established a long time”); ARCIA for 1916, at 9, 10 (noting “require[ment] [for] “a system of schools,” “a practical system of schools,” “uniform course of study for all Indian schools marks a forward step in the educational system,” “system of education”); ARCIA for 1899, at 437 (describing “The Development of the Indian School System”); ARCIA for 1886, at LX (documenting “control [of] the Indian school system,” “supervision of the Indian school system,” “history and development of the Indian school system,” and “divisions and operation of the system”); Commissioner of Indian Affairs, Annual Report to the Secretary of War 61 (1846) (documenting the “system of education”); Commissioner of Indian Affairs, Annual Report to the Secretary of War 516 (1839) (noting “manual-labor system”); Report on Indian Affairs to the Secretary of War 61 (1828) (providing a statement showing the “number of Indian schools, where established, by whom, the number of Teachers, &c., the number of Pupils, and the amount annually allowed and paid to each by the Government,” that is, documenting a system).

The Department conducted the initial investigative work in several phases. The first phase included the identification and collection of records and information related to the Department's oversight and implementation of the Federal Indian boarding school system. The Assistant Secretary – Indian Affairs Bryan Newland sought input from Tribal leaders on determining the nature and scope of any proposed sitework, addressing cultural concerns and the potential dissemination of sensitive information generated from the existing records or from future sitework activities, and for the future protection of burial sites and potential repatriation or disinterment of remains of children under Federal law, including the Native American Graves Protection and Repatriation Act (NAGPRA), and in coordination with other Federal agencies. Assistant Secretary Newland held formal consultations with Indian Tribes, Alaska Native Villages, Alaska Native Corporations, and the Native Hawaiian Community on November 17, 18, and 23, 2021. Under the supervision of Assistant Secretary Newland, the Department prepared this report on the initial investigation of the Federal Indian boarding school system.



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¹⁰ *Santa Fe Indian School children on burros* [Photograph]. (ca. 1900). Shades of L.A. Collection, TESSA Digital Collections of the Los Angeles Public Library.



2. Executive Summary



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Pursuant to the Secretarial Memorandum issued on June 22, 2021, Assistant Secretary Newland is leading the Department's first investigation of the Federal Indian boarding school system. Federal records affirm that the United States targeted Indian and Native Hawaiian children as part of U.S.-Indian relations and U.S.-Native Hawaiian relations to enter the Federal Indian boarding school system, coinciding with Indian and Native Hawaiian territorial dispossession.

In analyzing records under its control, the Department developed an official list of Federal Indian boarding schools for the first time. The National Native American Boarding School Healing Coalition (NABS), in partnership via a Memorandum of Understanding with the Department, was instrumental in the sharing of information and records pertinent to Federal development of the list.¹² The Department has also started to identify locations

¹¹ *Very early class of young boys with flags at the Albuquerque Indian School* [Photograph]. Department of the Interior, Bureau of Indian Affairs, Albuquerque Indian School, 1947-ca. 1964 (most recent creator). (ca. 1895). National Archives (292873).

¹² Memorandum of Understanding Between the U.S. Department of the Interior and National Native American Boarding School Healing Coalition, Dec 7, 2021.

of marked and unmarked burial sites of remains of American Indian, Alaska Native, and Native Hawaiian children at or near school facilities.

The Department found that between 1819 to 1969, the Federal Indian boarding school system consisted of 408 Federal schools across 37 states or then-territories, including 21 schools in Alaska and 7 schools in Hawaii. Some individual Federal Indian boarding schools accounted for multiple sites. The 408 Federal Indian boarding schools accordingly comprised 431 specific sites. The list of the names and locations of these schools are included in this report at **Appendix A**. Summaries for each school are provided in **Appendix B**. Maps of each current state showing the schools are provided in **Appendix C**.

While Federal Indian boarding schools were as varied as the Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community they impacted and the geographic areas they were built in, the Department identified several common Federal Indian boarding school system features, described below, which remain under investigation.

For a school to qualify as a Federal Indian boarding school, for the purpose of this investigation, the institution must meet four criteria, as described in greater detail below, including whether the institution (1) provided on-site housing or overnight lodging; (2) was described in records as providing formal academic or vocational training and instruction; (3) was described in records as receiving Federal Government funds or other support; and (4) was operational before 1969.

Outside the scope of the Federal Indian Boarding School Initiative, the Department identified over 1,000 other Federal and non-Federal institutions, including Indian day schools, sanitariums, asylums, orphanages, and stand-alone dormitories that may have involved education of American Indian, Alaska Native, and Native Hawaiian people, mainly Indian children.

Initial results show that the earliest opening date of a Federal Indian boarding school in the system was 1801, and the latest opening date was 1969. However, the open date does not necessarily correspond to when the Federal Indian boarding school was first documented as receiving Federal support. The average number of Federal Indian boarding schools in current states with identified Federal Indian boarding schools was 11 schools. The greatest concentration of schools in the Federal Indian boarding school system was in present-day Oklahoma with 76 Federal Indian boarding schools (19 percent of total);

Arizona with 47 schools (12 percent of total); and New Mexico with 43 schools (11 percent of total).

Initial investigation results show that approximately 50 percent of Federal Indian boarding schools may have received support or involvement from a religious institution or organization, including funding, infrastructure, and personnel. As the U.S. Senate has recognized, funds from the 1819 Civilization Fund “were apportioned among those societies and individuals—usually missionary organizations—that had been prominent in the effort to ‘civilize’ the Indians.”¹³ The Federal Government at times paid religious institutions and organizations on a per capita basis for Indian children to enter the Federal Indian boarding schools that these institutions and organizations groups operated.

The investigation shows that the United States may have used monies held in Tribal trust accounts, including those based on cessions of Indian territories to the United States, to fund Indian children to attend Federal Indian boarding schools.

Based on initial data, the investigation shows that between 1820–1932 attendance, enrollment, and capacity of Federal institutions used for Indian education, including Federal Indian boarding schools, Federal Indian day schools, sanitariums, asylums, and orphanages was as follows:

- Attendance ranged from one child to over 1,000 children;
- Enrollment ranged from one child to over 1,200 children; and
- Capacity ranged from one child to over 1,700 children.

The Federal Indian boarding school system deployed systematic militarized and identity-alteration methodologies to attempt to assimilate American Indian, Alaska Native, and Native Hawaiian children through education, including but not limited to the following: (1) renaming Indian children from Indian to English names; (2) cutting hair of Indian children; (3) discouraging or preventing the use of American Indian, Alaska Native, and Native Hawaiian languages, religions, and cultural practices; and (4) organizing Indian and Native Hawaiian children into units to perform military drills.

¹³ Committee on Labor and Public Welfare, Indian Education: A National Tragedy – A National Challenge, S. Rep. No. 91-501 at 143 (1969) [hereinafter Kennedy Report].

The Federal Indian boarding school system predominately included manual labor of American Indian, Alaska Native, and Native Hawaiian children as part of school curricula, including but not limited to the following: livestock and poultry raising; dairying; western agriculture production; fertilizing; lumbering; brick-making; cooking; garment-making; irrigation system development; and working on the railroad system.

The Federal Indian boarding school system focused on manual labor and vocational skills that left American Indian, Alaska Native, and Native Hawaiian graduates with employment options often irrelevant to the industrial U.S. economy, further disrupting Tribal economies.

Federal Indian boarding school rules were often enforced through punishment, including corporal punishment such as solitary confinement; flogging; withholding food; whipping; slapping; and cuffing. The Federal Indian boarding school system at times made older Indian children punish younger Indian children.

Of the 408 Federal Indian boarding schools, approximately 90 schools (22 percent) might still operate as educational facilities. However, not all 90 institutions still board children or are federally supported.

The Department's investigation has already identified marked or unmarked burial sites at approximately 53 different schools across the Federal Indian boarding school system. As the investigation continues, the Department expects the number of identified burial sites to increase. The composition of the approximate numbers of identified burial sites to date is as follows:

- Marked burial sites – 33
- Unmarked burial sites – 6
- Both marked and unmarked burial sites present at a school location – 14

The Department will not make public the specific locations of burial sites associated with the Federal Indian boarding school system in order to protect against well-documented grave-robbing, vandalism, and other disturbances to Indian burial sites.¹⁴

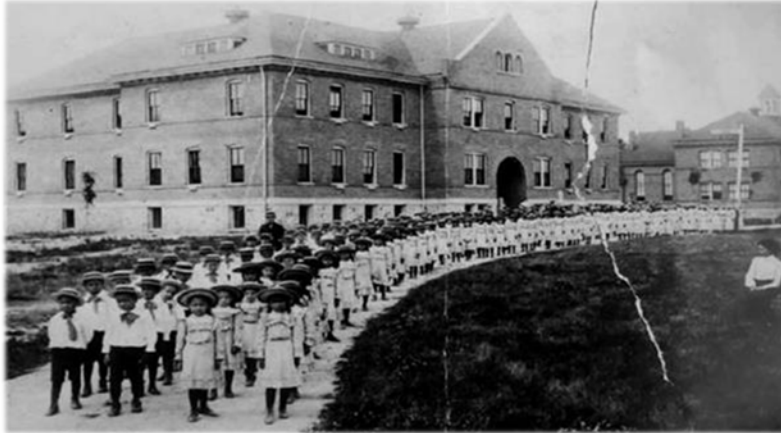
¹⁴ See, e.g., 43 C.F.R. § 10.3 (2022).

Based on the Federal Indian Boarding School Initiative investigation's initial analysis, approximately 19 Federal Indian boarding schools accounted for over 500 American Indian, Alaska Native, and Native Hawaiian child deaths. As the investigation continues, the Department expects the number of recorded deaths to increase.

This report also includes **Appendix D** with a summary of the views that Tribal leaders and representatives expressed during a formal Nation-to-Nation consultation process. During those consultations, Tribal leaders and representatives discussed the importance of protecting burial sites and strengthening protections under NAGPRA. Other consultation participants expressed the importance of accounting for the experiences of individuals and their families within the Federal Indian boarding school system, and advocated for the Federal Government to provide an opportunity for them to share those experiences on the record.

This report does not include an exhaustive list of all burial sites across the Federal Indian boarding school system, nor does this report identify the children who were placed in or attended Federal Indian boarding schools. The ongoing COVID-19 pandemic limited the Department's ability to access facilities containing important records relevant to this investigation. In addition, the Department was operating under a series of continuing resolutions from October 1, 2021, until the FY 2022 Consolidated Appropriations Act (P.L. 117-103) was enacted on March 15, 2022. The absence of specific appropriations limited the scope of the Department's ability to carry out some of the research needed for this investigation. Lastly, this report does not analyze the connection between the Federal Indian boarding school system and present-day experiences of people in Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community across the United States.

Assistant Secretary Newland makes eight recommendations to the Secretary of the Interior to fulfill the Federal Indian Boarding School Initiative, including producing a list of marked and unmarked burial sites at Federal Indian boarding schools and an approximation of the total amount of Federal funding used to support the Federal Indian boarding school system, including any monies that may have come from Tribal and individual Indian trust accounts held in trust by the United States. Assistant Secretary Newland ultimately concludes that further investigation is required to determine the legacy impacts of the Federal Indian boarding school system on American Indians, Alaska Natives, and Native Hawaiians today.



3. Overarching Instructions

To carry out the Federal Indian Boarding School Initiative and consistent with the Secretarial Memorandum, the Assistant Secretary – Indian Affairs instructed those working on the report to:

Collect Relevant Data and Consult

The proposed scope of work and nature of the investigation include the collection of relevant information and consultations with Indian Tribes, Alaska Native Villages, Alaska Native Corporations, and the Native Hawaiian Community.

Assistant Secretary Newland led departmental action to survey historical records in Federal repositories, including the Department of the Interior Library and the American Indian Records Repository (AIRR) at the Bureau of Trust Funds Administration (BTFA), an agency within the Department, as described further below.

The objective of this investigation is to identify the Indian boarding schools that were a part of the Federal Indian boarding school system. While the investigation concentrates on records that give insight into residential facilities and plans—including enrollment records and vital statistics, correspondence, maps, photographs, and administrative reports—it gives particular emphasis to records relating to cemeteries or potential burial sites associated with a particular residential facility, which may later be

¹⁵ *Mt Pleasant Indian Industrial Boarding School opening day* [Photograph]. (June 30, 1893). Courtesy of the Alice Littlefield Collection, Saginaw Chippewa Indian Tribe of Michigan, Ziibiwing Center of Anishinabe Culture & Lifeways.

used to assist in locating unidentified remains of American Indian, Alaska Native, and Native Hawaiian children. The comprehensive record assessment is intended to assist in later identifying the number of children that attended each Federal Indian boarding school and, where possible, their names and Tribal identities, and provide a basis for planning future sitework.

The Department's collection of views of Indian Tribes, Alaska Native Villages, Alaska Native Corporations, and the Native Hawaiian Community in consultations conducted as part of the investigation are included in **Appendix D**.

Following the initial stages of the investigation, the Department will reassess the needs and priorities of the investigation for completion, accounting for, in part (1) the availability of historical records in Federal repositories, authorities, and resources of various agencies in the Department to perform required work, and (2) recommendations of Indian Tribes, Alaska Native Villages, Alaska Native Corporations, and the Native Hawaiian Community, and Federal and non-Federal partners.

Involve Indian Tribes and other Department Bureaus and Offices

Tribal participation during the first stages of the Federal Indian Boarding School Initiative included obtaining oral and written comments from Indian Tribes, Alaska Native Villages, Alaska Native Corporations, and the Native Hawaiian Community during formal consultation sessions. The views collected in consultations conducted as part of the investigation are included in **Appendix D**.

Within the Department, the following Bureaus and Offices provide support for the Federal Indian Boarding School Initiative: Bureau of Indian Affairs (BIA); Bureau of Indian Education (BIE); Bureau of Land Management (BLM); BTFA; Department of the Interior Library; National Park Service (NPS); Office of the Assistant Secretary – Land and Minerals Management; Office of Native Hawaiian Relations; Secretary's Immediate Office; Office of the Assistant Secretary – Policy, Management and Budget; Office of the Solicitor; and the U.S. Geological Survey.

Address Tribal Concerns

Throughout the Federal Indian Boarding School Initiative, the Department engaged and consulted with Indian Tribes, Alaska Native Villages, Alaska Native Corporations, and the Native Hawaiian Community to incorporate their concerns in the investigation,

including, but not limited to, (1) the potential dissemination of sensitive information, (2) future protection of burial sites, and (3) the potential repatriation or disinterment of remains of children under applicable Federal law, including NAGPRA, and in coordination with other Federal agencies as relevant.

Handle Sensitive Information with Great Care

Moving into the next stages of the Federal Indian Boarding School Initiative, including future sitework, the Department will protect sensitive information obtained from the investigation including, but not limited to, identities of Federal Indian boarding school attendees, including names and Tribal identities, and locations of marked and unmarked burial sites, to the extent allowable by applicable law.

If the Department is able to disseminate sensitive information to Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community, or to Federal agencies responsible for repatriation or disinterment of remains of Indian children, then it shall address cultural concerns of Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community and ensure marked and unmarked burial sites are secure.

Engage Relevant Federal Agencies

As the Department is not the only Federal agency positioned to examine the Federal Indian boarding school system and its effects on American Indians, Alaska Natives, and Native Hawaiians, the Department is engaging and supporting sister Federal agencies with control of any records that may relate to the Federal Indian boarding school system, including records from the Department of Defense—as the successor agency to the War Department—and the Department of Health and Human Services.



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4. Data Collection Process and Review of Relevant Information

The Office of the Assistant Secretary – Indian Affairs oversees BIA, BIE, and BTFA. The BTFA provides fiduciary trust services for Tribal and individual Indian beneficiaries that earn royalty income and other monies from activities on federally managed lands. The BTFA is also responsible for maintaining Federal Indian records, including those at the AIRR. For the Federal Indian Boarding School Initiative investigation, BTFA established a Project Research Team to review relevant records. The Project Research Team included BTFA staff and volunteers from other Department bureaus, including BIA, NPS, and BLM. The Project Research Team process included identifying, screening, and preparing records from AIRR in Lenexa, Kansas; conducting initial and quality assurance reviews of the criteria research used to identify Federal Indian boarding schools; generating Federal Indian boarding school summaries from collected

¹⁶ Lubken, Walter J. (n.d.). [Photograph of young female students outdoors on swing set at the Phoenix Indian Industrial School]. U.S. Bureau of Reclamation, Phoenix Area Office.

criteria data; and working with NABS under a Memorandum of Understanding to assist with criteria research used in the identification of Federal Indian boarding schools.¹⁷

The Department recognizes that the Federal Government and non-Federal entities operated or supported Indian boarding schools. As the Federal Indian Boarding School Initiative is focused on Indian boarding schools that received Federal oversight or support, the investigation examined records to develop the first official list of Federal Indian boarding schools. The official list may change as the investigation continues to find additional records that detail the Federal Indian boarding school system.

Research Methodology and Scope of Review

For the Federal Indian Boarding School Initiative, the Department, through BTFA, is identifying and examining Federal records in the Department of the Interior Library and AIRR. The AIRR includes retired Indian Affairs records from BIA agencies and BTFA offices across the Nation. Records from as far back as the 1700s include trust, education, and other historic Indian Affairs records.

The American Indian Records Repository (AIRR)

The AIRR is located in Lenexa, Kansas, which has 1.3 million cubic feet of underground storage space available for Federal records. The AIRR is located 80 to 90 feet underground and stores records in National Archives and Records Administration (NARA) archival-quality storage bays that total approximately 350,000 cubic feet. The AIRR contains a total of over 200,000 indexed boxes of Indian Affairs records. Each standard records center box holds one cubic foot of material; one cubic foot holds approximately 2,500 sheets of paper.

For the Federal Indian Boarding School Initiative, records review involves electronic screening of possible source boxes for any information about Federal Indian boarding schools within the AIRR. The research team applied pre-existing search processes and tools to initiate records research at AIRR. Specifically, the Box Index Search System (BISS) was utilized for overall queries and refinement to identify records associated with Federal Indian boarding schools.

¹⁷ Memorandum of Understanding Between the U.S. Department of the Interior and National Native American Boarding School Healing Coalition, Dec 7, 2021.

Investigation Research Process

The general research process was as follows: A BISS query was completed to determine an initial potentially responsive box list that included 39,385 boxes (approximately 98,462,500 sheets of paper).

Continuing investigation actions will include on-site digitization of boxes or targeted files in the potentially responsive boxes. Records will be stored in the Department's Enterprise Records and Document Management System. When digitization is complete, remote review of the identified potentially responsive boxes will occur. As the first review from October 2021 involved keyword searches for known Indian boarding schools, a new search will be conducted following complete AIRR digitization of responsive boxes or files to identify any new Federal Indian boarding schools. Examination of additional responsive boxes and files will continue and follow the same process.

As AIRR digitization advances, BTFA research staff and Department volunteer staff will continue to review records and classify the information about Federal Indian boarding schools, with a focus on documents with responsive information about specific schools, attendees, attendee deaths, graves, and cemeteries. The BTFA is using an eDiscovery program to search and tag all digitized documents. The research process will continue until all boxes identified as having information potentially relevant to Federal Indian boarding schools are fully reviewed.

The Department is evaluating specific records for the Federal Indian Boarding School Initiative including but not limited to the following:

- Department of War Annual Reports of the Commissioner of Indian Affairs;
- Department of the Interior Annual Reports;
- Department of the Interior Routes to Indian Agencies and Schools with their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports;
- Department of the Interior Appropriations documents;
- Department of the Interior, National Park Service's National Register of Historic Places (school identification, location, and historical justification information);
- Department of the Interior Library records for initial specific school criteria;

- Works Progress Administration (a New Deal Agency) Reports; and
- Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).

Pursuant to its Memorandum of Understanding with NABS, the Department compared its Federal Indian boarding school list and materials with a list independently established by NABS to seek official identification of schools in the Federal Indian boarding school system. The BTFA research team and the NABS research team met weekly in working sessions to review and compare findings.

Ongoing investigation actions will include:

- Collaborating with NARA to identify other available records—including their locations, and potential resources required for future Initiative stages;
- Identifying records covering specific Federal Indian boarding schools and overall Indian boarding school system operation, and law and policy framework; and
- Reviewing Department resources, authorities, and specific potential uses for specialized documents or information, including photographs, student roster lists, and total funding expended on Federal Indian boarding schools, as well as creating maps and databases.



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5. Developing the Federal Indian Boarding School List

For the first time, the Department developed a historical official list of Federal Indian boarding schools. The Federal Indian Boarding School Initiative identified Indian boarding schools that received Federal oversight or support. The number and location(s) of Federal Indian boarding schools listed may increase as the investigation continues.

For an institution to classify as a Federal Indian boarding school for the Federal Indian Boarding School Initiative investigation, it must meet each of the following four criteria:

1. **Housing** – The institution has been described as providing on-site housing or overnight lodging. This includes dormitory, orphanage, asylum, residential, boarding, home, jail, and quarters.
2. **Education** – The institution has been described as providing formal academic or vocational training and instruction. This includes mission school, religious training,

¹⁸ Lubken, Walter J. (n.d.). [Photograph of two young male students engaged in woodworking at the Phoenix Indian Industrial School]. U.S. Bureau of Reclamation, Phoenix Area Office.

industrial training school, manual labor school, academy, seminary, institute, boarding school, and day school.

3. **Federal Support** – The institution has been described as receiving Federal Government funds or other Federal support. This includes agency, independent, contract, mission, contract with white schools, government, semi-government, under superintendency, and land or buildings or funds or supplies or services provided.
4. **Timeframe** – The institution was operational before 1969 (prior to modern departmental Indian education programming including BIE).

If an institution satisfies all four criteria, it is categorized as a Federal Indian boarding school. As a result, an institution primarily operated or supported by a non-Federal entity could qualify as a Federal Indian boarding school if it met all four required criteria.

Most institutions that did not qualify as a Federal Indian boarding school failed to meet the “Housing” and “Federal Support” criteria. However, it is possible that an institution that does not currently meet the four criteria may do so in the future as additional records are identified, examined, and analyzed, or as the Department receives other information from Federal, non-Federal, or Tribal records.

The Department performed final quality control on the list of Federal Indian boarding schools to ensure each institution met the four criteria and to secure the accuracy of its first-ever list of Federal Indian boarding schools.

Housing Criterion

The Department defined the “housing” criterion as meaning the on-site boarding of any American Indian, Alaska Native, or Native Hawaiian children for education purposes. That is, the classification of a site as a Federal Indian boarding school did not depend on whether the school housed or lodged one child or hundreds.

Federal Support Criterion

The Department defined the “Federal support” criterion broadly, beyond direct Federal funding and building infrastructure. The types of support that may qualify as Federal support include the following:

- **Contractual**
Securing funds for education and agricultural personnel for Indian boarding schools from the 1819 Civilization Fund.

- **Land**
Acquisition of lands by congressional appropriation or private donation for the purposes of building and operating Federal Indian boarding schools.

- **Building and Infrastructure**
Federally funded construction or deconstruction of Indian boarding school sites including new building, dismantling of usable materials, and the moving of used buildings or recycled building materials for Indian boarding school purposes.

Federal transfer of new or surplus buildings for Federal Indian boarding school operations, including military installations and facilities.

Federal renovation of Federal Indian boarding schools through the Works Progress Administration program.

- **Equipment and Supplies**
Purchase of food, clothing, and education supplies—including farming equipment, livestock, and animals—with Federal appropriations.

- **Services**
Provision of services including medical care or education. For example, the Department determined that the Federal provision of military personnel to teach Native Hawaiian children at select schools in Hawaii following acquisition of the islands as a territory but prior to statehood qualified as Federal support. Also, the Department considered Federal provision of medical personnel to Indian boarding schools operated by non-Federal entities to be Federal support.



6. U.S. Law and Policy Framework: Indian Territorial Dispossession and Indian Assimilation



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“Like the miner’s canary, the Indian marks the shifts from fresh air to poison gas in our political atmosphere; and our treatment of Indians ... reflects the rise and fall in our democratic faith.”²⁰

– Felix S. Cohen, 1953.

To examine the Federal Indian boarding school system, the Department spotlights the following aspects of Federal Indian law and policy.

The Continental Congress, Congress of the Confederation, and United States recognized Indian Affairs as a main function of a national government.²¹ In engaging Indian Tribes, “separate sovereigns pre-existing the Constitution,”²² and later Alaska

¹⁹ Choate, J. N., *Carlisle Indian School student body around 1885, with the Superintendent’s House in background*. [Photograph]. (1880-1889). Dickinson College Archives & Special Collections.

²⁰ Felix S. Cohen, *The Erosion of Indian Rights*, 62 *Yale L.J.* 348, 390 (1953).

²¹ See *Journals of the Continental Congress*, Vol. 2, 93, 174–76 (1775); National Records and Archives Service, *General Services Administration, Ratified Indian Treaties 1722–1869*, 1 (1973); U.S. Const. art. I, § 8.

²² *Santa Clara Pueblo v. Martinez*, 436 U.S. 49, 56 (1977).

Native Villages and the Kingdom of Hawaii, the United States pursued a twin policy: Indian territorial dispossession and Indian assimilation, including through education.

The U.S. Senate later explained that twin policy as follows:

Beginning with President Washington, the stated policy of the Federal Government was to replace the Indian's culture with our own. This was considered "advisable" as the cheapest and safest way of subduing the Indians, of providing a safe habitat for the country's white inhabitants, of helping the whites acquire desirable land, and of changing the Indian's economy so that he would be content with less land. Education was a weapon by which these goals were to be accomplished.²³

In 1803, President Thomas Jefferson delivered a Confidential Message to Congress on Indian Policy explaining a strategy to dispossess Indian Tribes of their territories in part by assimilation. According to President Jefferson, a policy of assimilation would make it easier and less costly in lives and funding for the United States to separate Indian Tribes from their territories.²⁴ President Jefferson described two means "to provide an extension of territory which the rapid increase of our numbers will call for."²⁵ The first was to advance an assimilation policy directed at Indian children to discourage nomadic practices and adopt sedentary practices dominated by western agriculture development:

To encourage them to abandon hunting, to apply to the raising stock, to agriculture, and domestic manufacture, and thereby prove to themselves that less land and labor will maintain them in this better than in their former mode of living. The extensive forests necessary in the hunting life will then become useless, and they will see advantage in exchanging them for the means of improving their farms and of increasing their domestic comforts.²⁶

²³ Kennedy Report, at 143.

²⁴ President Thomas Jefferson, Confidential Message to Congress Concerning Relations with the Indians (Jan. 18, 1803), National Archives and Records Administration, Record Group 233, Records of the U.S. House of Representatives, Presidential Messages, 1791-1861, President's Messages from the 7th Congress [hereinafter Confidential Message].

²⁵ Confidential Message.

²⁶ Confidential Message.

The second, to be executed alongside the assimilation policy, was to encourage Indian Tribes to purchase goods on credit so as to likely fall into debt, which would cause Indian Tribes to cede their lands to the United States—with the proceeds of such cessions, as described further below, predominately funding the Federal Indian boarding school system.²⁷ As President Jefferson said in an “unofficial, & private” capacity in order to “with safety give . . . a more extensive view of our policy respecting the Indians”:

[W]e wish to draw them to agriculture, to spinning & weaving. . . . when they withdraw themselves to the culture of a small piece of land, they will perceive [sic] how useless to them are their extensive forests, *and will be willing to pare them off from time to time in exchange for necessaries for their farms & families. to promote this disposition to exchange lands which they have to spare & we want, for necessaries, which we have to spare & they want, we shall push our trading houses, and be glad to see the good & influential individuals among them run in debt*, because we observe that when these debts get beyond what the individuals can pay, they become willing to lop th[em off] by a cession of lands.²⁸

As the United States developed, this two-fold approach informed Federal Indian law and policy.

The U.S. Constitution, ratified and adopted in 1788, expressly names “Indian Tribes” and “Indians.”²⁹ The United States has since recognized the sovereign political status of Indian Tribes and Alaska Native Villages and the accompanying Nation-to-Nation relationship with them for centuries.³⁰

²⁷ Confidential Message.

²⁸ Thomas Jefferson to William Henry Harrison (Feb. 27, 1803), in *The Papers of Thomas Jefferson*, Vol. 39, 13 November 1802–3 March 1803 (Barbara B. Oberg ed.) at 589–593 (2012) (emphasis added).

²⁹ U.S. Const. art. I, §§ 2, 8; see *Michigan v. Bay Mills Indian Community*, 572 U.S. 782 (2014); *Worcester v. Georgia*, 31 U.S. 515 (1832); *Cherokee Nation v. Georgia*, 30 U.S. 1 (1831); *Johnson v. M’Intosh*, 21 U.S. 543 (1823).

³⁰ See, e.g., *Worcester v. Georgia*, 31 U.S. 515, 557 (1832) (“The treaties and laws of the United States contemplate . . . that all intercourse with [Indians] shall be carried on exclusively by the government of the union”).

It is well settled that the authority of the United States in regards to Indian Affairs is grounded in the U.S. Constitution. Specifically:

- Article I, Section 8, Clause II, reserving for the Federal Government the power to make war.
- Article II, Section 2, Clause II, reserving for the Federal Government the power to make treaties.
- Article I, Section 8, Clause III, reserving for the Federal Government the power to regulate commerce with the Indian Tribes.

The U.S. Supreme Court has recognized that because Indian Affairs were also traditionally considered aspects of American military and foreign policy, Congress' legislative authority rests in part, not only upon “affirmative grants of the Constitution,” but upon the Constitution’s adoption of preconstitutional powers necessarily inherent in any Federal Government, namely, powers that this Court has described as ‘necessary concomitants of nationality.’”³¹

As the Court has said, “[t]hese powers comprehend all that is required for the regulation of our intercourse with the Indians.”³² The Court has consistently described Congress’ powers to legislate in respect to Indian Tribes as “plenary and exclusive.”³³ While extending to all legislative measures relating to Indian Tribes and Alaska Native Villages, such powers are not absolute.³⁴

Two centuries of Supreme Court case law establish there is an “undisputed existence of a general trust relationship between the United States and the Indian people.”³⁵ The Federal Government, following “a humane and self-imposed policy . . . , has charged itself with moral obligations of the highest responsibility and trust”³⁶ obligations “to the fulfillment of which the national honor has been committed.”³⁷ The Court has recognized that “[t]hroughout the history of the Indian trust relationship, . . . the organization and

³¹ United States v. Lara, 541 U.S. 193, 200 (2004).

³² Worcester v. Georgia, 31 U.S. 515, 559 (1832).

³³ United States v. Lara, 541 U.S. 193, 200 (2004).

³⁴ United States v. Creek Nation, 295 U.S. 103, 109–110 (1935).

³⁵ United States v. Mitchell, 463 U.S. 206, 225 (1983).

³⁶ Seminole Nation v. United States, 316 U.S. 286, 296–297 (1942).

³⁷ Heckman v. United States, 224 U.S. 413, 437 (1912).

management of the trust is a sovereign function subject to the plenary authority of Congress.”³⁸ “Because the Indian trust relationship represents an exercise of that authority,” the Supreme Court has “explained that the Government ‘has a real and direct interest’ in the guardianship it exercises over the Indian [T]ribes; ‘the interest is one which is vested in it as a sovereign.’”³⁹

On Indian reservations, outside of Alaska, “the government would provide ‘only sufficient land for their actual occupancy ... divid[ed] among them in severalty ... and *in lieu of money annuities* ... stock animals, agricultural implements, mechanic shops, tools and materials, and manual labor schools for the industrial and mental education of their youth.’”⁴⁰ The reservations were, “in effect, envisioned as schools for civilization, in which Indians under the control of the agent would be groomed for assimilation.”⁴¹

This report considers the intergenerational impact of the Federal Indian boarding school system in light of the laws and policies that gave that system form, which derived from Constitutional and pre-Constitutional powers establishing the United States’ unique political relationships with Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community as distinct and sovereign political entities.

³⁸ United States v. Jicarilla Apache Nation, 564 U.S. 162, 175 (2011).

³⁹ Id. (quoting United States v. Minnesota, 270 U.S. 181, 194 (1926)).

⁴⁰ ARCIA for 1858, at 7 (emphasis added).

⁴¹ Cohen’s Handbook of Federal Indian Law § 1.03 (Nell Jessup Newton ed., 2019) (citing United States v. Clapox, 35 F. 575, 577 (D. Or. 1888)).



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6.1 U.S. War-Making Power: The War Department’s Historic Role in Indian Affairs

“And, indeed, if it be the design of Providence to extirpate these savages in order to make room for the cultivators of the earth, it seems not improbable that rum may be the appointed means.” – Benjamin Franklin.⁴³

Congress acknowledged that from “the beginning, Federal policy toward the Indian was based on the desire to dispossess him of his land. Education policy was a function of our land policy.”⁴⁴

⁴² Department of the Interior, Bureau of Indian Affairs, Albuquerque Indian School, 1947-ca. 1964 (most recent creator). (1900). *Early class of younger girls in school uniform at the Albuquerque Indian School* [Photograph]. National Archives (292874).

⁴³ Benjamin Franklin, *Autobiography of Benjamin Franklin* 225 (Frank Woodward Pine, ed.) (1916).

⁴⁴ Kennedy Report, at 142; see also Northwest Ordinance of 1787, art. III (Jul. 13, 1787) (“Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools, and the means of education, shall be forever encouraged.”), re-enacted as Act of Aug. 7, 1789, Ch. 8, 1 Stat. 50 (1789).

Although formal Nation-to-Nation relations between the United States and Indian Tribes predate the Constitution, the provision of education to Indians by the Federal Government begins with the creation of the War Department. The first law of Congress relating to Indians was that of creating the War Department in 1789, which entrusted the Secretary of War with responsibility for such duties relative to Indian Affairs as the President should entrust to him.⁴⁵ Congress enacted the first explicit appropriation for Indian Affairs in the Act of December 23, 1791, which appropriated funds for the Department of War “for defraying all expenses incident to the Indian department, and for defraying the expenses incurred in the defensive protection of the frontiers against the Indians”⁴⁶

The policy of the Federal Government soon after expressed support for Federal and non-Federal education of Indians. In President Jefferson’s first address to Congress in 1801, he described how Indian assimilation policy was central to Federal policy:

Among our Indian neighbors also, a spirit of peace and friendship generally prevails and I am happy to inform you that the continued efforts to introduce among them the implements and the practice of husbandry, and of the household arts, have not been without success; that they are becoming more and more sensible of the superiority of this dependence for clothing and subsistence over the precarious resources of hunting and fishing. . . .⁴⁷

Starting in 1802, Congress authorized appropriations of up to \$15,000 annually “to promote civilization among the friendly Indian tribes, and to secure the continuance of their friendship” by promising funding, goods, livestock and animals, and staffing resources, thus advancing the public responsibility to Indian education.⁴⁸

In 1817, the United States began more clearly developing its policy of assimilation through education. President James Monroe advanced that “[w]ith the Indian tribes it is our duty to cultivate friendly relations and to act with kindness and liberality in all our

⁴⁵ Act of Aug. 7, 1789, Ch. 7, 1 Stat. 49 (establishing the Department of War).

⁴⁶ Act of Dec. 23, 1791, Ch. 3, Sec. 4, 1 Stat. 226, 228. The amounts so appropriated totaled \$76,764.19. *Id.*

⁴⁷ President Thomas Jefferson, First Annual Message to Congress (Dec. 8, 1801), in *A Compilation of the Messages and Papers of the Presidents Prepared under the Direction of the Joint Committee on Printing, of the House and Senate, Pursuant to an Act of the Fifty-Second Congress of the United States*, 314 (1897).

⁴⁸ Act of Mar. 30, 1802, Ch. 3, Sec. 13, 2 Stat. 139, 143; Kennedy Report, at 143.

transactions. Equally proper is it to persevere in our efforts to extend to them the advantages of civilization.”⁴⁹

Congress then laid the groundwork for a general system of Indian education by enacting the Civilization Fund Act in 1819.⁵⁰ The purpose of the Act was “providing against the further decline and final extinction of the Indian tribes, adjoining the frontier settlements of the United States, and for introducing among them the habits and arts of civilization.”⁵¹

To accomplish the Act’s mission, Congress authorized the President:

[I]n every case where he shall judge improvement in the habits and condition of such Indians practicable, and that the means of instruction can be introduced with their own consent, to employ capable persons of good moral character to instruct [such Indians] in the mode of agriculture suited to their situation; and for teaching their children in reading, writing, and arithmetic, and performing such other duties as may be enjoined according to such instructions and rules as the President may give and prescribe for the regulation of their conduct, in the discharge of their duties. A report of the proceedings adopted in the execution of this provision shall be annually laid before Congress.⁵²

To carry the Act’s provisions into effect, Congress appropriated an annual sum of \$10,000 and further required an annual report of the proceedings adopted to execute the Act.⁵³ The funds annually appropriated under the Act were often apportioned to various religious institutions and organizations until Congress repealed the annual appropriation in 1873.⁵⁴

⁴⁹ Inaugural Address of James Monroe, President of the United States, March 4, 1817, in *American State Papers: Foreign Affairs* Vol. 4 at 128.

⁵⁰ Act of March 3, 1819, Ch. 85, 3 Stat. 516, codified at 25 U.S.C. § 271 (2020).

⁵¹ 25 U.S.C. § 271 (2020).

⁵² *Id.*

⁵³ *Id.*

⁵⁴ Act of Feb. 14, 1873, c. 138, 17 Stat. 437, 461.

In 1824, Secretary of War John C. Calhoun established the position of Superintendent of Indian Affairs within the War Department to formalize the administration of Indian Affairs, which had supervisory responsibilities for the Federal Indian boarding school system.⁵⁵ The duties of the Superintendent included administering the Civilization Fund.⁵⁶ The Superintendent reported annually to the Secretary of War from 1825 to 1832.⁵⁷ In 1832, Congress established the office of Commissioner of Indian Affairs under the direction of the Secretary of War and subject to Presidential regulation, with responsibility for the direction and management of all Indian Affairs and all matters arising out of Indian relations.⁵⁸ The Commissioner, a precursor role to the Assistant Secretary – Indian Affairs,⁵⁹ was appointed by the President with the advice and consent of the Senate.⁶⁰ From 1832 to 1849, the Commissioners of Indian Affairs provided annual reports to the Secretary of War.

In 1849, Congress enacted legislation that established the Department and transferred Indian Affairs from military to civil control.⁶¹ The act directed the Secretary of the Interior to “exercise the supervisory and appellate powers now exercised by the Secretary of War Department, in relation to all the acts of the Commissioner of Indian Affairs.”⁶² Congress routinely debated about the practicality of transferring Indian Affairs back to the War Department. “The question whether the Indian bureau should be placed under the War Department or retained in the Department of the Interior is one of considerable importance and both sides have very warm advocates.”⁶³ The heads of the Commissioners of Indian Affairs reported annually to the Secretary of the Interior from 1849 to 1932.

⁵⁵ See Letter from Secretary of War John C. Calhoun to Thomas L. McKenney (Mar. 11, 1824), in H. Doc. No. 19–146 at 6 (1826); see also Letter from Thomas L. McKenney to James Madison (Mar. 20, 1824) (“I am again entrusted with a Government trust. I have had assigned to me, in subordination to the Secy. of War, the Indian bureau, (a new arrangement) which takes in all that relates to our intercourse with these people.”), in *The Papers of James Madison, Retirement Series, VOL. 3* (David B. Mattern, et al, ed.).

⁵⁶ Act of March 3, 1819, Ch. 85, 3 Stat. 516.

⁵⁷ Felix Cohen, *Handbook of Federal Indian Law* 11 (1941).

⁵⁸ Act of July 9, 1832, Ch. 174, § 1, 4 Stat. 564.

⁵⁹ The position of the Assistant Secretary – Indian Affairs was established by Secretarial Order No. 3010 (Sept. 26, 1977). 96 Interior Dec. 1, 7 (1988). See also *Nomination of the Assistant Secretary of the Interior for Indian Affairs, Hearings before the United States Senate Select Committee on Indian Affairs, 95th Cong., 1st Sess.* (1977).

⁶⁰ Act of July 9, 1832, Ch. 174, § 1, 4 Stat. 564.

⁶¹ Act of March 3, 1849, Ch. 108, 9 Stat. 395.

⁶² Act of March 3, 1849, Ch. 108, § 5, 9 Stat. 395.

⁶³ S. Rep. No. 39-156, at 3–8 (1867).

After responsibility for the administration of Indian Affairs was transferred to the Department, Indian police⁶⁴ supported the removal of Indian children and their placement in the Federal Indian boarding school system. In 1886, for example, U.S. Indian Agent Fletcher J. Cowart described the effort by Indian police to forcibly remove Mescalero and Jicarilla Apache children from their homes and furnish them to the Federal Indian boarding school system:

I found the attendance at the boarding school about half of what it should be, and at once set about increasing it to the full capacity of the accommodation. This I found extremely difficult. When called upon for children, the chiefs, almost without exception, declared there were none suitable for school in their camps. Everything in the way of persuasion and argument having failed, it became necessary to visit the camps unexpectedly with a detachment of Indian police, and seize such children as were proper and take them away to school, willing or unwilling. Some hurried their children off to the mountains or hid them away in camp, and the Indian police had to chase and capture them like so many wild rabbits.⁶⁵

“The hope for the effective work lies with the children ... School facilities should be enlarged, the children divorced from [nomadic] camp life, and with a plain English education instructed well in farm or mechanical labor.”⁶⁶

Despite the official transfer from military to civil control, Congress continued to empower the President and War Department to continue support for the Federal Indian boarding school system with select jurisdiction, infrastructure, and personnel, including through statutory provisions such as the following:

- The President may detail officers of the United States Army to act as Indian agents at such agencies as in the

⁶⁴ See *United States v. Mullin*, 71 F. 682, 687 (D.C. Neb. 1895) (“The Indian police is a force organized under rules and regulations adopted by the interior department, the agent being commander thereof, and is the ordinary means relied upon by the agent and the department for enforcing the orders of the department, for keeping peace upon the reservation, and otherwise enforcing obedience to the laws of the United States and the regulations of the department of the interior in force upon the reservation.”).

⁶⁵ ARCIA for 1886, at 199.

⁶⁶ ARCIA for 1886, at 202.

opinion of the President may require the presence of any Army officer, and while acting as Indian agents such officers shall be under the orders and direction of the Secretary of the Interior.⁶⁷

- The Secretary of War shall be authorized to detail an officer of the Army, not above the rank of captain, for special duty with reference to Indian education.⁶⁸
- The Secretary of War is authorized to set aside, for use in the establishment of normal and industrial training schools for Indian youth from the *nomadic* tribes having educational treaty claims upon the United States, any vacant posts or barracks, so long as they may not be required for military occupation, and to detail one or more officers of the Army for duty in connection with Indian education, under the direction of the Secretary of the Interior, at each such school so established: *Provided*, That moneys appropriated or to be appropriated for general purposes of education among the Indians may be expended, under the direction of the Secretary of the Interior, for the education of Indian youth at such posts, institutions, and schools as he may consider advantageous, or as Congress from time to time may authorize and provide.⁶⁹
- The Secretary of the Interior is authorized to establish and maintain the former Fort Apache military post as an Indian boarding school for the purpose of carrying out treaty obligations, to be known as the Theodore Roosevelt Indian School: *Provided*, That the Fort Apache military post, and land appurtenant thereto, shall remain in the possession and custody of the

⁶⁷ Act of July 1, 1898, Ch. 545, § 1, 30 Stat. 571, 573.

⁶⁸ Act of June 23, 1879, Ch. 35, § 7, 21 Stat. 35, codified at 25 U.S.C. § 273 (2020).

⁶⁹ Act of July 31, 1882, Ch. 363, 22 Stat. 181, codified at 25 U.S.C. § 276 (2020) (emphasis added).

Secretary of the Interior so long as they shall be required for Indian school purposes.⁷⁰

The War Department continued to provide support and personnel to further the objectives of the Federal Indian boarding school system even after Congress transferred responsibility for Indian Affairs to the Department.



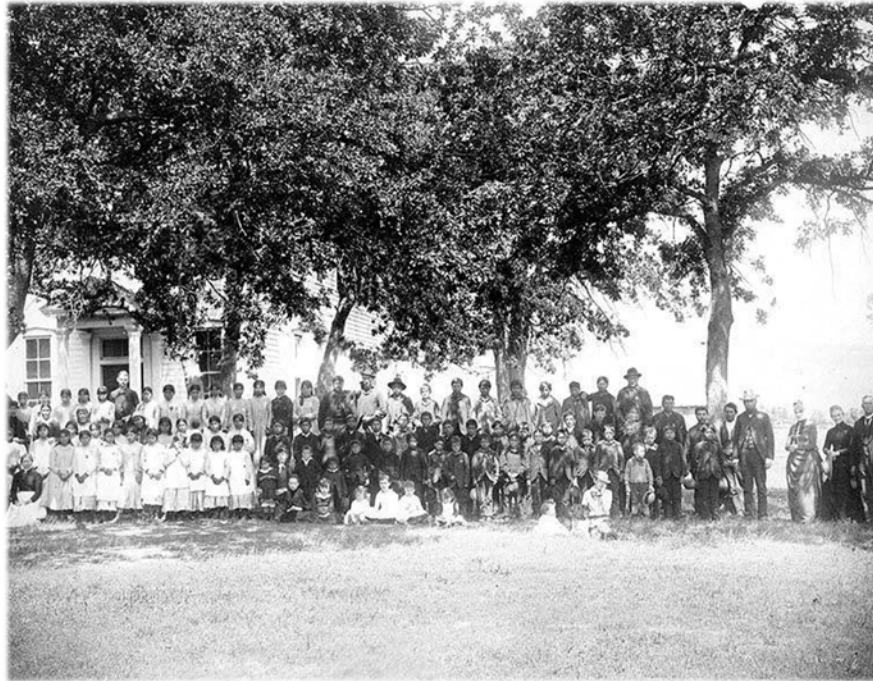
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⁷⁰ Act of January 24, 1923, Ch. 42, 42 Stat. 1187, codified at 25 U.S.C. § 277 (2020).

⁷¹ Lubken, Walter J. (n.d.). [Photograph of young male students in metalworking classroom at the Phoenix Indian Industrial School]. U.S. Bureau of Reclamation, Phoenix Area Office.



6.2 U.S. Treaty-Making Power: Indian Territorial Dispossession and Indian Assimilation



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Through treaties and other agreements, Indian Tribes ceded to the United States approximately 1 billion acres of land.⁷³ Like Great Britain and the colonial governments before it, the United States negotiated and entered into formal treaties with Indian Tribes as separate and distinct sovereigns.⁷⁴ From 1722 to 1869, the British Crown and the United States made at least 374 treaties with Indian Tribes.⁷⁵ As non-Indian settlement increased over time, the negotiation power of Indian Tribes diminished. The U.S. Congress has emphasized that “[e]ducation policy ... took place in the context of wave after wave of invasion by white settlers reinforced by military conquest. Treaties, although almost always

⁷² *Children and employees in front of the Yakima Indian Agency school, Fort Simcoe, Washington, approximately 1888* [Photograph]. (1888). University of Washington Special Collections, Washington State Localities Photographs.

⁷³ Kennedy Report, at 143.

⁷⁴ National Records and Archives Service, General Services Administration, *Ratified Indian Treaties 1722–1869*, at 1 (1973).

⁷⁵ National Records and Archives Service, General Services Administration, *Ratified Indian Treaties 1722–1869*, at 1 (1973).

signed under duress, were the window dressing whereby we expropriated the Indian’s land and pushed him back across the continent.”⁷⁶

The Treaty Clause of the Constitution reads:

This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.⁷⁷

As a result, Indian treaties and successive statutes, including during the Federal Indian boarding school era, originate with the Constitution and involve U.S.-Indian relations;⁷⁸ U.S.-Native Hawaiian relations;⁷⁹ and political relationships unique to Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community.⁸⁰

More than 150 Indian treaties between Indian Tribes and the United States included education-related provisions, the terms of which often varied.⁸¹ For example, the 1794 Treaty with the Oneida, Tuscarora, and Stockbridge Indians provides that:

The United States will provide, during three years after the mills shall be completed, for the expense of employing one or two suitable persons to manage the mills, to keep them in repair, to instruct some young men of the

⁷⁶ Kennedy Report, at 143.

⁷⁷ U.S. Const. Art. VI., Cl. 2.

⁷⁸ *See, e.g.*, *United States v. Lara*, 541 U.S. 193, 201 (2004) (“And for much of the Nation’s history, treaties, and legislation made pursuant to those treaties, governed relations between the Federal Government and the Indian tribes.”).

⁷⁹ *See, e.g.*, *Rice v. Cayetano*, 528 U.S. 495, 501 (2000) (“the United States and European powers made constant efforts to protect their interests and to influence Hawaiian political and economic affairs in general. The first ‘articles of arrangement’ between the United States and the Kingdom of Hawaii were signed in 1826 ... and additional treaties and conventions between the two countries were signed in 1849, 1875, and 1887”).

⁸⁰ *See Yellen v. Confederated Tribes of the Chehalis Reservation*, 141 S. Ct. 2434, 2440 (2021); *United States v. Cooley*, 141 S. Ct. 1638, 1642 (2021); *McGirt v. Oklahoma*, 140 S. Ct. 2452, 2477 (2020); *Doe v. Kamehameha Schools/Bernice Pauahi Bishop Estate*, 470 F.3d 827, 847 (9th Cir. 2006) (en banc); *Worcester v. Georgia*, 31 U.S. 515, 557 (1832).

⁸¹ Cohen’s Handbook of Federal Indian Law, § 22.03 (1)(a) (Nell Jessup Newton ed., 2019).

three nations in the arts of the miller and sawyer, and to provide teams and utensils for carrying on the work of the mills.⁸²

In contrast, the 1868 Fort Laramie Treaty between the United States and Great Sioux Nation mandated that:

In order to insure the civilization of the Indians entering into this treaty, the necessity of education is admitted, especially of such of them as are or may be settled on said agricultural reservations, and they, therefore, pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school, and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with.⁸³

The text of many Indian treaties evinces that Indian education was a priority in U.S.-Indian relations.

In 1871, Congress ended treaty-making with Indian Tribes, but existing treaty obligations were expressly validated and affirmed.⁸⁴ Thereafter, the Federal Government used only statutes, executive orders, and agreements to regulate Indian Affairs.⁸⁵

⁸² Treaty between the United States and the Oneida, Tuscorora [sic] and Stockbridge Indians, dwelling in the Country of the Oneidas, (Dec. 2, 1794), 7 Stat. 47.

⁸³ Treaty between the United States of American and different Tribes of Sioux Indians, art. 7 (Apr. 29, 1868), 15 Stat. 635, 637 [1868 Fort Laramie Treaty].

⁸⁴ An act of Congress of March 3, 1871 (16 Stat. 566).

⁸⁵ Cohen's Handbook of Federal Indian Law § 5.01 (2) (Nell Jessup Newton ed., 2019).



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6.3 Indian Child Removal: A Part of Historical U.S. Policy

“Many Indian families resisted the assault of the Federal Government on their lives by refusing to send their children to school.”

– Kennedy Report, U.S. Senate, 1969.⁸⁷

After 1871, Congress enacted laws to compel Indian parents to send their children to school and to authorize the Secretary of the Interior to issue regulations to “secure the enrollment and regular attendance of eligible Indian children who are wards of the Government in schools maintained for their benefit by the United States or in public schools.”⁸⁸ For example, under the Act of March 3, 1893,⁸⁹ Congress authorized the Secretary of the Interior to withhold rations, including those guaranteed by treaties, to Indian families whose children did not attend schools:

The Secretary of the Interior may in his discretion, establish such regulations as will prevent the issuing of rations or the

⁸⁶ Grabill, J.C.H., *U.S. School for Indians at Pine Ridge, S.D.* [Photograph]. (1891). Grabill Collection, Library of Congress Prints and Photographs Division, Washington, D.C.

⁸⁷ Kennedy Report, at 12.

⁸⁸ See, e.g., Act of February 14, 1920, Ch. 75, § 1, 41 Stat. 410, codified as 25 U.S.C. § 282 (2020).

⁸⁹ Act of March 3, 1893, Ch. 209, § 1, 27 Stat. 628, 635, codified as 25 U.S.C. § 283 (2020).

furnishing of subsistence either in money or in kind to the head of any Indian family for or on account of any Indian child or children between the ages of eight and twenty-one years who shall not have attended school during the preceding year in accordance with such regulations.⁹⁰

And as the Federal Government has stated, the eventual “abolition of the ration system ... which in many instances has had the effect of forcing the children into school, has been made possible through the ameliorating influence of the Government and church schools.”⁹¹

The United States has applied such Federal regulations, including removal of Indian children to off-reservation Federal Indian boarding schools without parental consent. For example, the Department has recognized the Federal effort to transport Indian children from the Navajo Nation to off-reservation Federal Indian boarding schools without parental consent as follows:

In 1919 it was discovered that only 2,089 of an estimated 9,613 Navajo children were attending school, and thus the Government initiated a crash program of Navajo education. But because of a lack of schools on the reservation, many Navajo children were transported to boarding schools throughout the West and Southwest, without their parents’ consent.⁹²

There is ample evidence in Federal records demonstrating that the United States coerced, induced, or compelled Indian children to enter the Federal Indian boarding school system.

⁹⁰ Act of March 3, 1893, Ch. 209, § 1, 27 Stat. 628, 635, codified as 25 U.S.C. § 283 (2020); *see, e.g.*, ARCIA for 1906, at 402 (“This good record has been possible thru the granting of authority by the Secretary of the Interior to withhold annuities from parents who refused to place their children in some school.”).

⁹¹ ARCIA for 1903, at 376.

⁹² Kennedy Report, at 12.



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7. Federal Indian Boarding School System Framework

“Past experience goes far to prove that it is cheaper to educate our wards than make war on them, or let them grow up in ignorance, to say nothing of the humanity of the act, or the results attained.”⁹⁴ Federal records document that the United States considered the Federal Indian boarding school system a central part of its Indian assimilation policy. The Department has described the role of Indian assimilation policy coupled with Indian land dispossession policy as follows:

The essential feature of the Government’s great educational program for the Indians is the abolition of the old tribal relations and the treatment of every Indian as an individual. The basis of this individualization is the breaking up of tribal lands into allotments to the individuals of the tribe. This step is fundamental to the present Indian policy of the Government. Until their lands are allotted, the Government is merely marking time in dealing with any groups of Indians.⁹⁵

The Department has stated it was “indispensably necessary that [the Indians] be placed in positions where they can be controlled, and finally compelled, by stern necessity, to resort

⁹³ *Male students with broom at the Fort Yuma Indian Boarding School.* [Photograph] (n.d.). Fort Yuma Quechan Indian Tribe Photo Gallery, Ft Yuma Indian School Collection.

⁹⁴ ARCIA for 1880, at 89.

⁹⁵ ARCIA for 1910, at 28.

to agricultural labor or starve,”⁹⁶ later adding that “[i]f it be admitted that education affords the true solution to the Indian problem, then it must be admitted that the boarding school is the very key to the situation.”⁹⁷ Indeed, the Department early on concluded that Indian boarding schools “go further ... towards securing [U.S.] borders from bloodshed, and keeping peace among the Indians themselves, and attaching them to us, then would the physical force of our Army, if employed exclusively towards the accomplishment of those objectives.”⁹⁸

Federal records indicate that the United States viewed official disruption to the Indian family unit as part of Federal Indian policy to assimilate Indian children. “The love of home and the warm reciprocal affection existing between parents and children are among the strongest characteristics of the Indian nature.”⁹⁹ When the Department requested the Brookings Institution¹⁰⁰ to study “the economic and social condition of American Indians,”¹⁰¹ the resulting Meriam Report found in 1928 that the main disruption to the Indian family and Tribal relations had come from the Federal Indian boarding school system:

[O]n the whole government practices may be said to have operated against the development of wholesome [Indian] family life.

Chief of these is the long continued policy of educating the [Indian] children in boarding schools far from their homes, taking them from their parents when small and keeping them away until parents and children become strangers to each other. The theory was once held that the problem of the [Indian] could be solved by educating the children, not to return to the reservation, but to be absorbed one by one into the white population. This plan involved the permanent breaking of family ties, but provided for the children a substitute for their

⁹⁶ ARCIA for 1850, at 1.

⁹⁷ ARCIA for 1886 LXI (1886).

⁹⁸ ARCIA for 1826, at 508.

⁹⁹ ARCIA for 1904, at 392.

¹⁰⁰ In 1927 the Institute for Government Research (IGR) became the Brookings Institution.

¹⁰¹ Lewis Meriam, Institute for Government Research, *The Problem of Indian Administration*, at vii (1928) [hereinafter Meriam Report].

own family life by placing them in good homes of whites for vacations and sometimes longer, the so-called “outing system.” The plan failed, partly because it was weak on the vocational side, but largely by reason of its artificiality. Nevertheless, this worst of its features still persists, and many children today have not seen their parents or brothers and sisters in years.¹⁰²

The Federal Indian Boarding School Initiative sheds a new light on how the Federal Indian boarding school system produced intergenerational trauma by disrupting family ties in Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community.



REHOBOTH SCHOOL

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A significant outcome of deliberate Federal disruption to the Indian family unit through removal of Indian children from their Indian Tribes and Alaska Native Villages to off-reservation Indian boarding schools, is that, depending on location, Indian children experienced the Federal Indian boarding school system alongside other Indian children from the same *and* different Indian Tribe(s) and Alaska Native Village(s).¹⁰⁴ The Federal Government accordingly devised artificial communities of Indian children throughout the Federal Indian boarding school system, resulting in the creation of other Indian families

¹⁰² Meriam Report, at 573–74.

¹⁰³ Hartog, C. (1910). Rehoboth School [Photograph]. *Indian mission sketches: Descriptions and views of Navajo life, the Rehoboth Mission School and the Stations Tohatchi and Zuni*, 22. Gallup, N.M.: The Author. Hathi Trust Digital Library.

¹⁰⁴ Kennedy Report, at 160.

and extended families depending on whether an Indian child returned to the child's own Indian Tribe or Alaska Native Village or located elsewhere after completing education in a Federal Indian boarding school.¹⁰⁵ For example, in 1886, Haskell Institute, Kansas, instituted a “a stricter form of discipline than heretofore prevailed” by establishing a “cadet battalion organization of five companies [to] br[eak] up the tribal associations. Size of cadets, and not their tribal relations, determining now place in dormitory and mess hall, also necessitates a more frequent recourse to the English language as a common medium, by bringing pupils of different tribes into closer contact.”¹⁰⁶ In that year alone, the Institute intentionally mixed Indian children from 31 different Indian Tribes to disrupt Tribal relations and discourage or prevent Indian language use across the “Apache, Arapaho, Cheyenne, Cherokee, Chippewa, Comanche, Caddo, Delaware, Iowa, Kiowa, Kickapoo, Kaw, Mojave, Muncie, Modoc, Miami, New York, Omaha, Ottawa, Osage, Pawnee, Pottawatomie, Ponca, Peoria, Quapaw, Seneca, Sac and Fox, Seminole, Shawnee, Sioux, [and] Wyandotte” children.¹⁰⁷ The Department acknowledged that “[i]nter-marriage by the young graduates of different nations would necessitate the use of the English language, which their offspring would learn as their mother tongue.”¹⁰⁸ Federal Indian law and policy accounts for Indians that are (1) from a single Indian Tribe or Alaska Native Village; (2) multi-Tribal; (3) Alaska Native Corporation shareholders; (4) reservation-based; (5) urban-based; (6) other Indian families; (7) extended families, (8) terminated; (9) descendant; and (10) otherwise statutorily determined—various political and legal classifications that result in part from the Federal Indian boarding school system.¹⁰⁹

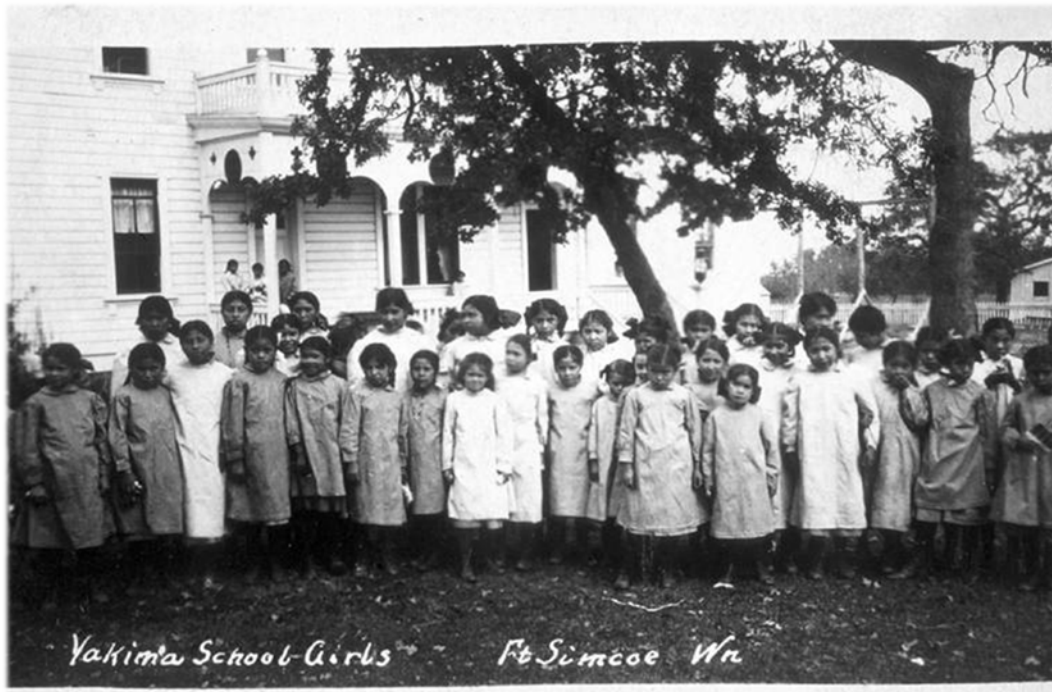
¹⁰⁵ See, e.g., Kennedy Report, at 160 (describing that “Navajo children were sent as far away as the Chemawa Boarding School in Oregon, and in turn displaced hundreds of Indian students from the Northwest who were rerouted to boarding schools in Oklahoma” and “hundreds of Alaskan native children without schools [were sent] to the Chemawa School in Oregon and the overflow to boarding schools in Oklahoma. [In 1968], more than 400 Alaskan natives were sent to the Chilocco Boarding School in Oklahoma.”).

¹⁰⁶ ARCIA for 1886, at 6; see also Kathryn E. Fort, *American Indian Children and the Law* 8 (Carolina Academic Press, 2019) (“Even when children were completely separated from their language and culture, they were able to connect with other Native children through the use of their newly learned English language skills.”).

¹⁰⁷ ARCIA for 1885, at 5.

¹⁰⁸ ARCIA for 1886, at 61 (emphasis added).

¹⁰⁹ See, e.g., 25 U.S.C. § 1603 (13)(A)–(D) (recognizing “Indians” or “Indian” means any person who is a member of an Indian tribe and irrespective of whether an individual lives on or near a reservation, is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or is an Eskimo or Aleut or other Alaska Native, or is considered by the Secretary of the Interior to be an Indian for any purpose, or is determined to be an Indian under regulations promulgated by the Secretary); 25 U.S.C. § 1903 (5) (recognizing “Indian child’s tribe” means (a) the Indian tribe in which an Indian child is a member or eligible for membership or (b), in the case of an Indian child who is a member of or eligible for membership in more than one tribe, the Indian tribe with which the Indian child has the more significant contacts”); 25 U.S.C. § 1915 (a) (recognizing “other Indian families”) (emphasis added), (b) (recognizing “a member of the Indian child’s extended family”).



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The United States has for nearly two centuries consistently recognized that Indian boarding schools comprised a system for Indian education: “Indian schools must train the Indian youth of both sexes to take upon themselves the duties and responsibilities of citizenship. To do this requires a system of schools and an organization capable of preparing the Indian young people to earn a living either among their own people or away from the reservation homes and in competition with their white brethren. This contemplates a practical system of schools with an essentially vocational foundation.”¹¹¹

¹¹⁰ *Yakima School girls*, Fort Simcoe, Washington [Photograph]. (n.d.). American Indians of the Pacific Northwest Images Digital Collection, Estelle Reel Collection, Northwest Museum of Arts and Culture.

¹¹¹ ARCIA for 1916, at 10 (emphasis added); see also ARCIA for 1931, at 4 (noting that in Indian education “one kind of a philosophy and one kind of a system have been established a long time”); ARCIA for 1916, at 9 (noting “uniform course of study for all Indian schools marks a forward step in the educational system,” “system of education”); ARCIA for 1899, at 437 (describing “The Development of the Indian School System”); ARCIA for 1886, at LX (documenting “control [of] the Indian school system,” “supervision of the Indian school system,” “history and development of the Indian school system,” and “divisions and operation of the system”); Commissioner of Indian Affairs, Annual Report to the Secretary of War 61 (1846) (documenting the “system of education”); Commissioner of Indian Affairs, Annual Report to the Secretary of War 516 (1839) (noting “manual-labor system”); Report on Indian Affairs to the Secretary of War 61 (1828) (providing a statement showing the “number of Indian schools, where established, by whom, the number of Teachers, &c., the number of Pupils, and the amount annually allowed and paid to each by the Government,” that is, documenting a system).

The Federal Indian Boarding School Initiative investigation at this stage did not examine the Federal Indian day school system, the precursor education system to the Federal Indian boarding school system. To analyze the Federal Indian boarding school system in this report, the Department notes that in the past it has described that “day school instruction is the initial and most important element in the education of the Indian.”¹¹² “To the day school the Indian child comes fresh from the tepee and finds himself at once amid new and strange surroundings.”¹¹³ Federal Indian day schools were primarily located on Indian reservations and did not have a housing component for children directly on-site with the education institution. Indian day schools “have, in nearly every instance, preceded the boarding school” and “in many cases been established through the benevolent efforts of missionaries or the wives of Army officers stationed at military reservations in the Indian [C]ountry.”¹¹⁴ Still, the Department has underscored that only “by complete isolation of the Indian child from his savage antecedents can he be satisfactorily educated, and the extra expense attendant thereon is more than compensated by the thoroughness of the work.”¹¹⁵

To operate the Federal Indian boarding school system, the Federal Government supported schools with a housing component directly on-site with the education institution. The Federal Government applied several approaches of Indian education that differed by Federal resources provided, location type, including on and off Indian reservations, operator type, and education program type. The Department in the past has classified Indian boarding schools that included those that were:

- Located on Indian reservations and controlled by agents.
- Run independently.
 - Supported by general appropriation.
 - Supported by special appropriation.
- Contract schools
 - Supported by general appropriation.
 - Supported by special appropriation.
 - Mission schools established and chiefly supported by religious associations.¹¹⁶

¹¹² ARCIA for 1904, at 394.

¹¹³ ARCIA for 1904, at 392.

¹¹⁴ ARCIA for 1886, at LXI.

¹¹⁵ ARCIA for 1886, at LXI.

¹¹⁶ ARCIA for 1886, at LX.

The Department has documented that off-reservation Federal Indian boarding school representatives were “allowed to select children from those attending reservation schools. The effect has been, in many instances, *to demoralize the latter* by selecting the brightest and best pupils, and in some instances to take children that might have been educated at home with little expense to the Government.”¹¹⁷

Federal Indian boarding schools were funded by annual appropriations from Congress but also received resources from other sources as well. For the purposes of this report, the Department identified a number of different sources of funding for the operation of Federal Indian boarding schools:

- Appropriations made under the educational provisions of existing Indian treaties.
- Funded investments of bonds and other securities held by the United States.
- Proceeds of the sale of lands of certain Indian Tribes.
- Accumulations of money in the Treasury resulting from the sale of lands.
- Annual appropriations by U.S. Congress for Indian school purposes.¹¹⁸

Based upon these sources, it is apparent that proceeds from cessions of Indian territories to the United States through treaties—which were often signed under duress¹¹⁹—were used to fund the operation of Federal Indian boarding schools. As a result, the United States’ assimilation policy, the Federal Indian boarding school system, and the effort to acquire Indian territories are connected.

¹¹⁷ ARCIA for 1886, at LXVIII (emphasis added).

¹¹⁸ ARCIA for 1886, at LX–LXI.

¹¹⁹ Kennedy Report, at 143.



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The United States used monies resulting from Indian wealth depletion from cessions of territories, and held in Federal trust accounts for Indian Tribes, to pay for the attempted assimilation process of Indians. As Congress has found, a “large proportion of the expense for the operation of the schools came from Indian treaty funds and not Federal appropriations.”¹²¹ For example, between 1845 and 1855, while over \$2 million was spent on the Federal Indian boarding school system, Federal appropriations accounted for only 1/20th, or \$10,000 per year, of the sum, with Indian trust fund monies supplying the rest.¹²² In addition, concerning the Dawes Severalty Act of 1887 alone, which turned territories from collective Indian ownership into individual Indian land allotments, Congress determined, however intended, “the actual results of the law were a diminishing of the Indian tribal economic base from 140 million acres to [approximately] 50 million acres, and severe social disorganization of the Indian family.”¹²³ Congress further concluded that the Dawes Act’s “land policy was directly related to the Government’s Indian education policy because proceeds from the destruction of the Indian land base were used to pay the costs of taking Indian children from their homes and placing them in Federal boarding

¹²⁰ Lubken, Walter J. (n.d.). [Photograph of young male students in printing press shop at the Phoenix Indian Industrial School]. U.S. Bureau of Reclamation, Phoenix Area Office.

¹²¹ Kennedy Report, at 146.

¹²² Report of the Secretary of the Interior, Sen. Ex. Doc., No. 1, Part 1, 34th Congress, First Session, at 1, 561 (1855).

¹²³ Kennedy Report, at 12.

schools—a system designed to dissolve the Indian social structure.”¹²⁴ The total amount of Tribal or individual Indian trust fund account monies, if any, held in trust by the United States and used to directly support the Federal Indian boarding school system is currently unknown.

In 1908, the Supreme Court ruled in *Quick Bear v. Leupp* that the United States could use monies held in treaty and trust fund accounts for Indian territories ceded to the United States to fund children “induced or compelled” to attend Indian boarding schools that were operated by religious institutions or organizations.¹²⁵ While payments to religious institutions and organizations depleted funds Indian Tribes were entitled to, the Court held that the prohibition on the Federal Government to spend funds on religious schools did not apply to Indian treaty funds,¹²⁶ did not violate Indian appropriations acts,¹²⁷ and to forbid such expenditures would violate the free exercise clause of the First Amendment.¹²⁸



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¹²⁴ Kennedy Report, at 12.

¹²⁵ *Quick Bear v. Leupp*, 210 U.S. 50 (1908); see also Kennedy Report at 143 (1969) (describing that as “treaty funds became available, these too were disbursed” “among those societies and individuals—usually missionary organizations—that had been prominent in the effort to ‘civilize’ the Indians”).

¹²⁶ *Quick Bear v. Leupp*, 210 U.S. at 81.

¹²⁷ *Quick Bear v. Leupp*, 210 U.S. at 78.

¹²⁸ *Quick Bear v. Leupp*, 210 U.S. at 81.

¹²⁹ U.S. Library of Congress, Harris & Ewing Collection, Untitled (1913). [Photograph showing High Pipe; Charles Tackett; Hollow Horn Bear, Jr.; William Thunderhawk; Senator Sterling Of South Dakota; Eugene Little; Reuben

Although individual Federal Indian boarding schools varied by operation, management, and funding, together they comprised a Federally recognized system.



8. The Role of Religious Institutions and Organizations in the Federal Indian Boarding School System



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“It is quite possible for missionaries without the personal qualifications necessary for work with the Indians to maintain themselves indefinitely in isolated locations, obstacles both to the work of the church and to the efforts of the government.”

– Meriam Report, made at the request of the Secretary of the Interior, 1928.¹³¹

The Federal Government and Department also maintained relationships with religious institutions and organizations for the Federal Indian boarding school system. Indian reservations “were distributed among the major religious denominations, which, in

Quick Bear; Henry Horse Looking; and Silas Standing Elk) (showing Reuben Quick Bear, plaintiff in Quick Bear v. Leupp, second row, far right)].

¹³⁰ *Female students in front of building at the Fort Yuma Indian Boarding School.* (n.d.). Fort Yuma Quechan Indian Tribe Photo Gallery, Ft Yuma Indian School Collection.

¹³¹ Meriam Report, at 838.

an unprecedented delegation of power by the Federal Government to church bodies, were given the right to nominate new agents, and direct educational and other activities on the reservations.”¹³² Department records indicate that, in addition to the U.S. Army assigning officers to duty as superintendents of Indian affairs and Indian agents under the direction of the Indian Office, the Executive accepted official recommendations by religious institutions and organizations for presidential appointed posts in states and territories.¹³³ The Department has described the public-private relationship as follows:

[T]he [Indian] agencies were, so to speak, apportioned among the prominent denominational associations of the country, or the missionary societies representing such denominational views; ... to make nominations to the position of agent ... and in and through this extra-official relationship to assume charge of the intellectual and moral education of the Indians thus brought within the reach of their influence.¹³⁴

The U.S. Senate has confirmed, the U.S. “military was frequently called in to reinforce the missionaries’ orders.”¹³⁵

¹³² Kennedy Report, at 147.

¹³³ ARCIA for 1872, at 72.

¹³⁴ ARCIA for 1872, at 72.

¹³⁵ Kennedy Report, at 147.



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Initial examination of Federal records demonstrates that the United States received support from religious institutions and organizations for the Federal Indian boarding school system and directly provided support to religious institutions and organizations for the Federal Indian boarding school system.¹³⁷ “Since appropriations for Indian schools have been regularly made, a portion of the funds has been wisely expended in the encouragement of the benevolent work of [missionary] organizations.”¹³⁸ As the U.S. Senate has recognized, funds from the 1819 Civilization Fund “were apportioned among those societies and individuals—usually missionary organizations—that had been prominent in the effort to ‘civilize’ the Indians.”¹³⁹

The United States at times paid religious institutions and organizations on a per capita basis for Indian children to enter Federal Indian boarding schools operated by religious institutions or organizations. As part of the Federal Indian boarding school system, the Department contracted with several religious institutions and organizations including the American Missionary Association of the Congregational Church, the Board of Foreign Missions of the Presbyterian Church, the Board of Home Missions of the

¹³⁶ *Female students standing outside at the Fort Yuma Indian Boarding School.* (n.d.). Fort Yuma Quechan Indian Tribe Photo Gallery, Ft Yuma Indian School Collection.

¹³⁷ Some religious and other non-federal entities that participated in these and similar initiatives have since apologized for their roles in them, and pledged to make amends. *See e.g.*, Elisabetta Povoledo and Ian Austen, “*I Feel Shame*”: Pope Apologizes to Indigenous People of Canada, *New York Times*, Apr. 1, 2022.

¹³⁸ ARCIA for 1886, at LXV.

¹³⁹ Kennedy Report, at 143.

Presbyterian Church, the Bureau of Catholic Indian Missions, and the Protestant Episcopal Church “to pay a certain sum for each pupil ... being supplemented by the religious organizations conducting the school.”¹⁴⁰ In 1886, Indian School Superintendent John B. Riley reported to the Secretary of the Interior on the importance of using public support for Indian children to enter Indian boarding schools operated by religious institutions or organizations:

The Government aid furnished enables them to sustain their missions, and renders it possible ... to lead these people, whose paganism has been the chief obstacle to their civilization, into the light of Christianity – a work in which the Government cannot actively engage ... They should receive the encouragement and co-operation of all Government employés [sic].¹⁴¹

The United States also set apart tracts of Indian reservation lands for the use of religious institutions and organizations carrying on educational and missionary work among the Indians.¹⁴² The Department’s initial assessment of relevant Federal records shows that the United States directly contributed financially to Indian boarding schools operated by religious institutions and organizations. “The basic approach of subsidizing various religious groups to operate schools for Indians did not come to an end until 1897.”¹⁴³

By 1928, the Department observed that the lack of central oversight over Indian boarding schools operated by religious institutions and organizations significantly impaired the Federal Indian boarding school system. “[N]o central interdenominational supervision of mission work exists, and that therefore no standards are set up as a minimum below which the work should not fall.”¹⁴⁴ As a result, “a weak denomination with low educational standards for its missionaries may maintain indefinitely a mission station

¹⁴⁰ ARCIA for 1886, at LXV.

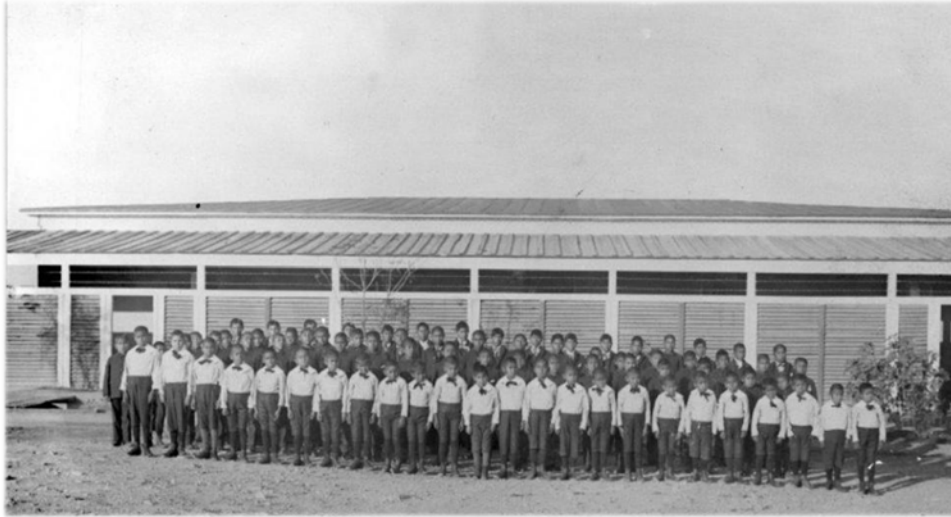
¹⁴¹ ARCIA for 1886, at LXVI.

¹⁴² Act of Sept. 21, 1922, Ch. 367, § 3, 42 Stat. 995, codified at 25 U.S.C. § 280 (2020) (authorizing and directing the Secretary of the Interior “to issue a patent to the duly authorized missionary board, or other proper authority, of any religious organization engaged in mission or school work on any Indian reservation for such lands thereon as have been heretofore set apart to and are now [Sept. 21, 1922] being actually and beneficially used and occupied by such organization solely for mission *or school* purposes, the area so patented to not exceed one hundred and sixty acres to any one organization at any station: Provided, That such patent shall provide that when no longer used for mission or school purposes said lands shall revert to the Indian owners.”) (emphasis added); ARCIA for 1902, at 51.

¹⁴³ Kennedy Report, at 147.

¹⁴⁴ Meriam Report, at 838.

manned by people with only the most elementary education and with no training whatever ...” and “a strong denomination with high standards of general education ... may lend support in isolated spots to work of a specialized nature assumed by missionaries with no technical and little real understanding of the problems involved in their secular activities.”¹⁴⁵ “The worst feature of such situations is not that the Indians of the localities are poorly served, but that the governing boards remain ignorant of the real problems of Indian missions.”¹⁴⁶



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¹⁴⁵ Meriam Report, at 838.

¹⁴⁶ Meriam Report, at 838.

¹⁴⁷ *Students in front of building at the Fort Yuma Indian Boarding School* [Photograph]. (n.d.). Fort Yuma Quechan Indian Tribe Photo Gallery, Ft Yuma Indian School Collection.



9. Federal Indian Boarding School System Conditions



Despite differences in operation, management, and funding, the United States recognized that the Federal Indian boarding school system was central to Indian territorial dispossession and Indian assimilation. Often using active or decommissioned military sites, Federal Indian boarding schools “were designed to separate a child from his reservation and family, strip him of his tribal lore and mores, force the complete abandonment of his native language, and prepare him for never again returning to his people.”¹⁴⁹ As a result, the United States applied systematic militarized and identity-alteration methodologies¹⁵⁰ in the Federal Indian boarding school system to assimilate American Indian, Alaska Native, and Native Hawaiian children through education.

In 1902, Commissioner of Indian Affairs William A. Jones described the main goal of applying systematic militarized and identity-alteration methodologies in the Federal Indian boarding school system as follows:

The young of the wild bird, though born in captivity, naturally retains the instincts of freedom so strong in the parent and beats the bars to secure it, while after several generations of captivity the young bird will return to the cage after a brief period of freedom. So with the Indian child. The first wild redskin placed

¹⁴⁸ *Apache youth in traditional clothing* [Photograph]. Apache Incarceration. (n.d.) National Park Service; *Apache youth in military uniforms* [Photograph]. Apache Incarceration. (n.d.) National Park Service.

¹⁴⁹ Kennedy Report, at 12.

¹⁵⁰ Meriam Report, at 379, 382, 394; Maria Yellow Heart Brave Heart et al., *The American Indian Holocaust: Healing Historical Unresolved Grief*, 8 *American Indian & Alaska Native Mental Health Research* 56 (1998).

in the school chafes at the loss of freedom and longs to return to his wildwood home. His offspring retains some of the habits acquired by the parent. These habits receive fresh development in each successive generation, fixing new rules of conduct, different aspirations, and greater desires to be in touch with the dominant race.¹⁵¹

Generations of Indian children, separate and together, experienced the Federal Indian boarding school system, which Congress recognized was “run in a rigid military fashion, with heavy emphasis on rustic vocational education.”¹⁵²

“The children are improved rather in their habits than in what they learn from books.”¹⁵³ For example, to teach them “obedience and cleanliness, and give[] them a better carriage,” Department records detail examples of organizing Indian male children “into companies as soldiers, and the best material selected for sergeants and corporals.”¹⁵⁴ “They have been uniformed and drilled in many of the movements of army tactics.”¹⁵⁵ As late as 1917, the Department course of study for Indian schools included “military and gymnastic exercises” for an hour, two or three times per week in grades 4 through 6 (pre-vocational) and in grades 6 through 10 (vocational).¹⁵⁶

Children in Federal Indian boarding schools had “their twenty-four hours so systematized that there is little opportunity to exercise any power of choice.”¹⁵⁷ For example, the curriculum for first grade students across the Federal Indian boarding school system in 1917 included the following:¹⁵⁸

¹⁵¹ ARCIA for 1902, at 3.

¹⁵² Kennedy Report, at 12.

¹⁵³ Commissioner of Indian Affairs, Annual Report to the Secretary of War 128 (1846).

¹⁵⁴ ARCIA for 1880, at 180.

¹⁵⁵ ARCIA for 1880, at 180.

¹⁵⁶ ARCIA for 1915, at 16–21.

¹⁵⁷ Meriam Report, at 577.

¹⁵⁸ ARCIA for 1916, at 13.

BOARDING SCHOOLS

The time assigned to a subject indicates its relative importance

FIRST GRADE	<p>General Exercises (25 minutes.)</p> <p style="text-align: center;">English (110 minutes.)</p> <p>Writing and Drawing (alternate). (20 minutes.)</p> <p>Breathing Exercises. (10 minutes.)</p> <p>Industrial Work (240 minutes.)</p> <p>Physical Training (60 minutes.)</p> <p>Evening hour. (60 minutes.)</p> <p>Meals, free time, extra detail. (6 hours 15 minutes.)</p> <p>Sleep. (9 hours—10 hours for little folks.)</p>	<p>Assembly, once each week.</p> <p>Music, once each week.</p> <p>Manners and right conduct, once each week.</p> <p>Current events, once each week.</p> <p>Conversational and other oral exercises. History. Health. Numbers. Nature Study. Reading and written exercises.</p> <p>Small and young pupils should not be required to work full time.</p> <p>Little folks, free play. Adults, miscellaneous exercises.</p>
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Systematic identity-alteration methodologies employed by Federal Indian boarding schools included renaming Indian children from Indian names to different English names;¹⁵⁹ cutting the hair of Indian children;¹⁶⁰ requiring the use of military or other standard uniforms as clothes;¹⁶¹ and discouraging or forbidding the following in order to compel them to adopt western practices and Christianity: (1) using Indian languages, (2) conducting cultural practices, and (3) exercising their religions.¹⁶² “When first brought in

¹⁵⁹ ARCIA for 1904, at 42–45.

¹⁶⁰ ARCIA for 1886, at 199; ARCIA for 1858, at 50.

¹⁶¹ ARCIA for 1886, at 199; ARCIA for 1858, at 50.

¹⁶² Kennedy Report, at 10–13; Meriam Report, at 189–195; ARCIA for 1886, at XXIII; Ursula Running Bear et al., Boarding School Attendance and Physical Health Status of Northern Plains Tribes, 13 Applied Res. Qual. Life 633 (2018).

they are a hard-looking set. Their long tangled hair is shorn close, and then they are stripped of their Indian garb thoroughly washed, and clad, in civilized clothing. The metamorphosis is wonderful, and the little savage seems quite proud of his appearance.”¹⁶³ “Teaching the young Indian child to speak English is essentially the first step in his training, and special attention has been directed to giving him a working knowledge of the language in the shortest possible time.”¹⁶⁴

“No Indian is spoken[:]”¹⁶⁵ “There is not an Indian pupil whose tuition and maintenance is paid for by the United States Government who is permitted to study any other language than our own vernacular – the language of the greatest, most powerful, and enterprising nationalities beneath the sun.”¹⁶⁶ For some Indian Tribes and Alaska Native Villages, the Federal Indian boarding school system was not the first systematic language discouragement or prevention experience. For example, the Department has recognized that for the Indian Pueblos in New Mexico, a “large number of them understand and speak the Spanish language, and only the young, now being educated in the industrial schools, understand and speak English.”¹⁶⁷

Indian boarding school rules were often enforced through punishment, including corporal punishment, such as solitary confinement,¹⁶⁸ “flogging, withholding food, ... whipping[,]”¹⁶⁹ and “slapping, or cuffing.”¹⁷⁰ At times, rule enforcement was 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.”¹⁷¹ Federal Indian boarding schools also conducted discipline at times by making older children to punish younger children. “When offenses have been serious enough to demand corporal punishment, the

¹⁶³ ARCIA for 1886, at 199.

¹⁶⁴ ARCIA for 1904, at 391.

¹⁶⁵ ARCIA for 1886, at 134.

¹⁶⁶ ARCIA for 1886, at XXIII.

¹⁶⁷ ARCIA for 1886, at 206.

¹⁶⁸ ARCIA for 1896, at 343.

¹⁶⁹ ARCIA for 1899, at 206; Ursula Running Bear et al., *The Impact of Individual and Parental American Indian Boarding School Attendance on Chronic Physical Health of Northern Plains Tribes*, 42 *Fam. Community Health* 1 (2019).

¹⁷⁰ ARCIA for 1886, at 195; see also, ARCIA for 1896, at 107, 123 (describing punishment for failure to speak English).

¹⁷¹ ARCIA for 1886, at 195.

cases have generally been submitted to a court of the older pupils, and this has proved a most satisfactory method.”¹⁷² Describing the practice of “trying boys guilty of any serious offense by a court-martial, using the older and more intelligent as a court,” the Department has acknowledged, “the members of the court-martial are detailed from the cadet officers, care being taken to secure an impartial selection from various tribes.”¹⁷³ “Charges are preferred against the prisoner; the court examines witnesses, hears the defense, fixes the degree of guilt, and recommends a punishment.”¹⁷⁴ The Department has later observed Indian school children “live[d] under strict discipline that not only fail[ed] to accomplish its purpose of moral training but in many cases contribute[d] to an attitude of conflict with authority of any sort.”¹⁷⁵

Initial analysis demonstrates a trend of Indian children escaping and running away from Federal Indian boarding schools.¹⁷⁶ “The children who have run away from school have been promptly brought back and punished, and judicious punishment has in all instances proved very salutary.”¹⁷⁷ For example, the Department has recognized that at the Kickapoo Boarding School, Kansas, “[r]unaways, both boys and girls, were frequent during the first half of the year. Corporal punishment was resorted to,” and the “habit, being of longstanding, was not entirely overcome; but I am convinced that a prompt returning of the runaways and a whipping administered soundly and prayerfully, helps greatly toward bringing about the desired result.”¹⁷⁸

¹⁷² ARCIA for 1880, at 180.

¹⁷³ ARCIA for 1881, at 188.

¹⁷⁴ ARCIA for 1881, at 188.

¹⁷⁵ Meriam Report, at 579.

¹⁷⁶ See, e.g., ARCIA for 1892, at 657 (“[R]unning away of 7 boys whose return I failed to secure, though every effort was made to intercept them by writing and telegraphing civil officials along their line of travel, and a persistent and continued chase after them over mountains. Two of them reached the reservation in safety and reported having seen me hunting them in the mountains.”); ARCIA for 1906, at 392, 402; ARCIA for 1905, at 169, 250, 424; ARCIA for 1904, at 224 (“I found the school sadly deficient in discipline; runaways were of frequent occurrence; the boys were in the habit of barricading their doors, painting their faces, and indulging in Indian dances.”); ARCIA for 1903, at 121, 182, 194, 275, 363; ARCIA for 1902, at 172, 174, 275, 384; ARCIA for 1895, at 216; ARCIA for 1892, at 647; ARCIA for 1890, at 12; ARCIA for 1885, at 21; ARCIA for 1884, at XIX; ARCIA for 1882, at 60, 61, 164; ARCIA for 1868, at 241.

¹⁷⁷ ARCIA for 1886, at 38.

¹⁷⁸ ARCIA for 1899, at 206.

The Department has acknowledged “frankly and unequivocally that the provisions for the care of the Indian children in boarding schools are grossly inadequate.”¹⁷⁹ Rampant physical, sexual, and emotional abuse; disease; malnourishment; overcrowding; and lack of health care in Indian boarding schools are well-documented.¹⁸⁰ For example, the Department has documented the accommodations in select Federal Indian boarding schools as follows:

- White Earth Boarding School, Minnesota: “one bed to two pupils.”¹⁸¹
- Kickapoo Boarding School, Kansas: “three children to each bed.”¹⁸²
- Rainy Mountain Boarding School, Oklahoma: “single beds pushed so closely together to preclude passage between them, and each bed has two or more occupants.”¹⁸³



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¹⁷⁹ Meriam Report, at 11.

¹⁸⁰ Kennedy Report, at 10–13; Meriam Report, 189–195; Ursula Running Bear et al., Boarding School Attendance and Physical Health Status of Northern Plains Tribes, 13 *Applied Res. Qual. Life* 633 (2018).

¹⁸¹ ARCIA for 1896, at 170.

¹⁸² ARCIA for 1896, at 167.

¹⁸³ ARCIA for 1896, at 256.

¹⁸⁴ Lubken, Walter J. (n.d.). [Photograph of young female students standing next to made beds at the Phoenix Indian Industrial School]. U.S. Bureau of Reclamation, Phoenix Area Office.

The Department has recognized infrastructure deficiencies in the Federal Indian boarding school system:

The boarding schools are crowded materially beyond their capacities. A device frequently resorted to in an effort to increase dormitory capacity without great expense, is the addition of large sleeping porches. They are in themselves reasonably satisfactory, but they shut off light and air from the inside rooms, which are still filled with beds beyond their capacity. The toilet facilities have in many cases not been increased proportionately to the increase in pupils, and they are fairly frequently not properly maintained or conveniently located. The supply of soap and towels has been inadequate.¹⁸⁵

Poor diets high in starch and sugar and low in fresh fruits and vegetables were common in the Federal Indian boarding school system.¹⁸⁶ “The outstanding deficiency is in the diet furnished the Indian children, many of whom are below normal health.”¹⁸⁷ The Department has recognized the poor-quality water supply as well in Federal Indian boarding schools.¹⁸⁸ Still, in some circumstances, the Department has acknowledged that conditions in the Federal Indian boarding school system progressed. For example, in 1897 it recognized that in “the great majority of schools the individual towel, comb, hairbrush, and toothbrush have displaced the social use of these toilet articles.”¹⁸⁹ And, Federal Indian boarding schools in 1897 started to transition from coal-oil lamps to electricity for lighting.¹⁹⁰

¹⁸⁵ Meriam Report, at 12.

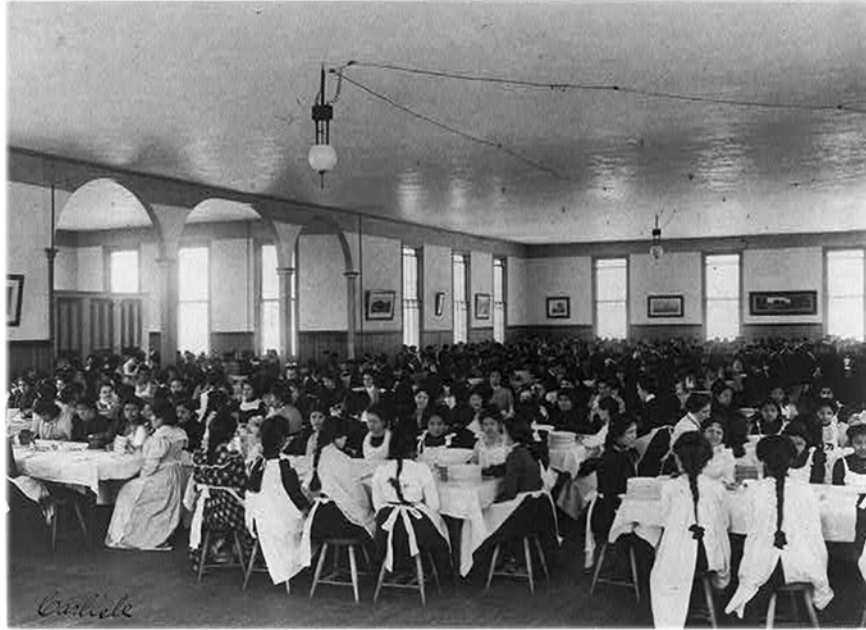
¹⁸⁶ ARCIA for 1896, at 11–12.

¹⁸⁷ Meriam Report, at 11.

¹⁸⁸ *See, e.g.*, ARCIA for 1897, at 173 (“The water supply is totally inadequate, if indeed there can be said to be any.”); ARCIA for 1896, at 171.

¹⁸⁹ ARCIA for 1887, at 330.

¹⁹⁰ ARCIA for 1887, at 17.



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The Federal Government has held that the infrastructure deficiencies of the Federal Indian boarding school system in part are characteristic of “turning over for school use abandoned forts and other government property. There is almost never any real economy in this practice.”¹⁹² “Military plants ... usually date from long before the modern period of lighting, ventilation, and conveniences, and they are often of poor construction, necessitating continued and expensive repair bills.”¹⁹³ The Department has found in turn that it “may be seriously questioned whether the Indian Service could do very much better than it does without more adequate appropriations.”¹⁹⁴ “From the point of view of education the Indian Service is almost literally a ‘starved’ service.”¹⁹⁵

¹⁹¹ Johnston, F. B., *Students in dining hall, United States Indian School, Carlisle, Pa.* [Photograph]. (1901). Johnston (Frances Benjamin) Collection, Library of Congress Prints and Photographs Division Washington, D.C..

¹⁹² Meriam Report, at 421.

¹⁹³ Meriam Report, at 421–22.

¹⁹⁴ Meriam Report, at 421–22.

¹⁹⁵ Meriam Report, at 348.



9.1 Use of Child Labor as Curricula, and in Response to Deficient Conditions

“The labor of [Indian] children as carried on in Indian boarding schools would, it is believed, constitute a violation of child labor laws in most states.”

– Meriam Report, made at the request of the Secretary of the Interior, 1928.¹⁹⁶



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The Federal Indian boarding school system focused on vocational training, involving manual labor of Indian children.¹⁹⁸ To “furnish Indian boys and girls with a type of education that would be practical and cost little the government years ago adopted for the boarding schools a half-time plan whereby pupils spend half the school day in ‘academic’ subjects and the remaining half day in work about the institution.”¹⁹⁹ Federal records

¹⁹⁶ Meriam Report, at 376.

¹⁹⁷ Lubken, Walter J. (n.d.). [Photograph of young female students seated with sewing machines in classroom at the Phoenix Indian Industrial School]. U.S. Bureau of Reclamation, Phoenix Area Office.

¹⁹⁸ ARCIA for 1852, at 4.

¹⁹⁹ Meriam Report, at 374.

indicate that as “practical education is what [the Indian] most requires” the Federal Indian boarding system limited text-book instruction.²⁰⁰ In 1902, the Commissioner of Indian Affairs described that to “educate the Indian is to prepare him for the abolishment of tribal relations, to take his land in severalty, and in the sweat of his brow and by the toil of his hands to carve out, as his white brother has done, a home for himself and family.”²⁰¹

The Federal Government embraced “the policy of giving to industrial training the foremost place in Indian education.”²⁰² In addition to well-documented livestock²⁰³ and poultry raising,²⁰⁴ dairying,²⁰⁵ and western agriculture production,²⁰⁶ including for sales outside the Federal Indian boarding school system,²⁰⁷ Indian children at Federal Indian boarding schools engaged in other manual labor practices including, but not limited to the following: lumbering,²⁰⁸ working on the railroad—including on the road and in car shops,²⁰⁹ carpentering,²¹⁰ blacksmithing,²¹¹ fertilizing,²¹² irrigation system development,²¹³ well-digging,²¹⁴ making furniture including mattresses,²¹⁵ tables,²¹⁶ and

²⁰⁰ ARCIA for 1902, at 3.

²⁰¹ ARCIA for 1902, at 3.

²⁰² ARCIA for 1904 at 16 (1902); but see ARCIA for 1905, at 12, 26 (recognizing the “Indian is a natural warrior, a natural logician, a natural artist” and that regarding “penmanship or drawing,” the “Indian child equals and excels the white child.”).

²⁰³ See, e.g., ARCIA for 1903, at 12.

²⁰⁴ See, e.g., ARCIA for 1884, at 200.

²⁰⁵ See, e.g., ARCIA for 1904, at 396.

²⁰⁶ See, e.g., ARCIA for 1904, at 397 (“The *system* of having *individual* garden plots for each pupil has been productive of excellent results, and has infused into the pupils a spirit of emulation and friendly rivalry which has led them to put forth their best efforts.”) (emphasis added).

²⁰⁷ See, e.g., ARCIA for 1906, at 422.

²⁰⁸ See, e.g., ARCIA for 1906, at 431; ARCIA for 1858, at 64 (describing that Winnebago “boys chopped and cleared the timber off some three acres of woodland”).

²⁰⁹ See, e.g., ARCIA for 1905, at 389.

²¹⁰ See, e.g., ARCIA for 1903, at 378–79.

²¹¹ See, e.g., ARCIA for 1903, at 378–79.

²¹² See, e.g., ARCIA for 1903, at 378–79.

²¹³ See, e.g., ARCIA for 1904, at 388; ARCIA for 1903, at 383.

²¹⁴ ARCIA for 1904, at 388.

²¹⁵ ARCIA for 1904, at 389.

²¹⁶ ARCIA for 1903, at 373.

chairs,²¹⁷ cooking,²¹⁸ laundry²¹⁹ and ironing²²⁰ services, and garment-making, including for themselves and other children in Federal Indian boarding schools. For example, the Department has acknowledged that in 1857 at the Winnebago Manual Labor Schools, Nebraska, the Winnebago “girls have made five hundred and fifty garments for themselves and the boys attending the school, and some seven hundred sacks for the use of the farm.”²²¹ The Department later acknowledged that in 1903 at the Mescalero Boarding School, New Mexico, the Mescalero Apache “boys sawed over 70,000 feet of lumber and 40,000 shingles and made upward of 120,000 brick.”²²²



SCHOOLBOYS BUTCHERING SHEEP.

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Manual labor provided by Indian children in the Federal Indian boarding school system included provision of education services to other Indian children. Indeed, the Department “found that three the amount of [English language] drill may be secured by

²¹⁷ ARCIA for 1903, at 373.

²¹⁸ ARCIA for 1906, at 419.

²¹⁹ ARCIA for 1906, at 419.

²²⁰ ARCIA for 1896, at 171.

²²¹ ARCIA for 1858, at 64 (1858).

²²² ARCIA for 1904, at 398.

²²³ Hartog, C. (1910). Schoolboys Butchering Sheep [Photograph]. *Indian mission sketches: Descriptions and views of Navajo life, the Rehoboth Mission School and the Stations Tohatchi and Zuni*, 23. Gallup, N.M.: The Author. Hathi Trust Digital Library..

having one or two of the more advanced pupils act as teacher ... and at the same time instruction to older pupils can be given in another part of the room.”²²⁴ Congress has also codified that the “Commissioner of Indian Affairs shall employ Indian girls as assistant matrons and Indian boys as farmers and industrial teachers in all Indian schools when it is practicable to do so.”²²⁵ The manual labor practices employed in the Federal Indian boarding school system varied at end.

At the turn of the 19th century, the Department formed a uniform curriculum for the Federal Indian boarding school system.²²⁶ “The time assigned to a subject indicates its relative importance.” The prevocational division of the system refers to Grades 1-6. The vocational division refers to additional 1-4 Grades after 6 (Grades 7-10). The curriculum included that, for the prevocational division, Indian children in Grades 1-6 were assigned 4 hours to “Industrial Work.”²²⁷ The curriculum included that, for the vocational division, Indian children in Grades 1-4 (Grades 7-10) were assigned 4 hours to “Industrial Work.”²²⁸ “The course has been planned with the vocational aim very clearly, and positively dominant, with especial emphasis on agriculture and home making.”²²⁹

Later in 1928, the Department observed that whatever “may once have been the case, Indian children are now coming into the boarding schools much too young for heavy institutional labor.”²³⁰ Concerning on-reservation Federal Indian boarding schools, the Department noted “the children are conspicuously small.”²³¹ For example, the Department documented the intersection between manual labor and younger children at the Leupp Boarding and Day School, Arizona, which primarily served children from the Navajo Nation:

²²⁴ ARCIA for 1904, at 391.

²²⁵ Act of June 7, 1897, Cch. 3, § 1, 30 Stat. 83, codified at 25 U.S.C. § 274 (2020).

²²⁶ ARCIA for 1916, at 9–12.

²²⁷ ARCIA for 1916, at 13–18.

²²⁸ ARCIA for 1916, at 18–21.

²²⁹ ARCIA for 1916, at 22.

²³⁰ Meriam Report, at 375.

²³¹ Meriam Report, at 375.

[O]ne hundred of the 191 girls are 11 years of age or under. The result is that the institutional work, instead of being done wholly by able-bodied youths of 15 to 20 nominally enrolled in the early grades, has to be done, in part at least, by very small children—children, moreover, who, according to competent medical opinion, are malnourished.²³²

The Department has explained the need for Indian child manual labor in the Federal Indian boarding school system as follows:

In our Indian schools a large amount of productive work is necessary. They could not possibly be maintained on the amounts appropriated by Congress for their support were it not for the fact that students are required to do the washing, ironing, baking, cooking, sewing; to care for the dairy, farm, garden, grounds, buildings, etc.-an amount of labor that has in the aggregate a very appreciable monetary value.²³³

At the Haskell Institute, Kansas, for instance, the children were “encouraged to enjoy the work,” “the children were carefully instructed in the cultivation of strawberries, and under proper supervision were allowed to gather the fruit and enjoy strawberry suppers.”²³⁴ “If the labor of the boarding school is to be done by the pupils, it is essential that the pupils be old enough and strong enough to do institutional work.”²³⁵ The economic contribution of Indian and Native Hawaiian children to the Federal Indian boarding school system and beyond remains unknown.

²³² Meriam Report, at 375.

²³³ Meriam Report, at 376 (1928) (citing Course of Study for United States Indian Schools 1 (1922)).

²³⁴ ARCIA for 1904, at 396.

²³⁵ Meriam Report, at 375.



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10. Federal Indian Boarding Schools and Alaska Native Villages

“If provision is made for schools [Alaska Natives] will become a valuable element in the development of a country rich in furs, fish, lumber, and minerals.”

– U.S. Department of the Interior, 1886²³⁷

The Federal Indian Boarding School Initiative investigation demonstrates that the Russian government, missionaries, and the United States established Indian boarding schools for Alaska Native children. The investigation shows that between 1819 to 1969 the United States operated or supported approximately 21 boarding schools in Alaska. Note, an individual Federal Indian boarding school may account for multiple sites.

²³⁶ Lubken, Walter J. (n.d.). [Photograph of young male students in metalworking shop at the Phoenix Indian Industrial School]. U.S. Bureau of Reclamation, Phoenix Area Office.

²³⁷ ARCIA for 1886, at LXIX.

As the Department has recognized, both the Russian-American Fur Company and the Russian government, beginning with Catharine II, Empress of Russia, established schools for Alaska Native children throughout Alaska.²³⁸ In 1793, Catharine II issued an *ukase* (edict) ordering missionaries to be sent to the North American Colony to provide education for Alaska Natives.²³⁹

As the United States later acknowledged following the acquisition of Alaska, “nearly all of them read and write ... Many of them are highly educated, even in the classics.”²⁴⁰ “The administration of the [Russian-American Fur Company] often reposed great confidence in them. One of their best physicians was an Aleutian; one of their best navigators was an Aleutian; their best traders and accountants were Aleutians.”²⁴¹

To obtain the territories that became Alaska, the United States entered into a treaty with Russia in 1867.²⁴² But the treaty did not address the land tenure of Alaska Natives, clouding title to the majority of land in Alaska deemed available.²⁴³ “The schools sustained by the Fur Company, representing the Russian Government, were disbanded.”²⁴⁴ “The schools once taught by Russian priests have one after another died.”²⁴⁵ Between 1867 and 1884, only mission schools existed in Alaska.²⁴⁶ As the Department later transmitted to Congress, the “children of those who learned to read and write in the Russian schools, deprived of schools by the neglect of the [U.S.] government, are left to grow up in ignorance.”²⁴⁷

As a result, the Department engaged and contracted with non-Federal entities to commence Indian education in Alaska.²⁴⁸ Russia transferred to the United States in 1867 “dock-yards, barracks, hospitals, ... schools,” and other buildings.²⁴⁹ This infrastructure

²³⁸ S. Ex. Doc. No. 47-30, at 2–3 (1881).

²³⁹ S. Ex. Doc. No. 47-30, at 2–3 (1881).

²⁴⁰ S. Ex. Doc. No. 47-30, at 3 (1881).

²⁴¹ Secretary of the Interior, S. Ex. Doc. No. 47-30, at 3 (1881).

²⁴² Treaty Concerning the Cession of the Russian Possessions in North America (Mar. 30, 1867), 15 Stat. 539.

²⁴³ Treaty Concerning the Cession of the Russian Possessions in North America (Mar. 30, 1867), 15 Stat. 539.

²⁴⁴ S. Ex. Doc. No. 47-30, at 3 (1881).

²⁴⁵ S. Ex. Doc. No. 47-30, at 4 (1881).

²⁴⁶ Office of the Solicitor, Department of the Interior, *Federal Indian Law*, at 940 (1958).

²⁴⁷ S. Ex. Doc. No. 47-30, at 4 (1881).

²⁴⁸ ARCIA for 1886, at LXIX; S. Ex. Doc. No. 47-30, at 4 (1881).

²⁴⁹ S. Ex. Doc. No. 47-30, at 13 (1881).

was predominantly used “in harmony with the government efforts at Indian education and civilization.”²⁵⁰

The Department has described the collaboration between the U.S. military and religious institutions and organizations for Indian education in Alaska. For example, at the Sitka school, including the “boarding department,” overseen by Rev. John G. Brady, Captain [H.] Glass, of the United States ship Jamestown, “from the first, with his officers, took a deep interest in the school.”²⁵¹ “In February, 1881, Captain Glass “caused the houses to be numbered, and an accurate census taken of the inmates, adults, and children.”²⁵² He then caused a tin label to be made “for each child, which was tied around the neck of the child, with his or her number, and the number of the house on it,” so that if a child was found outside of the school, the Indian policeman or teacher took the numbers on the labels and reported them.²⁵³ “The following morning the head Indian of the house to which the absentee belonged was summoned to appear and answer for the absence of the child. If the child was willfully absent, the headman was fined or imprisoned.”²⁵⁴

Early on, there was no variation in the education between Alaska Natives and non-Alaska Natives.²⁵⁵ Later, in “the act providing for a civil government in Alaska,” in 1884, Congress appropriated funds for “Indian education in Alaska.”²⁵⁶ The Nelson Act of 1905 established a dual school system in Alaska and provided in part that Alaska Native children have the right to be admitted to any Indian boarding school.²⁵⁷ The United States in turn has officially supported Alaska Native education during Alaska’s status as a U.S. territory starting in 1867 and prior to its entry into the Union.

As questions about land title to the territory emerged, the Federal officials acknowledged that “[d]ifficulties will, however, in all probability arise between the whites and our own Indians. These tribes live along the shores of the various bays, rivers, and inlets.”²⁵⁸ “To keep them in subjugation will require either the interposition of the navy,

²⁵⁰ S. Ex. Doc. No. 47-30, at 7 (1881).

²⁵¹ S. Ex. Doc. No. 47-30, at 6 (1881).

²⁵² S. Ex. Doc. No. 47-30, at 6 (1881).

²⁵³ S. Ex. Doc. No. 47-30, at 6–7 (1881).

²⁵⁴ S. Ex. Doc. No. 47-30, at 7 (1881).

²⁵⁵ Office of the Solicitor, Department of the Interior, Federal Indian Law, at 939 (1958).

²⁵⁶ ARCIA for 1886, at LXIX.

²⁵⁷ 33 Stat. L. 619, 7 codified at 48 U.S.C. § 169; see *Davis v. Sitka School Board*, 3 Alaska 481 (1908).

²⁵⁸ ARCIA for 1868, at 309.

manifested by one or more light-draught gun-boats paying periodical visits to the various villages, and inflicting summary punishment when necessary, or the constant employment of an armed quartermaster's steamer, which could probably perform such duty while transporting supposed from post to post." Federal officials accordingly recommended "that a show of military power be made at the earliest practicable moment" to select Alaska Native Villages.²⁵⁹

In 1953, when the Department invited the University of Pittsburgh to study health care in the Territory of Alaska, the resulting Parran Report found: "Few [federal Indian boarding schools] had physical facilities that could be considered modern or even desirable. Some were fire traps. Children were housed in basements and attics although legal capacity was not exceeded, in fact, crowding was commonly observed."²⁶⁰

Later, the 1958 Alaska Statehood Act authorized the burgeoning state to select over 100 million acres from Federal public lands—and again did not resolve the land tenure of Alaska Natives.²⁶¹ To face Alaska Native aboriginal territory claims, Congress enacted the Alaska Native Claims Settlement Act in 1971.²⁶² The Act extinguished claims of aboriginal title in exchange for funds and land selections by non-Tribal government Alaska Native Corporations, and further authorized the Secretary to withdraw unreserved public lands for conservation purposes.²⁶³ Congress, however, failed to authorize the withdrawals within the statutory time limit, leaving significant land tenure and jurisdiction questions unanswered. Then, in 1980, Congress enacted the Alaska National Interest Lands Conservation Act (ANILCA) to fulfill both the Alaska Statehood Act and Alaska Native Claims Settlement Act by defining the delicate balance between Federal, State, Alaska Native Village, Alaska Native Corporation, and private ownership and authority over 104 million acres of land in Alaska.²⁶⁴ While land tenure history differed for Alaska Natives, the United States applied its assimilation policy to Alaska Natives after 1905 through Indian education, including Federal Indian boarding schools.

²⁵⁹ ARCIA for 1868, at 309.

²⁶⁰ Thomas Parran, et al., *Alaska's Health: A Survey Report to the United States Department of the Interior* [hereinafter Parran Report] 193–94 (1954).

²⁶¹ Alaska Statehood Act, Pub. L. 85–508, § 4, 72 Stat. 339 (1958).

²⁶² Alaska Native Claims Settlement Act, Pub. L. 92-203, codified as amended at 43 U.S.C. §§ 1601–1629 (2020).

²⁶³ 43 U.S.C. §§ 1605, 1610–1615 (2020).

²⁶⁴ Alaska National Interest Lands Conservation Act, Pub. L. 96-487, 94 Stat. 2371, codified as amended at 16 U.S.C. §§ 3101–3233 (2020).

The Federal Indian Boarding School Initiative investigation shows that between 1819 to 1969, the United States operated or supported approximately 21 Federal Indian boarding schools in Alaska. Note, an individual Federal Indian boarding school may account for multiple sites, and an institution primarily operated or supported by a non-Federal entity could qualify as a Federal Indian boarding school, if the institution met all four required criteria as described in the sections entitled Executive Summary and Developing the Indian Boarding School List.

The Department has identified the following Federal Indian Boarding Schools in Alaska:

- 1. Anvik Mission**
- 2. Copper Valley Boarding School**
- 3. Douglas Island Friends Mission School**
- 4. Eklutna Industrial School**
- 5. First Mission House**
- 6. Fort Wrangell Tlingit Industrial School**
- 7. Friends High School**
- 8. Holy Cross Boarding School**
- 9. Jesse Lee Home for Children – Anchorage**
- 10. Jesse Lee Home for Children – Seward**
- 11. Jesse Lee Home for Children – Unalaska**
- 12. Kakanak Hospital, Orphanage, and School**
- 13. Kodiak Aleutian Regional High School**
- 14. Longwood School**
- 15. Mt. Edgecumbe Boarding School**
- 16. Nunapitsinghak Moravian Children’s Home**
- 17. Seward Sanitarium**
- 18. Sitka Industrial Training School**
- 19. St. Mark’s Episcopal Mission School**
- 20. St. Mary Mission School – Akulurak**

- 21. St. Mary Mission School – Andreasfsky**
- 22. White Mountain Boarding School**
- 23. William E. Beltz Boarding School**
- 24. Woody Island Mission and Orphanage**
- 25. Wrangell Institute**

In addition to boarding schools operated or supported by the Russian government, Alaska Native Villages and their children experienced the Federal Indian boarding school system for over a century. Given the unique historical experience of Alaska Native Villages, the Federal Indian Boarding School Initiative provides an appropriate first step for intergenerational healing for Alaska Native Villages.



11. Federal Indian Boarding Schools and the Native Hawaiian Community

The Federal Indian Boarding School Initiative investigation demonstrates that missionaries, the Kingdom of Hawai‘i, and individual Native Hawaiian monarchs and royalty established boarding schools to educate Native Hawaiian children, including for assimilation and retention of culture. Some boarding schools operated throughout the Kingdom of Hawai‘i, Republic of Hawai‘i, Territory of Hawai‘i, and State of Hawai‘i. The investigation shows that between 1819 to 1969 the United States supported approximately seven boarding schools in Hawai‘i. Note, an individual Federal Indian boarding school may account for multiple sites.

The political relationship between the United States and the Native Hawaiian Community has been recognized and reaffirmed by the United States.²⁶⁵ The United States has acknowledged that “Native Hawaiians are a distinct and unique [I]ndigenous people with a historical continuity to the original inhabitants of the Hawaiian archipelago, whose society was organized as a nation and internationally recognized as a nation by the United

²⁶⁵ Doe v. Kamehameha Schools/Bernice Pauahi Bishop Estate, 470 F.3d 827, 847 (9th Cir. 2006) (en banc); see also 20 U.S.C. § 7512 (12), (13) (2020); 43 C.F.R. part 50 (2022) (Procedures for Reestablishing a Formal Government-to-Government Relationship with the Native Hawaiian Community).

States, Britain, France, and Japan, as evidenced by treaties governing friendship, commerce, and navigation.”²⁶⁶

Over nearly a century, Congress has determined repeatedly through a body of legislation that the Native Hawaiian Community is within the scope of Federal powers over Indian Affairs and with which the United States has already recognized an inherent special political and trust relationship.²⁶⁷

Under its powers over Indian Affairs, the U.S. Federal Government in Native Hawaiian relations directed and supported land acquisition and Native Hawaiian assimilation through education simultaneously.²⁶⁸

The United States has concluded that at the time of European arrival to the Hawaiian Islands “in 1778, the Native Hawaiian people lived in a highly organized, self-sufficient subsistence social system based on a communal land tenure system with a sophisticated language, culture, and religion.”²⁶⁹ In 1795, the Kingdom of Hawai‘i developed as an absolute monarchy and a “unified monarchical government of the Hawaiian Islands was established in 1810 under Kamehameha I, the first King of Hawaii.”²⁷⁰

“The 1800s are a story of increasing involvement of westerners in the economic and political affairs of the Kingdom.”²⁷¹ The United States has acknowledged “[r]ights to land became a principal concern, and there was unremitting pressure to allow non-Hawaiians to

²⁶⁶ 20 U.S.C. § 7512 (1) (2021).

²⁶⁷ Congress described this trust relationship, for example, in findings enacted as part of the Native Hawaiian Education Act, 20 U.S.C. §§ 7511–7517 (2020), and the Native Hawaiian Health Care Improvement Act, 42 U.S.C. §§ 11701–11714 (2020). Those findings observe that “[t]hrough the enactment of the Hawaiian Homes Commission Act, 1920, Congress affirmed the special relationship between the United States and the Native Hawaiians,” 20 U.S.C. 7512(8) (2020); see also 42 U.S.C. 11701(13), (14) (2020) (citing earlier laws conferring leasing and fishing rights on Native Hawaiians). Congress then “reaffirmed the trust relationship between the United States and the Hawaiian people” in the Hawaii Admission Act, 20 U.S.C. § 7512(10) (2020); accord 42 U.S.C. § 11701(16) (2020). Since then, “the political relationship between the United States and the Native Hawaiian people has been recognized and reaffirmed by the United States, as evidenced by the inclusion of Native Hawaiians” in at least ten statutes directed in whole or in part at American Indians and other native peoples of the United States such as Alaska Natives. 20 U.S.C. § 7512(13) (2020); see also 42 U.S.C. § 11701(19), (20), (21) (2020) (listing additional statutes).

²⁶⁸ 43 C.F.R. § 50 (2016); S. Rep. No. 111–162 at 1, 4–7, 9–13 (2010); U.S. Department of Justice & U.S. Department of the Interior, Rep. on the Reconciliation Process Between the Fed. Government and Native Hawaiians 1, 23–25, 29–40 (2000) [hereinafter Reconciliation Report].

²⁶⁹ 20 U.S.C. § 7512 (2) (2020).

²⁷⁰ 20 U.S.C. § 7512 (3) (2020).

²⁷¹ *Rice v. Cayetano*, 528 U.S. 495, 501 (2000).

use and to own land and to be secure in their title.”²⁷² From 1820 to 1850, the Kingdom transformed the communal land tenure system to a private land ownership system following pressure from the United States and European nations which “wanted stable land ownership to permit long-term leasing and outright land ownership for large-scale agricultural ventures.”²⁷³

At the same time, non-Federal entities supported assimilation of Native Hawaiians. Between 1819 and 1847, the American Board of Commissioners for Foreign Missions (ABCFM), which received Federal support through the Indian Civilization Fund Act of 1819, sent 12 missionary companies to Hawai‘i to promote Calvinism and claimed civilized practices.²⁷⁴ ABCFM mandated the first company as follows: “You are to aim at nothing short of covering those islands with fruitful field and pleasant dwellings and schools and churches, and of raising up a whole people to an elevated state of Christian civilization.”²⁷⁵ The missionaries built schools to reduce the Native Hawaiian language (‘Ōlelo Hawai‘i) to writing, teach Native Hawaiians to read and write, and promote Christian conversion.²⁷⁶ As the U.S. Supreme Court has noted, “They sought to teach Hawaiians to abandon religious beliefs and customs that were contrary to Christian teachings and practices.”²⁷⁷

Soon after, in 1826, Ka‘ahumanu, the Queen Regent, negotiated the first treaty with the United States, settling debts and granting it permission to use Hawaiian ports.²⁷⁸ As Congress has proclaimed, between 1826 to 1893, “the United States recognized the sovereignty and independence of the Kingdom of Hawaii, ... extended full and complete diplomatic recognition to the Kingdom of Hawaii, and entered into treaties and conventions

²⁷² Id.

²⁷³ Reconciliation Report at 25.

²⁷⁴ Hawaiian Mission Children’s Society, *Portraits of American Protestant Missionaries to Hawaii* (1901).

²⁷⁵ American Board of Commissioners for Foreign Missions, *Instructions of the Prudential Committee of the American Board of Commissioners for Foreign Missions to the Sandwich Islands Mission*, at 27 (1838).

²⁷⁶ Larry K. Kimura and William Wilson, U.S. Dept. of Interior, Native Hawaiians Study Commission. *Report on the Culture, Needs and Concerns of Native Hawaiians Pursuant to Public Law 96-565, Title III, Vol. I*, at 196 (1983)1 Native Hawaiians Study Commission Minority Report, 196 (U.S. Dept. of Interior 1983)

²⁷⁷ *Rice v. Cayetano*, 528 U.S. 495, 501 (2000).

²⁷⁸ H. Exec. Doc. 53-1, *Foreign Relations of the United States, 1894, App. II, Affairs in Hawaii, Treaty of Friendship, Commerce, and Navigation Between the United States and the Sandwich Islands (Hawaii)* (Dec. 23, 1826).

with the Kingdom of Hawaii to govern friendship, commerce[,] and navigation in 1826, 1842, 1849, 1875, and 1887.”²⁷⁹

By the end of the 1820s, the majority of the adult Native Hawaiian population attended missionary schools.²⁸⁰ The missionaries in 1831 then established a teacher training school at Lahainaluna, Maui.²⁸¹ The Lahainaluna Seminary trained young Native Hawaiians to teach other Native Hawaiians to read, write, and embrace Christianity.²⁸² In 1834, the school began to accept boarding students.²⁸³ The missionaries in 1834 also supplied a printing press and printed school primers, catechisms, and the Bible in ‘Ōlelo Hawai‘i for distribution among newly literate Native Hawaiians.²⁸⁴

In 1836, the missionaries formed the Hilo Boarding School for Native Hawaiian male children.²⁸⁵ “From the first, religious instruction, practical farming, and the mechanical skills of the time were dominating elements of the curriculum.”²⁸⁶ The Charter of the Hilo Boarding School, created in 1848, required schooling of Native Hawaiian male children in the various branches of Christian living and teaching of sound, useful knowledge, coupled with manual labor to promote good citizenship training.²⁸⁷ The Department has described that the School “served well in the early days in educating leaders among the Hawaiian race, producing what was most needed among them, teachers, preachers, and intelligent agriculturists and homemakers.”²⁸⁸ The Department has also assessed the connections between other boarding schools: The Hilo Boarding School “served as a feeder for Lahainaluna Seminary which was then a higher school for the training of native preachers and missionaries.”²⁸⁹

²⁷⁹ 20 U.S.C. § 7512 (4) (2020).

²⁸⁰ Benjamin O. Wist, *A Century of Public Education in Hawaii* (1940) [hereinafter Wist].

²⁸¹ Department of the Interior, Bureau of Education Bulletin No. 16, *A Survey of Education in Hawaii*, at 95 (1920) [hereinafter *Survey of Education*].

²⁸² Wist, at 90.

²⁸³ Wist, at 90.

²⁸⁴ Linda K. Menton, *A Christian and “Civilized” Education: The Hawaiian Chiefs’ Children’s School, 1839-50*, 32 *Hist. of Educ. Q.*, 213 (1992) [hereinafter Menton].

²⁸⁵ *Survey of Education*, at 347.

²⁸⁶ *Survey of Education*, at 347.

²⁸⁷ Hilo Boarding School Charter (June 2, 1848).

²⁸⁸ *Survey of Education*, at 347.

²⁸⁹ *Survey of Education*, at 347.

For operation, the Hilo Boarding School relied on student manual labor, including for agriculture. As such, it was cautious to admit male children younger than age 10 or 12.²⁹⁰ “It has always been predominately an industrial school and the labor of the pupils themselves has been a large factor in building up the plant, developing the farm[,] and maintaining the subsistence department.”²⁹¹

In 1900, the Hilo Boarding School established a “pupil government” including a judiciary body composed of child magistrates to distribute penalties to other children for school regulation violations and military discipline.²⁹² In 1910, the School instituted a military regimen including uniforms, drills, and rifles.²⁹³ As the Department has acknowledged, the Hilo Boarding School “is conducted largely on a military basis, drill instruction, and daily routine being made regular features of the boys’ life in the school.”²⁹⁴ The “military regimen proves to be of great assistance in the formation of right habits and ideals. It is a most important aid in maintaining good discipline and morale, and instilling loyalty to the school and the Nation.”²⁹⁵

The daily schedule at the Hilo Boarding School remained largely unchanged from its opening to its closing as a school in 1925. Original records document the daily schedule as follows:

A.M.	5:20	Rising Bell
	5:35–6:25	Study Hour
	6:30	Breakfast
	7:00–8:20	Work Hour
	8:20	Dispensary
	8:40	Inspection of Rooms
	8:50–12:00	School
P.M.	12:00-1:00	Lunch
	1:00–4:00	Work Hour or Shop
	4:15-5:15	Drill (Tuesdays)
	5:45	Supper

²⁹⁰ Letter from David B. Lyman, Hilo to R. Anderson, (Nov. 15, 1840), at 18–19.

²⁹¹ Survey of Education, at 348.

²⁹² Catalogue of the Hilo Boarding School for boys, Hilo, Hawaii, H.T. 1920–1921, at 12 (1920).

²⁹³ Catalogue of the Hilo Boarding School for boys, Hilo, Hawaii, H.T. 1920–1921, at 20 (1920).

²⁹⁴ Survey of Education, at 349.

²⁹⁵ Survey of Education, at 349.

7:15	Chapel
7:20–8:30	Study Hour
8:45	Taps

On Sundays, the male children were permitted to rise at 7:00 a.m.²⁹⁶ The newly educated teachers from Lahainaluna Seminary and Hilo Boarding School were charged to establish new mission schools throughout the Hawaiian Islands.

In 1840, King Kamehameha III developed a Bill of Rights providing for a ‘Ōlelo Hawai‘i-based public school system, making education a Kingdom responsibility instead of a missionary one.²⁹⁷ By 1848, over 200 schools operated in the Kingdom of Hawai‘i.²⁹⁸

King Kamehameha III also created the Chiefs’ Children’s School, also known as the Royal School, to train future monarchs of the Kingdom of Hawai‘i.²⁹⁹ Maintained by missionaries, Native Hawaiian children were segregated by gender in the School, which was a change from Native Hawaiian culture and practices, and disciplinary practices included food denial and corporal punishment.³⁰⁰ “When we thought the case demanded it we have not hesitated to use the rod, taking them alone and conversing with them awhile before we applied it and the result has generally been a happy one.”³⁰¹

The Department has recognized that by 1850, the well-being of Native Hawaiians was diminishing: “With the rapid development of the sugar industry, which set in strongly about the middle of the [18th] century, and in view of the steadily and rapidly decreasing native population, it became evident that a supply of new and cheap labor must be found.”³⁰²

²⁹⁶ Catalogue of the Hilo Boarding School for boys, Hilo, Hawaii, H.T. 1920–1921, at 26 (1920).

²⁹⁷ See Translation of the Constitution and Laws of the Hawaiian Islands, Established in the Reign of Kamehameha III, at 40–43 (1842).

²⁹⁸ Richard Armstrong, Journal of a Tour – Around the Windward Islands, Hawaii, Maui and Molokai, in the Months of September, October, November, 1848 (1848).

²⁹⁹ Menton, at 213–242.

³⁰⁰ Menton, at 213–242.

³⁰¹ Menton, at 228 (citing Report of the Chiefs’ Children’s School (1841)).

³⁰² Survey of Education, 9.

So “her own people”³⁰³ could once again thrive, the last direct descendant of King Kamehameha I, Princess Bernice Pauahi Bishop, in 1883 left her estate in “trust for a school dedicated to the education and upbringing of Native Hawaiians.”³⁰⁴ Princess Bernice Pauahi Bishop’s will provided for the construction and maintenance of “two schools, each for boarding and day scholars, one for boys and one for girls,”³⁰⁵ “in the Hawaiian Islands, called the Kamehameha Schools, on the Hawaiian monarchy’s ancestral lands,”³⁰⁶ with the purpose of providing “a good education in the common English branches, and also instruction in morals and in such useful knowledge as may tend to make good and industrious men and women.”³⁰⁷

In 1888, the Kamehameha School for Boys incorporated a military training program, which the War Department recognized as a military school in 1910.³⁰⁸ Between 1916 and 2002, under the National Defense Act, Kamehameha Schools participated in the Reserve Officers Training Corp and Junior Reserve Officers Training Corp programs.³⁰⁹ From 1935 to the early months of World War II, the United States recruited attendees and graduates of the Kamehameha School for Boys to colonize the Howland, Baker, and Jarvis Islands, first through the Department of Commerce until jurisdiction was transferred to the Department.³¹⁰ The Kamehameha Schools continue to benefit Native Hawaiian education today.

Although the ‘Ōlelo Hawai‘i-based public school system initially operated using only the Hawaiian language, it eventually repressed ‘Ōlelo Hawai‘i in education by promoting English.³¹¹ By 1888, only 16 percent of children were taught in Hawaiian.³¹²

³⁰³ Doe v. Kamehameha Schools/Bernice Pauahi Bishop Estate, 470 F.3d 827, 831 (9th Cir. 2006) (en banc) (citing Charles R. Bishop, *The Purpose of the Schools*, at 3 (1889)).

³⁰⁴ Doe v. Kamehameha Schools/Bernice Pauahi Bishop Estate, 470 F.3d 827, 831 (9th Cir. 2006) (en banc).

³⁰⁵ Will of Bernice Pauahi Bishop (Oct. 31, 1883), in *In re Estate of Bishop*, Probate No. 2425 (Haw. Sup. Ct. 1884).

³⁰⁶ Doe v. Kamehameha Schools/Bernice Pauahi Bishop Estate, 470 F.3d 827, 831 (9th Cir. 2006) (en banc).

³⁰⁷ Will of Bernice Pauahi Bishop (Oct. 31, 1883), in *In re Estate of Bishop*, Probate No. 2425 (Haw. Sup. Ct. 1884).

³⁰⁸ *The Adjutant General’s Off., The War Department, Officers of the Army of the U.S.*, Oct. 20, 1910, at 80 (1910).

³⁰⁹ War Department Appropriation Bill for 1932, *Military Activities: Hearings before the Subcommittee of House Committee on Appropriations*, 71st Cong. 936, 940 (1930).

³¹⁰ S. Res. 114-109 (2015) (enacted).

³¹¹ 81 Fed. Reg. 71,280 (Oct. 14, 2016); Reconciliation Report, at 29.

³¹² *Native Hawaiian Law: A Treatise*, (MacKenzie, Serrano, et al. eds.), at 1261 (2015).

In 1891, when crowned, Queen Lili‘uokalani advanced the Kingdom, seeking to reduce control and influence by U.S. and European sugar planters, missionaries, and business interests over it.³¹³ Then, as the United States has recognized, in 1893, the “sovereign, independent, internationally recognized, and [I]ndigenous government of Hawaii, the Kingdom of Hawaii, was overthrown by a small group of non-Hawaiians, including United States citizens, who were assisted in their efforts by the United States Minister, a United States naval representative, and armed naval forces of the United States.”³¹⁴ As President Cleveland noted, “it appears that Hawaii was taken possession of by the United States forces without the consent or wish of the government of the islands, or of anybody else so far as shown, except the United States Minister.”³¹⁵ “United States agents and citizens” participated in deposing Queen Lili‘uokalani, and non-Native Hawaiians established the Republic of Hawai‘i in 1894.³¹⁶

The United States has further recognized the resulting deliberate policy to suppress ‘Ōlelo Hawai‘i:

Following the overthrow of the Kingdom of Hawaii in 1893, Hawaiian medium schools were banned. After annexation, throughout the territorial and statehood period of Hawaii, and until 1986, use of the Hawaiian language as an instructional medium in education in public schools was declared unlawful. The declaration caused incalculable harm to a culture that placed a very high value on the power of language, as exemplified in the traditional saying: “I ka ‘ō lelo nō ke ola; I ka ‘ō lelo nō ka make. In the language rests life; In the language rests death.”³¹⁷

For over a century, the various governments controlling the Hawaiian Islands banned ‘Ōlelo Hawai‘i and required the use of the English language in public education, coinciding with additional land acquisition by the United States of the Hawaiian Islands.

³¹³ Reconciliation Report, at 26, 27.

³¹⁴ 20 U.S.C. § 7512 (5) (2020).

³¹⁵ S. Rep. No. 103–126, at 1, 27–28 (1993) (quoting President Cleveland’s Message Relating to the Hawaiian Islands—December 18, 1893).

³¹⁶ 20 U.S.C. § 7512 (5) (2020); Reconciliation Report, at 29.

³¹⁷ 20 U.S.C. § 7512 (19) (2015).

As the United States codified, in 1898, the “Joint Resolution to provide for annexing the Hawaiian Islands to the United States,” “ceded absolute title of all lands held by the Republic of Hawaii, including the government and crown lands of the former Kingdom of Hawaii, to the United States,”³¹⁸ totaling 1.8 million acres.³¹⁹ The Joint Resolution notably “mandated that revenue generated from the lands be used ‘solely for the benefit of the inhabitants of the Hawaiian Islands for *educational* and other public purposes.’”³²⁰ The United States in turn officially supported Native Hawaiian education prior to Hawaii’s status as a U.S. territory and state.³²¹

Congress in 1900 enacted The Hawaiian Organic Act, establishing the Territory of Hawai‘i, extending the U.S. Constitution to Hawai‘i, placing ceded lands under Federal control and directing the use of proceeds from those lands to benefit the inhabitants of Hawai‘i.³²² By 1902, the Territory replaced the ‘Ōlelo Hawai‘i-based public school system with 203 English-required schools and instituted discipline practices for speaking ‘Ōlelo Hawai‘i.³²³ “[T]he extraordinary feature of the Hawaiian educational plan is that, in a land far removed in the Pacific, it did become typically American, and that the transformation was achieved even before the Islands themselves became American soil.”³²⁴

In 1959, when the United States admitted the State of Hawai‘i into the Union, it also reaffirmed the trust relationship between the United States and the Native Hawaiian Community.³²⁵ It did so in part by retaining exclusive power to enforce the Ceded Land Trust and Hawaiian Home Lands Trust, including to ensure “proceeds from the sale or other disposition of any such lands and the income therefrom, shall be held by said State as a public trust for the support of the public schools and other public educational institutions, for the betterment of the conditions of native Hawaiians.”³²⁶ The United States therefore officially supported Native Hawaiian education following the statehood of Hawai‘i.

³¹⁸ 20 U.S.C. § 7512 (6) (2020).

³¹⁹ 81 Fed. Reg. 71,280 (Oct. 14, 2016).

³²⁰ 20 U.S.C. § 7512 (6) (2020) (emphasis added).

³²¹ 20 U.S.C. § 7512 (6) (2020).

³²² Act of April 30, 1900, Ch. 339, 31 Stat. 141.

³²³ Paul F. Nahoia Lucas, E Ola Mau Kākou I Ka ‘Ōlelo Makuahine: Hawaiian Language Policy and the Courts, 34 Haw. J. Hist. 1, 12 (2000)

³²⁴ Wist, B. Othello. (1940). A century of public education in Hawaii. [Honolulu]: The Hawaii educational review.

³²⁵ 20 U.S.C. § 7512 (10), (11) (2020).

³²⁶ Act of March 18, 1959, Pub. L. 86–3, § 5, 73 Stat. 4, 6.

After statehood of Hawai‘i, the United States as part of Native Hawaiian relations also supported established missionary and other boarding schools for Native Hawaiians.

The Federal Indian Boarding School Initiative investigation shows that between 1819 to 1969 the United States supported approximately seven boarding schools in the Hawaiian Islands. Note, an individual Federal Indian boarding school may account for multiple sites and an institution primarily operated or supported by a non-Federal entity could qualify as a Federal Indian boarding school, if the institution met all four required criteria as described in the sections entitled Executive Summary and Developing the Indian Boarding School List.

The Department has identified the following Federal Indian Boarding Schools in the Hawaiian Islands:

1. **Hilo Boarding School**
2. **Industrial and Reformatory School (Kawailou)**
3. **Industrial and Reformatory School (Keoneula, Kapalama)**
4. **Industrial and Reformatory School (Waialea, Waialua)**
5. **Industrial and Reformatory School for Girls (Keoneula, Kapalama)**
6. **Industrial and Reformatory School for Girls (Maunawili, Ko‘olaupoko)**
7. **Industrial and Reformatory School for Girls (Mo‘ili‘ili, Honolulu)**
8. **Kamehameha Schools**
9. **Lahainaluna Seminary**
10. **Mauna Loa Forestry Camp School**
11. **Molokai Forestry Camp School**

Today, the United States has held that the “long-standing policy of the United States has been to protect and advance Native Hawaiian interests. Native Hawaiians continue to suffer the consequences of the 1893 overthrow of their [I]ndigenous government,” including higher poverty rates and lower incomes than non-Native Hawaiians in Hawaii.³²⁷ As Congress expressed in the Joint Resolution to Acknowledge the 100th Anniversary of the Overthrow of the Kingdom of Hawaii, a commitment to acknowledge the ramifications

³²⁷ S. Rep. No. 111-162, at 2 (2010).

of past Federal actions is necessary to provide the proper foundation for reconciliation between the United States and the Native Hawaiian Community.³²⁸ The Federal Indian Boarding School Initiative provides a proper first step for intergenerational healing from the effects of Federal Indian boarding schools in the Native Hawaiian Community.



12. Federal Indian Boarding Schools and Freedmen

The Department also recognizes the inclusion of select non-Indians in the Federal Indian boarding school system, given the established association of certain Freedmen with the Five Civilized Tribes or because schools accepted both Indians and non-Indians, including because of Federal legislation.³²⁹

Following President Lincoln’s Emancipation Proclamation in 1863 and the end of the Civil War in 1865, emancipated African Americans were referred to as “Freedmen.” From 1865 to 1872, the Federal Bureau of Refugees, Freedmen, and Abandoned Lands—commonly referred to as the Freedmen’s Bureau—supervised all relief and educational activities relating to Freedmen, including issuing rations, clothing, and medicine.³³⁰ The Freedmen’s Bureau recruited teachers and worked with non-Federal entities to establish schools and develop educational opportunities for the Freedmen.³³¹

Some people from the Five Civilized Tribes, including the Cherokee Nation, Chickasaw Nation, Choctaw Nation, Muscogee (Creek) Nation, and Seminole Nation, had enslaved people before the United States forced the removal of the Tribes to the Indian Territory in present-day Oklahoma.³³² The Five Civilized Tribes continued to hold enslaved people in the Indian Territory until 1866 when they executed treaties with the United States that required the Tribes to free their enslaved people.³³³ The Freedmen’s

³²⁸ Pub. L. 103-150, 107 Stat. 1510 (1993).

³²⁹ *See, e.g.*, ARCIA for 1903, at 76–82.

³³⁰ National Archives and Records Administration, The Freedmen’s Bureau, Records of the Federal Bureau of Refugees, Freedmen, and Abandoned Lands.

³³¹ Robert D. Parment, Schools for the Freedmen, 34 *Negro Hist. Bull.* 128 (1971).

³³² Michael F. Doran, Negro Slaves of the Five Civilized Tribes, 68 *Annals Ass’n Am. Geographers* 335 (1978).

³³³ Treaty with Choctaw and Chickasaw, Apr. 28, 1866, 14 Stat. 769; Treaty with the Creeks, June 14, 1866., 14 Stat. 785; Treaty with the Seminole, July 19, 1866, 14 Stat. 755; Treaty with the Cherokee, July 27, 1866, 14 Stat. 799.

Bureau operated in the Indian Territory until and just after the treaties were executed in 1866.³³⁴

Efforts to educate Freedmen associated with the Five Civilized Tribes after 1866 originated with each of the Five Civilized Tribes but differed in rates of establishment and number of schools, most of which were lacking in resources and adequate facilities.³³⁵ In some cases, the Tribes already had established educational systems for their children, which then accommodated Freedmen.³³⁶ In those cases, the Freedmen's schools were typically built as stand-alone segregated schools.

Some of the Freedmen's schools were connected to existing Indian boarding schools. For example, the Creek Nation opened the Tullahassee School in 1850 for Indian children as a boarding school.³³⁷ After a fire destroyed the building, the school reopened in 1883 as the Tullahassee Manual Labor School with the cooperation of the Baptist Home Mission Society and the Creek Freedmen and their descendants.³³⁸ The government provided funds to the school and controlled it from 1908 to 1914, after which Wagoner County operated it until 1924 as a school for African Americans in Oklahoma.³³⁹

³³⁴ Carol Sue Humphrey, Freedmen Schools, in *The Encyclopedia of Oklahoma History and Culture*; Donald A. Grindle, Jr., & Quintard Taylor, *Red vs Black: Conflict and Accommodation in the Post Civil War Indian Territory, 1865-1907*, 8 *Am. Indian Q.* 216, 211–229 (1984).

³³⁵ Grindle & Taylor, at 216; ARCIA for 1903, at 76–82; ARCIA for 1900, at 112, 115, 116; ARCIA for 1887, at LXII – LXIII.

³³⁶ Grindle & Taylor, at 216.

³³⁷ Board of Foreign Missions of the Presbyterian Church in the U.S., *Forty-first Annual Rep.* 6 (1882).

³³⁸ ARCIA for 1889, at 206; Bd. of Foreign Missions of the Presbyterian Church in the U.S., *Forty-first Annual Rep.* 9, 10 (1882).

³³⁹ Rep. of the Department of the Interior, 350 (1907).



13. Other Types of Schools

In addition to schools for the Freedmen of the Five Civilized Tribes, the Department acknowledges that other schools had combined enrollments of Indian, African American, White, and Hispanic students.

For example, in 1878, the government took a party of newly released Indian prisoners of war from Fort Marion in St. Augustine, Florida, to the Hampton Normal and Agricultural Institute in Virginia to receive an education.³⁴⁰ These represented the first Indian students at Hampton, initiating an Indian education program that lasted until 1923. From 1878 to 1912, the government provided an annual payment of \$167 per Indian student for board and clothing at Hampton.³⁴¹ Between 1878 and 1923, approximately 1,388 Indian students representing 65 Indian Tribes attended the school.³⁴² The Hampton Normal and Agricultural Institute eventually became Hampton University, a private institution designated today as a Historically Black College or University.

In other cases, the Federal Government funded schools for Indian students that later admitted non-Indian students. For example, in 1888, the Catholic Church established the St. Boniface Indian School in Banning, California because of its proximity to several Indian reservations in southern California.³⁴³ At-risk White, Hispanic, and African American children also attended the school until it closed in the 1970s.

³⁴⁰ The Hampton Normal and Agricultural Institute, *The Work of Hampton*, 3 (1905); ARCIA for 1878, at XLIII.

³⁴¹ The Hampton Normal and Agricultural Institute, at 15.

³⁴² Paulette Fairbanks Molin, *Training the Hand the Head and the Heart: Indian Education at Hampton Institute*, 51 *Minn. Hist.* 84, 82–98 (1998).

³⁴³ R. Bruce Harley, *The Founding of St. Boniface Indian School, 1888-1890*, Vol. 81., No. 4, *S. Cal. Q.*, Winter, 1999, 449–466 (1999); *Precious Blood School, 1953-2008, Over 50 Years of Hope*.



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14. Federal Indian Boarding School List

Through the Federal Indian Boarding School Initiative, the Department details the first official list of Federal Indian boarding schools operated or supported by the United States. Under its Memorandum of Understanding with NABS, the Department cross-referenced its list with that of NABS to secure comprehensive identification of schools in the Federal Indian boarding school system. Each site met the four required criteria: (1) housing, (2) education, (3) Federal support, and (4) timeframe. The list details that the Department operated or supported 408 Federal Indian boarding schools across 37 states or then-territories, including 21 schools in Alaska and 7 schools in Hawaii. Given that an individual Federal Indian boarding school may account for multiple sites, the 408 Federal Indian boarding schools comprised 431 specific sites.

³⁴⁴ Johnston, F.B., *Hampton Institute, Va. – Indian orchestra*. [Photograph]. (1899 or 1900). Johnston, Frances Benjamin, 1864-1952. Hampton Normal and Agricultural Institute, Hampton, Virginia, Library of Congress Prints and Photographs Division Washington, D.C..

The official list of Federal Indian boarding schools, organized by state (or then-territory) is provided in **Appendix A**. The overview of Federal Indian boarding schools by state is as follows:

Alabama - 1	Montana - 16
Alaska - 21	Nebraska - 9
Arizona - 47	Nevada - 3
Arkansas - 1	New Hampshire - 0
California - 12	New Jersey - 0
Colorado - 5	New Mexico - 43
Connecticut - 0	New York - 3
Delaware - 0	North Carolina - 4
Florida - 1	North Dakota - 12
Georgia - 2	Ohio - 0
Hawaii - 7	Oklahoma - 76
Idaho - 6	Oregon - 9
Illinois - 2	Pennsylvania - 3
Indiana - 2	Rhode Island - 0
Iowa - 3	South Carolina - 0
Kansas - 12	South Dakota - 30
Kentucky - 1	Tennessee - 1
Louisiana - 0	Texas - 0
Maine - 0	Utah - 7
Maryland - 0	Vermont - 1
Massachusetts - 0	Virginia - 1
Michigan - 5	Washington - 15
Minnesota - 21	West Virginia - 0
Mississippi - 7	Wisconsin - 11
Missouri - 2	Wyoming - 6

Summaries for each Federal Indian boarding school are provided in **Appendix B**. The data captured in each summary where confirmed includes the following information:

- **School Name**³⁴⁵
- **Possible Other Name(s)**³⁴⁶
- **Associated School(s)**³⁴⁷
- **School Address**
- **Years of Operation (Start Date and End Date)**³⁴⁸
- **Currently Operating**
- **Federal Indian Boarding School Definition Criteria (Housing, Education, Federal Support, Timeframe)**
- **School Type**
- **General Notes**

As the investigation continues, the Department recognizes the number of Federal Indian boarding schools may change.

³⁴⁵ In either this category or in the “Possible Other Name(s)” category, an [*] denotes the current name of a school still in operation.

³⁴⁶ Includes other names the school was known by or other name variations found in various reports; some variations appear to be clear typographical and, or spelling errors.

³⁴⁷ An associated school is typically where the same school moved locations and either changed operators or changed name.

³⁴⁸ May include “as early as” or “as late as” where the date is not a definitive open or closing date, but rather the earliest or latest reference found for the school. Occasionally the date indicates “circa” for estimated dates.



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15. Marked and Unmarked Burial Sites Across the Federal Indian Boarding School System

The Federal Indian Boarding School Initiative investigation includes identifying the location of marked and unmarked burial sites across the Federal Indian boarding school system, which may later be used to assist in locating unidentified remains of American Indian, Alaska Native, and Native Hawaiian children. This investigation component will provide a basis for the Department to plan future sitework, including protection of burial sites and potential repatriation or disinterment of remains of children, under Federal law, including NAGPRA, and in coordination with sister Federal agencies as relevant.

The identification of marked and unmarked burial sites across the Federal Indian boarding school system remains ongoing. The Department faced several limitations to complete this aspect of the investigation, including budget and appropriations restrictions, limits within the current year's budget related to appropriations as part of the continuing resolution process, and COVID-19 pandemic restrictions affecting access to physical records locations. Research limitations included (1) inconsistent Federal reporting of child deaths, including the number and cause or circumstances of death, and burial sites and (2) certain potentially relevant records are in the control of other Federal agencies and, or non-Federal entities.

³⁴⁹ Lubken, Walter J. (n.d.). [Photograph of teacher and young female students seated with sewing machines in classroom at the Phoenix Indian Industrial School]. U.S. Bureau of Reclamation, Phoenix Area Office.

To date, across the Federal Indian boarding school system, the Department investigation has identified approximately 53 marked or unmarked burial sites. As the investigation continues, the Department expects the number of sites to increase. The composition of approximate identified burial sites is as follows:

- Unmarked burial sites – 6
- Marked burial sites – 33
- Both marked and unmarked burial sites present at a school location – 14

For the Federal Indian Boarding School Initiative investigation, the Department is recruiting staff with the requisite skill sets—including Federal Indian law and policy and history and community knowledge—to identify additional locations of marked and unmarked burial sites across the Federal Indian boarding school system.



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³⁵⁰ Department of the Interior, Bureau of Indian Affairs, Albuquerque Indian School, 1947-ca. 1964 (most recent creator). (ca. 1885). Albuquerque Indian School in 1885, Relocated from Duranes to Albuquerque in 1881 [Photograph]. National Archives (292865)].



16. Other Indian Institutions

The Federal Indian Boarding School Initiative is identifying Indian boarding schools that received Federal oversight or support. In its investigation, the Department identified approximately 500 Indian boarding schools and classified a subset of those schools as Federal Indian boarding schools. Outside the scope of the investigation, the Department also identified over 1,000 other Federal and non-Federal institutions, including Indian day schools, sanitariums, asylums, orphanages, and stand-alone dormitories. Some of the other aforementioned institutions may have involved education of Indian people, mainly Indian children.

As part of this investigation, when one of the four required criteria was not met for a specific institution, that institution was removed from the list of Federal Indian boarding schools and classified as an “other institution.” The Department did not conduct final quality control for the list of other institutions.



17. Legacy Impact of the Indian Boarding School System



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³⁵¹ *Blindfolded children stacking blocks at the Fort Yuma Indian Boarding School* [Photograph]. (n.d.). Fort Yuma Quechan Indian Tribe Photo Gallery, Ft Yuma Indian School Collection.

As the Federal Indian boarding school system operated for over a century and a half, the Department identifies the watershed Running Bear studies, quantitative research based on now-adult Federal Indian boarding school attendees' medical status, that indicate the Indian boarding school system continues to impact the present-day health of Indians who participated in the studies. These results verify the need for a comprehensive examination and report by an independent research group to assess the current impacts that Indian boarding schools have had on American Indians, Alaska Natives, and Native Hawaiians, including health, education, and economic status.³⁵² A comprehensive analysis of the Federal Indian boarding school system will inform future Federal Indian law and policy changes in health care, education, and economic development.

Indian childhood experiences in Indian boarding schools, “at a minimum, the separation from family,” contributed to poor health impacts on child attendees as adults.³⁵³ The Running Bear studies, funded by the National Institutes of Health (NIH), are the first medical studies to systematically and quantitatively examine the relationship between American Indian boarding school child attendance and physical health status, the number of physical health conditions diagnosed by a medical doctor, and specific chronic health conditions, while also controlling for parental attendance in a large sample. The “[c]ombined direct and indirect results (beta = $-.39$, CI = -1.20 , $.42$) show American Indians who attended boarding school have lower physical health status (beta = -1.22 , CI = -2.18 , $-.26$, $p \leq .01$) than those who did not.”³⁵⁴ Indian boarding school child attendees had a 44 percent greater count of past-year chronic physical health problems (PYCPHP) as adults compared with adult nonattendees.³⁵⁵ Now-adult attendees were more likely to have cancer (more than three times), tuberculosis (more than twice), high cholesterol (95 percent), diabetes (81 percent), anemia (61 percent), arthritis (60 percent), and gall bladder disease (60 percent) than nonattendees.³⁵⁶ Other studies demonstrate that now-adult

³⁵² See, e.g., Kathryn E. Fort, *American Indian Children and the Law* 8 (Carolina Academic Press, 2019) (“Training for jobs that didn’t exist left many young adults with an inability to gain employment in the newly industrialized American society. The tribal society that many young adults returned to was unrecognizable due to removal, relocation, and federal policies of allotment. The resulting poverty of American Indian families was used as a justification for removing Native children from their homes.”).

³⁵³ Maria Yellow Horse Brave Heart, *The Historical Trauma Response Among Natives and Its Relationship with Substance Abuse: A Lakota Illustration*, 35 *J. of Psychoactive Drugs* 1, 7–13 (2003).

³⁵⁴ Ursula Running Bear et al., *Boarding School Attendance and Physical Health Status of Northern Plains Tribes*, 13 *Applied Res. in Qual. of Life* 633 (2018).

³⁵⁵ Ursula Running Bear et al., *The Impact of Individual and Parental American Indian Boarding School Attendance on Chronic Physical Health of Northern Plains Tribes*, 42 *Fam. Community Health* 1, 3–4 (2019).

³⁵⁶ *Id.* at 5.

attendees experience increased risk for PTSD, depression, and unresolved grief.³⁵⁷ As a result, a “prevailing sense of despair, loneliness, and isolation from family and community are often described.”³⁵⁸

“Both individual and paternal boarding school attendance are associated with chronic health problems” of now-adult Indian boarding school attendees.³⁵⁹ A father’s boarding school attendance was independently associated with chronic physical health problems.³⁶⁰ Participants whose fathers attended Indian boarding school had on average a 36 percent greater PYCPHP count than those whose fathers did not attend boarding school.³⁶¹ When controlling for maternal and paternal boarding school attendance, only a father’s attendance was related to an increased number of PYCPHP in adulthood, suggesting that a father’s Indian boarding school attendance is an *independent* predictor of his child’s adult PYCPHP.³⁶² Previous research has noted that American Indian men experienced more physical and sexual abuse in boarding school than women, particularly those more “language-experienced.”³⁶³ The increased trauma that men faced in the Indian boarding school system may have produced increased stress, which then may affect the biological systems of the body.³⁶⁴ These stressors may then introduce epigenetic alterations that are then transferred to their children, also known as epigenetic inheritance.³⁶⁵

In the Running Bear studies, American Indian child attendees “punished for the use of language and who were also 8 years or older when attendance began reported the lowest

³⁵⁷ Maria Yellow Horse Brave Heart, The Historical Trauma Response Among Natives and Its Relationship with Substance Abuse: A Lakota Illustration, 35(1) J. of Psychoactive Drugs 1, 7–13 (2003).

³⁵⁸ Ursula Running Bear et al., Boarding School Attendance and Physical Health Status of Northern Plains Tribes, 13 Applied Res. Qual. of Life 633 (2018).

³⁵⁹ Ursula Running Bear et al., The Impact of Individual and Parental American Indian Boarding School Attendance on Chronic Physical Health of Northern Plains Tribes, 42 Fam. Community Health 1, 3–4 (2019).

³⁶⁰ Id. at 4–5.

³⁶¹ Id.

³⁶² Id.

³⁶³ Maria Yellow Horse Brave Heart, Gender differences in the historical trauma response among the Lakota, 10 J. Health Soc Policy 1, 14 (1999).

³⁶⁴ Michelle Sotero, A conceptual model of historical trauma: implications for public health practice and research, 1 J. Health Dispar. Res. Pract 93 (2006).

³⁶⁵ Rachel Yehuda et al., Holocaust exposure induced intergenerational effects on FKBP5 methylation, 80 Biol. Psychiatry 372 (2016); Zaneta Thayer et al., Biological memories of past environments: epigenetic pathways to health disparities, 6 Epigenetics 798 (2011).

physical health status scores.”³⁶⁶ “The critical age for learning language is up to 7 and 8, after which there is a steep decline.”³⁶⁷ American Indian children “removed from their homes at age 8 or older had a greater degree of language skill and proficiency and may have been more likely to speak their language leading to punishment.”³⁶⁸ Although similar interaction effects are not found for other boarding school experiences, the studies point to other adverse effects.³⁶⁹ Now-adult attendees with then-limited family visits, forced church attendance, and who were prohibited from practicing their culture and traditions had lower physical health status as adults than those who did not have these experiences in boarding school as children.³⁷⁰ The Running Bear studies reinforce that Federal Indian boarding school policies “often impacted several generations.”³⁷¹

The Federal Indian Boarding School Initiative investigation further demonstrates that “children of the first attendees of [Federal Indian] boarding schools went on to attend, as did their grandchildren, and great grandchildren leading to an intergenerational pattern of cultural and familial disruption”³⁷² under direct and indirect support by the United States and non-Federal entities.

³⁶⁶ Ursula Running Bear et al., The relationship of five boarding school experiences and physical health status among Northern Plains Tribes, 27 *Applied Res. in Qual. of Life* 153 (2018).

³⁶⁷ Dale Purves et al., The development of language: A critical period in humans, in *Neuroscience* (2d ed.) (2001).

³⁶⁸ Ursula Running Bear et al., The relationship of five boarding school experiences and physical health status among Northern Plains Tribes, 27 *Applied Res. Qual. of Life* 153 (2018).

³⁶⁹ *Id.*

³⁷⁰ *Id.*

³⁷¹ Ursula Running Bear et al., The Impact of Individual and Parental American Indian Boarding School Attendance on Chronic Physical Health of Northern Plains Tribes, 42 *Fam. & Community Health* 1 (2019).

³⁷² Ursula Running Bear et al., The Impact of Individual and Parental American Indian Boarding School Attendance on Chronic Physical Health of Northern Plains Tribes, 42 *Fam. & Community Health* 1 (2019).



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18. Federal Indian Boarding School Initiative Findings and Conclusions

The Assistant Secretary's findings of the Federal Indian Boarding School Initiative, which remain under investigation, based on examination of records under its control, include the following:

1. The Federal Indian boarding system was expansive, consisting of 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.
2. 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.
3. The twin Federal policy of Indian territorial dispossession and Indian assimilation through Indian education extended beyond the Federal Indian boarding school system, including an identified 1,000+ other Federal and non-Federal institutions,

³⁷³ *Female students standing and playing with blocks at the Fort Yuma Indian Boarding School* [Photograph]. (n.d.). Fort Yuma Quechan Indian Tribe Photo Gallery, Ft Yuma Indian School Collection.

including Indian day schools, sanitariums, asylums, orphanages, and stand-alone dormitories that involved education of Indian people, mainly Indian children.

4. Funding for the Federal Indian boarding school system included both Federal funds through congressional appropriations and funds obtained from Tribal trust accounts for the benefit of Indians and maintained by the United States.
5. The Federal Indian boarding school system deployed militarized and identity-alteration methodologies to assimilate American Indian, Alaska Native, and Native Hawaiian people—primarily children—through education.
6. The Federal Indian boarding school system predominately utilized manual labor of American Indian, Alaska Native, and Native Hawaiian children to compensate for the poor conditions of school facilities and lack of financial support from the Federal Government.
7. The Federal Indian boarding school system discouraged or prevented the use of American Indian, Alaska Native, and Native Hawaiian languages or cultural or religious practices through punishment, including corporal punishment.
8. Tribal preferences for the possible disinterment or repatriation of remains of children discovered in marked or unmarked burial sites across the Federal Indian boarding school system vary widely. Depending on the religious and cultural practices of an Indian Tribe, Alaska Native Village, or the Native Hawaiian Community, it may prefer to disinter or repatriate any remains of a child discovered across the Federal Indian boarding school system for return to the child's home territory or to leave the child's remains undisturbed in its current burial site. Moreover, some burial sites contain human remains or parts of remains of multiple individuals or human remains that were relocated from other burial sites, thereby preventing Tribal and individual identification.
9. The Federal Government has not provided a forum or opportunity for survivors or descendants of survivors of Federal Indian boarding schools, or their families, to voluntarily detail their experiences in the Federal Indian boarding school system.

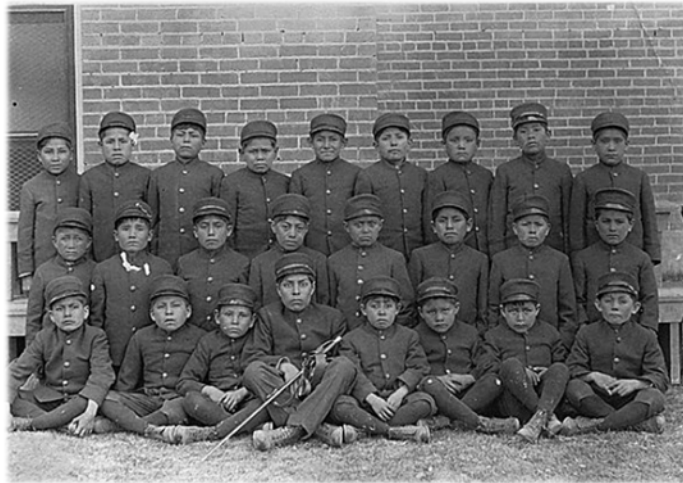
Based on the initial findings of the Federal Indian Boarding School Initiative, which remain under investigation, and despite factors outside the Department's control, including

the ongoing COVID-19 pandemic and funding issues, the Assistant Secretary concludes that:

1. The United States' creation of the Federal Indian boarding school system was part of a broader policy aimed at acquiring collective territories from Indian Tribes, Alaska Natives, and the Native Hawaiian Community and lands from individuals therein. From the earliest days of the Republic, the United States' official objective—based on Federal and other records—was to sever the cultural and economic connection between Indian Tribes, Alaska Native Villages, the Native Hawaiian Community, and their territories. The assimilation of Indian children through the Federal Indian boarding school system was intentional and part of that broader goal of Indian territorial dispossession for the expansion of the United States.
2. Assimilation of American Indian, Alaska Native, and Native Hawaiian people eventually became an objective of Federal policy in and of itself. The Federal Indian boarding school policies targeted Indian children as one method to accomplish this objective.
3. The intentional targeting and removal of American Indian, Alaska Native, and Native Hawaiian children to achieve the goal of forced assimilation of Indian people was both traumatic and violent. Based on initial research, the Department finds that hundreds of Indian children died throughout the Federal Indian boarding school system. The Department expects that continued investigation will reveal the approximate number of Indian children who died at Federal Indian boarding schools to be in the thousands or tens of thousands. 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. The Department's research revealed at least 53 different burial sites across the Federal Indian boarding school system and leads to an expectation that there are many more burial sites that will be identified with further research. The deaths of Indian children while under the care of the Federal Government, or federally supported institutions, led to the breakup of Indian families and the erosion of Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community.
4. Many more Indian children who survived the Federal Indian boarding school system live(d) with their experiences from the school(s). Moreover, several generations of

Indian children experienced the Federal Indian boarding school system. The Federal Indian boarding school system directly disrupted Indian families, Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community for nearly two centuries.

5. Further review is required to determine the reach and impact of the violence and trauma inflicted on Indian children through the Federal Indian boarding school system. The Department has recognized that targeting Indian children for 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, Alaska Native Villages, and the Native Hawaiian Community, and over many generations.



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³⁷⁴ Department of the Interior, Bureau of Indian Affairs, Albuquerque Indian School, 1947-ca. 1964 (most recent creator). (ca.1900). *Class of younger boys in uniform at the Albuquerque Indian School* [Photograph]. National Archives (292871).



19. Recommendations of the Assistant Secretary – Indian Affairs Bryan Newland

For nearly two full centuries, the United States pursued, embraced, or permitted a policy of forced assimilation of American Indian, Alaska Native, and Native Hawaiian people. The Federal Indian boarding school system was developed to target Indian children to accomplish this policy objective for over 150 years and influence U.S.-Indian relations and U.S.-Native Hawaiian relations. The Department must fully account for its role in this effort and renounce forced assimilation of Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community as a legitimate policy objective.

To begin the process of healing from the harm and violence caused by assimilation policy, the Department should affirm an express policy of cultural revitalization—supporting the work of Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community to revitalize their languages, cultural practices, and traditional food systems, and to protect and strengthen intra-Tribal relations.

To complete the Secretary’s objectives of the Federal Indian Boarding School Initiative, and to begin the pursuit of this express policy, the Assistant Secretary – Indian Affairs provides the following recommendations based on the current findings:

- 1. Continue full investigation.** Support Secretary Haaland to authorize further investigation of the Federal Indian boarding school system to complete a comprehensive review of records under the Department’s control. Congress appropriated \$7 million in new funds through the Fiscal Year (FY) 2022 Consolidated Appropriations Act (Public Law 117-103) to authorize action by the Department to expand its investigation of the Federal Indian boarding school system, with funds that are continued as part of the FY 2023 President’s request.

Conduct several additional, critical research priorities including digitization, examination, and analysis of records from both AIRR and NARA. The BTFA identified 39,385 boxes in AIRR with potentially responsive documents (approximately 98.4 million sheets of paper).

Recognize that specific needs and priorities include, but are not limited to, identification and evaluation of available records, such as Indian boarding school

facilities and planning documents, enrollment records and vital statistics, correspondence, maps, photographs, and administrative reports, that:

- Approximate the total number of American Indian, Alaska Native, and Native Hawaiian children that attended Federal Indian boarding schools;
- Approximate the total number of marked and unmarked burial sites associated with Federal Indian boarding schools;
- Locate marked and unmarked burial sites associated with a particular Indian boarding school facility or site, which may later be used to assist in locating unidentified remains of Indian children, Indian Prisoners of War, and Freedmen from the Five Civilized Tribes;
- Expand the summary profiles of individual Federal Indian boarding schools;
- Detail the health and mortality of Indian children who experienced the Federal Indian boarding school system, which may later be used to develop dataset(s) for analysis of health impacts of Indian boarding school attendance, including an approximate mortality rate for attendees, as the Department was responsible for the health care of American Indians and Alaska Natives until 1954;
- Identify documented methodologies and practices used in the Federal Indian boarding school system that discouraged or prevented the use of American Indian, Alaska Native, and Native Hawaiian languages or cultural or religious practices;
- Approximate the amount of Federal support, including financial, property, livestock and animals, equipment, and personnel for the Federal Indian boarding school system, recognizing that some records are no longer available;
- Approximate the amount of Tribal or individual Indian trust funds held by the United States in trust that were used to support the Federal Indian boarding school system, including to non-Federal entities and, or individuals, recognizing that some records are no longer available;
- Identify religious institutions and organizations that have ever received Federal funding in support of the Federal Indian boarding school system;

- Identify States that may have ever received Federal funding in support of the Federal Indian boarding school system;
- Identify nonprofits, associations, academic institutions, philanthropies, and other organizations that may have received Federal funding in support of the Federal Indian boarding school system;
- Confirm additional sites within the Federal Indian boarding school system;
- Examine the connection between the use of Federal Indian boarding schools and subsequent systematic foster care and adoption programs to remove Indian children, including the Indian Adoption Project established by the Bureau of Indian Affairs and Child Welfare League of America, that were not repudiated by Congress until the enactment of the Indian Child Welfare Act of 1978.

With additional investigation, produce a second report by the Department, including the following: (1) determining locations of marked or unmarked burial sites associated with the Federal Indian boarding school system; (2) identifying names, ages, and Tribal affiliations of children interred at such locations; and (3) approximating a full accounting of Federal support for the Federal Indian boarding school system, including a proactive approximate accounting of any Tribal and, or individual Indian trust funds held in trust by the United States used to support the Federal Indian boarding school system. The portions of that report that contain sensitive information such as individual names or locations of burial sites will not be released to the public.

Continue departmental engagement and support of relevant Federal agencies that have control or possession of records pertaining to the Federal Indian boarding school system.

- 2. Identify surviving Federal Indian boarding school attendees.** Develop a system for voluntary identification of surviving now-adult attendees, including communication methodologies.
- 3. Document Federal Indian boarding school attendee experiences.** Develop a platform for now-adult Federal Indian boarding school attendees and their descendants to formally document their historical accounts and experiences, and understand current impacts such as health status, including substance abuse and violence.

4. **Support protection, preservation, reclamation, and co-management of sites across the Federal Indian boarding school system where the Federal Government has jurisdiction over a location.**
5. **Develop a specific repository of Federal records involving the Federal Indian boarding school system at the Department of the Interior Library to preserve centralized Federal expertise on the Federal Indian boarding school system.**
6. **Identify and engage other Federal agencies to support the Federal Indian Boarding School Initiative, including those with control of any records involving the Federal Indian boarding school system or that provide health care to American Indians, Alaska Natives, and Native Hawaiians, including for the provision of mental health services to students attending Bureau of Indian Education (BIE) operated and funded schools.**
7. **Support non-Federal entities that may independently release records under their control.** To make the Federal investigation more thorough and accurate, support non-Federal entities, such as States and religious institutions and organizations, including those that have received Federal funding to operate Federal Indian boarding schools, that may independently release records relating to the Federal Indian boarding school system such as those that cover Indian child removal and provision of health care services to Indians, including at military installations.
8. **Support Congressional action involving the following policies:**
 - **NAGPRA.** Support exemptions from Freedom of Information Act requests to protect sensitive, specific information on burial locations across the Federal Indian boarding school system that contain remains of Indian children to prevent against well-documented grave-robbing, vandalism, and other disturbances to Indian burial sites.
 - Support action to direct Federal agencies that control cemeteries to allow the reburial of remains of Indian children and funerary objects repatriated pursuant to NAGPRA, and consistent with specific Tribal practices. Amendment of the Recreation and Public Purposes Act may be needed to facilitate use of BLM lands for this purpose.

- Support action to increase appropriations and professional staffing for programs in Federal agencies that are responsible for agency compliance with NAGPRA.
- Support action to authorize the appropriate agencies to disinter or repatriate, under the direction of an Indian Tribe, Alaska Native Village, or the Native Hawaiian Community, or family with an identified interest, and consistent with specific Tribal practices, any remains of Indian children discovered in marked or unmarked burial sites associated with the Federal Indian boarding school system.
- **Advance Native language revitalization.** Support funding for the expansion and development of programs implementing or supporting Native language revitalization for Bureau of Indian Education (BIE) operated and funded schools, as well as non-BIE schools. Also work to seek funding for the expansion and development of programs outside BIE schools implementing or supporting Native language revitalization, including language immersion schools and community organizations.
- **Promote Indian health research.** Support scientific studies that turn discovery into health by appropriating specific funds to authorize Federally funded research on the Federal Indian boarding school system, including health impacts on Indian Tribes, Alaska Native Villages, and the Native Hawaiian Community and individual American Indians, Alaska Natives, and Native Hawaiians.
- **Recognize the generations of American Indian, Alaska Native, and Native Hawaiian children that experienced the Federal Indian boarding school system with a Federal memorial.**



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³⁷⁵ Department of the Interior, Bureau of Indian Affairs, Albuquerque Indian School, 1947-ca. 1964 (most recent creator). (ca. 1910). *Young School Girls Attending Sewing Class at Albuquerque Indian School* [Photograph]. National Archives (292877).

In 1905, after nearly 20 years of U.S. prisoner of war captivity,³⁷⁶ Geronimo (Goyaałé) was temporarily released from Fort Sill, Oklahoma to attend the inauguration of U.S. President Theodore Roosevelt.³⁷⁷ Geronimo also negotiated to visit the Carlisle Indian Industrial School in Pennsylvania. Speaking to the Federal Indian boarding school attendees, Goyaałé said: “You are all just the same as my children to me, just the same ... when I look at you all here ... You are here to study, to learn the ways of white men; do it well.”³⁷⁸

³⁷⁶ Commissioner of Indian Affairs, Annual Rep. to the Secretary of the Interior XXXIV (1887) (noting the Apaches under Geronimo were not “under the care of the Interior Department”).

³⁷⁷ Commissioner of Indian Affairs, Annual Report to the Secretary of the Interior 431 (1905).

³⁷⁸ Carlisle Arrow, Mar. 7, 1905.

The Office of the Assistant Secretary – Indian Affairs, U.S. Department of the Interior values the special contributions to this report from the following:

The Bureau of Trust Funds Administration (BTFA)
The Bureau of Indian Education (BIE)
The Bureau of Indian Affairs (BIA)
The Department of the Interior Library
The National Native American Boarding School Healing Coalition (NABS)
National Archives and Records Administration (NARA)

List of Federal Indian Boarding Schools

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The initial work of the Department of the Interior (DOI) Federal Indian Boarding School Initiative has focused on the creation of a comprehensive list of Federal Indian Boarding Schools (FIBS). The research conducted has resulted in the identification of hundreds of boarding schools that have been considered against four criteria. All four criteria must be met for an institution to be considered a FIBS.

The four criteria are described below:

1. Housing – Institution ever described as providing housing or overnight lodging to attendees on site.
 2. Education - Institution ever described as providing formal academic or vocational training or instruction.
 3. Federal Support – Institution ever described as having federal government funds or other support provided to the institution.
 4. Timeframe - Institution operational at any time prior to 1969.
-

Column Descriptions for the List of Federal Indian Boarding Schools

Name - A primary name used to identify the institution.

*An asterisk on the name indicates that this is a name that is currently being used for the institution.

Other Names - Other names that the institution may have been identified by.

*An asterisk on the name indicates that this is a name that is currently being used for the institution.

City - The nearest city identified that represents where the institution is physically located.

State - The state identified that represents where the institution is physically located.

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Name	Other Names	City	State
Asbury Manual Labor School and Mission	Fort Mitchell	Fort Mitchell	Alabama
Anvik Mission	Christ Church Mission	Anvik	Alaska
Copper Valley Boarding School		Glennallen	Alaska
Douglas Island Friends Mission School		Juneau	Alaska
Eklutna Industrial School	Eklutna Orphanage; Eklutna Indian Vocational Industrial School; Eklutna Native School; Eklutna Vocational School	Eklutna	Alaska
First Mission House	Bethel Indian School	Bethel	Alaska
Fort Wrangell Tlingit Industrial School	Fort Wrangel Thlinkit Academy; Fort Wrangle Training School; Tlingit Training Academy	Wrangell	Alaska
Friends High School	Kotzebue Friends High School; Kotzebue Friends School	Kotzebue	Alaska
Holy Cross Boarding School	Kosoreffsky; Anilukhtapak; Askhomute; Koserefsky; Holy Cross Mission; Holy Cross Boarding and Day School and Orphanage	Holy Cross	Alaska
Jesse Lee Home for Children - Anchorage	Alaska Children's Services	Anchorage	Alaska
Jesse Lee Home for Children - Seward		Seward	Alaska
Jesse Lee Home for Children - Unalaska		Unalaska	Alaska
Kanakanak Hospital, Orphanage, and School		Kanakanak	Alaska
Kodiak Aleutian Regional High School	Kodiak Aleutian Regional School	Kodiak	Alaska
Longwood School	Woody Island Mission and Orphanage	Kodiak	Alaska
Mt. Edgecumbe Boarding School	Mount Edgecumbe; Mt. Edgecumbe High School*	Sitka	Alaska
Nunapitsinghak Moravian Children's Home		Kwethluk	Alaska
Seward Sanitarium		Seward	Alaska
Sitka Industrial Training School	Sitka Mission; Industrial Home for Boys; Sheldon Jackson Institute; Sheldon Jackson School; Sheldon Jackson College; Sitka No 2	Sitka	Alaska
St. Mark's Episcopal Mission School	St. Mark's Church; Skagway	Nenana	Alaska

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Name	Other Names	City	State
St. Mary Mission School - Akulurak	St. Mary Mission, School and Church of the Nativity; St. Joseph's Mission	Akulurak	Alaska
St. Mary Mission School - Andreasfsky	St. Mary Mission, School and Church of the Nativity; St. Joseph's Mission	Andreasfsky	Alaska
White Mountain Boarding School	White Mountain Industrial School	White Mountain	Alaska
William E. Beltz Boarding School	Nome Beltz	Nome	Alaska
Woody Island Mission and Orphanage	Longwood School	Aleksashkina	Alaska
Wrangell Institute	Shoemaker Bay Industrial School	Wrangell	Alaska
Blue Canyon School	Blue Cañon School; Blue Canyon Day School; Blue Canyon Boarding School; Western Navajo or Navaho Training School; Western Navajo or Navaho Boarding School	Blue Canyon	Arizona
Chinle Boarding School	Chinle School; Chin Lee	Chinle	Arizona
Chinle Boarding School	Chinle School; Chin Lee; Many Farms Elementary School Facility	Many Farms	Arizona
Colorado River Boarding School	Colorado River School; Colorado River Agency Boarding School	Parker	Arizona
Dennehotso Boarding School	Dennehotso Boarding School*	Dennehotso	Arizona
Dilcon Boarding School	Dilcon Community School*	Winslow	Arizona
Fort Apache Boarding School	White Mountain Apache Boarding School; Whiteriver School; Fort Apache Training School	Whiteriver	Arizona
Fort Defiance Boarding School	Navajo Indian Boarding School; Navajo Agency Boarding School; Navajo Industrial School; Navajo Training School; Navajo Agency School; Southern Navajo School	Fort Defiance	Arizona
Fort Mojave Industrial School	Fort Mojave Boarding School; Fort Mojave Training School; Fort Mohave; Fort Mojave School; Herbert Welsh Institute	Mohave Valley	Arizona

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Name	Other Names	City	State
Ganado Navajo Presbyterian Mission School	Kirkwook Memorial Training School; Ganado Mission School; Ganado Boarding School; Ganado Mission High School; Sage Memorial Hospital School of Nursing; College of Ganado	Ganado	Arizona
Greasewood Boarding School	Greasewood School; Greasewood Toyei Consolidated Boarding School; Greasewood Springs Boarding and Day School; Greasewood Springs Community School*	Ganado	Arizona
Havasupai Boarding and Day School	Havasupai Indian School; Havasupai Elementary School*	Supai	Arizona
Hunters Point Boarding School*	Hunter's Point Indian School	St. Michaels	Arizona
Kaibeto Boarding School*	Kaibeto Day School	Kaibeto	Arizona
Kayenta Indian School	Kayenta Day School; Kayenta Community School*	Kayenta	Arizona
Keams Canyon Boarding School	Moquis Indian School; Moqui Industrial School; Moquis Boarding School; Keam's Canyon (Moqui Boarding); Keam's Cañon; Keam's Canyon (Hopi); Hopi Boarding School; Hopi (Moqui) Training School; Keams Canyon Elementary School*	Keams Canyon	Arizona
Kinlichee Indian School	Kinlichee Day School; Kin Dah Lichi'i Olta'*	Kinlichee	Arizona
Klagetoh Boarding and Day School		Klagetoh	Arizona
Leupp Boarding and Day School	Leupp Schools, Inc.*	Leupp	Arizona
Low Mountain Boarding School	Low Mountain Boarding School; Low Mountain Day School	Low Mountain	Arizona
Lukachukai Boarding and Day School	Luki Chuki Day School; Lukachukai Community School*	Lukachukai	Arizona
Many Farms Community School*		Many Farms	Arizona
Many Farms High School*		Many Farms	Arizona

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Name	Other Names	City	State
Marsh Pass School	Marsh Pass Indian Boarding School; Kayenta Tuberculosis Sanatorium; Kayenta TB Sanatorium; Kayenta Sanatorium	Kayenta	Arizona
Navajo Mountain Boarding and Day School, AZ	Navajo Mountain Community School; Naa Tsis' Ana Community School*	Tonalea	Arizona
Nazlini Boarding School	Nazlini Community School, Inc.*	Ganado	Arizona
Phoenix Indian School	Phoenix Training School; Phoenix Training and Industrial School; Peel Institute; Phoenix School	Phoenix	Arizona
Pima Boarding School	Pima Agency Boarding School; Pima Central Day School; Sacaton Boarding School; Sacaton Central School	Sacaton	Arizona
Pine Springs Boarding School	Pine Springs Day School	Houck	Arizona
Pinon Boarding School	Pinon Dormitory; Pinon Day School; Pinon Community School*	Pinon	Arizona
Red Rock Boarding School	Red Rock Day School*	Red Valley	Arizona
Rice Station Boarding and Day School	Rice Indian School; Rice Station Day School	Rice	Arizona
Rock Point Boarding and Day School	Tsé Nitsaa Deez'áhi Diné Bi'ólta'; Rock Point Community School*	Rock Point	Arizona
Rocky Ridge Boarding School	Rocky Ridge Day and Boarding School	Kykotsmovi	Arizona
Rough Rock Demonstration School	Rough Rock Day School; Rough Rock Community School*	Chinle	Arizona
San Carlos Boarding and Day School	San Carlos Agency Boarding School; San Carlos Day School	San Carlos	Arizona
Santa Rosa Boarding School	Santa Rosa Day School*	Sells	Arizona
Seba Dalkai Boarding School*	Seba Dalkai Day School; Seba Dalkai School	Winslow	Arizona
Shonto Boarding School	Shonto Indian School; Shonto Day School; Shonto Preparatory School*	Shonto	Arizona
Steamboat Canyon Boarding and Day School		Ganado	Arizona

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Name	Other Names	City	State
Teec Nos Pos Boarding School	Teecnospos; Teec Nos Pos Day School; T'iis Nasbas Community School*	Teec Nos Pos	Arizona
Theodore Roosevelt Indian Boarding School	Theodore Roosevelt Boarding School; Fort Apache School; Theodore Roosevelt School*	Fort Apache	Arizona
Tolani Lake School		Tolani Lake	Arizona
Toyei Boarding School	Toyei Navajo School; Greasewood/Toyei Consolidated Boarding School	Toyei	Arizona
Truxton Canyon School	Valentine Indian School; Truxton Canyon Boarding School	Valentine	Arizona
Tuba City Boarding School*	Western Navajo Indian School; Tuba Vocational Boarding and Day School	Tuba City	Arizona
Tucson Indian Training School	Tucson Industrial Boarding School; Tucson Training and Industrial School; Tucson Presbyterian School	Tucson	Arizona
Wide Ruins Boarding School	Kinteel Olta'; Wide Ruins Community School*	Wide Ruins	Arizona
Dwight Presbyterian Mission School		Russellville	Arkansas
Anaheim Boarding School		Anaheim	California
Fort Bidwell Indian Boarding School	Fort Bidwell Training School; Fort Bidwell Boarding School	Fort Bidwell	California
Fort Yuma Indian Boarding School		Winterhaven	California
Greenville Indian Industrial Boarding School	Greenville Training School; Greenville Day School	Greenville	California
Hoop Valley Boarding School	Hupa Valley Boarding	Valley	California
Middletown Training School		Middletown	California
Perris Indian School		Perris	California
Round Valley Boarding School		Covelo	California
Sherman Institute	Riverside; Sherman Indian High School*	Riverside	California
St. Anthony's Industrial School for Indians	San Diego: Industrial Training School; San Diego: Industrial Boarding School; San Diego, St. Anthony's Mission Boarding School	San Diego	California

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St. Boniface Indian School	St. Boniface Industrial; Saint Boniface Mission Boarding School	Banning	California
St. Turibius Mission Boarding and Day School	Kelseyville: St. Turbius Boarding School	Kelseyville	California
Fort Lewis Indian Boarding School	Fort Lewis High School; Fort Lewis A&M College; Old Fort; Fort Lewis College*	Hesperus	Colorado
Good Shepherd Industrial School	Home of the Good Shepherd for Homeless Girls; E. M. Byers Home for Boys; Good Shepherd School	Denver	Colorado
Grand Junction Indian School	Grand Junction School; Grand Junction Training; Teller Indian School; Teller Institute	Grand Junction	Colorado
Southern Ute Boarding School (Ignacio)	Ignacio Indian Boarding School; Consolidated Ute - Ignacio; Ignacia; Ute Vocational; Southern Ute School; Southern Ute Agency Boarding School	Ignacio	Colorado
Ute Mountain Boarding School	Ute Mountain Indian School; Ute Mountain Day School; Colorado - Ute Mountain; Ute Mountain 1; Colorado Ute - Ute Mountain	Towaoc	Colorado
St. Augustine School for Apache Children at Fort Marian	St. Augustine Day School; Fort Marion; Castillo de San Marcos	Augustine	Florida
High Tower Mission School	Etowah Mission School; Etonee School	Cartersville	Georgia
Spring Place Mission School	Springplace Moravian Mission School; Spring-place	Spring Place	Georgia
Hilo Boarding School		Hilo	Hawaii
Industrial and Reformatory School (Kawailou)	Koolau Boys' Home (Kawailou); Waialeale Training School for Boys; Olomana School; Hawaii Youth Correctional Facility*	Kawailou, O'ahu	Hawaii
Industrial and Reformatory School (Keoneula, Kapalama)	Waialeale Training School for Boys; Olomana School; Hawaii Youth Correctional Facility	Kapālama, O'ahu	Hawaii
Industrial and Reformatory School (Waialeale, Waialua)	Waialeale Training School for Boys; Olomana School; Hawaii Youth Correctional Facility	Waialeale, Waialua, O'ahu	Hawaii

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Industrial and Reformatory School for Girls (Keoneula, Kapalama)	Maunawili Training Schools for Girls; Kawaihoa Training School for Girls; Olomana School; Kawaihoa Girls' Home; Hawaii Youth Correctional Facility	Keoneula, Kapalama, O'ahu	Hawaii
Industrial and Reformatory School for Girls (Maunawili, Ko'olaupoko)	Maunawili Training Schools for Girls; Kawaihoa Training School for Girls; Olomana School; Kawaihoa Girls' Home; Hawaii Youth Correctional Facility*	Maunawili, Ko'olaupoko, O'ahu	Hawaii
Industrial and Reformatory School for Girls (Mo'ili'ili, Honolulu)	Maunawili Training Schools for Girls; Kawaihoa Training School for Girls; Olomana School; Kawaihoa Girls' Home; Hawaii Youth Correctional Facility	Mo'ili'ili, Honolulu, O'ahu	Hawaii
Kamehameha Schools*	Bishop School	Honolulu	Hawaii
Lahainaluna Seminary	Lahainaluna High School*; Lahainaluna Trade School	Lahania, Maui	Hawaii
Mauna Loa Forestry Camp School		Mountain View	Hawaii
Molokai Forestry Camp School		Kaunakakai, Molokai	Hawaii
Fort Hall Boarding School	Lincoln Creek Boarding School	Fort Hall	Idaho
Fort Lapwai Training School	Fort Lapwai Sanatorium and Hospital; Fort Lapwai Industrial School	Fort Lapwai	Idaho
Lemhi Boarding School	Lemhi Boarding School Girls Dormitory	Lemhi	Idaho
Mary Immaculate School at the Mission of the Sacred Heart of DeSmet	Sisters Building; De Smet	De smet	Idaho
Nez Perce Boarding School		Lapwai	Idaho
St. Joseph's Mission School	Slickpoo (St. Joseph)	Culdesac	Idaho
Homewood Boarding School	Jubilee College	Brimfield	Illinois
St. Mary's Training School for Boys	Feehanville School; Maryville Academy*	Feehanville	Illinois
St. Joseph's Indian Normal School	Saint Joseph's College*	Rensselaer	Indiana
White Manual Labor Institute, Indiana	White's Indiana Manual Labor Institute	Wabash	Indiana
Toledo Industrial Boarding School	Toledo Sanatorium; Sac & Fox Indian Boarding and Mission School; Sac & Fox Sanatorium; Tama School; Tama Sanatorium	Toledo	Iowa

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White's Manual Labor Institute - Iowa	Iowa Boys Training School; Iowa Girls Training School; Indian Boarding School; Home and School for Boys and Girls	Houghton	Iowa
Winnebago Mission School	Yellow River School	Allamakee County	Iowa
American Indian Institute	Roe Indian Institute	Wichita	Kansas
Halstead Mennonite Mission Boarding School	Halstead Indian Industrial School; Mennonite Orphan Home	Halstead	Kansas
Halstead Seminary	Halstead Fortbildungs-Schule	Halstead	Kansas
Haskell Indian Industrial Training School	Haskell Junior College; Haskell Institute; Haskell Indian Nations University*	Lawrence	Kansas
Iowa and Sac and Fox Indian Mission School - KS	Iowa and Sac Mission; Orphan Indian Institute; Iowa, Sac, and Fox Presbyterian Mission; Highland Presbyterian Mission	Highland	Kansas
Iowa and Sac and Fox of Missouri Boarding School	Great Nemaha Boarding and Day School; Great Nemaha Industrial Orphan's Home; Great Nemaha Indian School	White Cloud	Kansas
Kaw Methodist Mission School	Kaw Manual Labor School	Council Grove	Kansas
Kickapoo Boarding School	Kickapoo Industrial School; Kickapoo Training School; Kickapoo Rising Mission School	Horton	Kansas
Osage Manual Labor School for Boys and Osage School for Girls	Osage Catholic Mission and Schools; St. Francis Institute; St. Ann's Academy; St. Paul	St. Paul	Kansas
Pottawatomie Boarding School	Potawatomi Boarding School	Hoyt	Kansas
Pottawatomie Mission Boarding School	Potawatomi Baptist Manual Labor School; Pottawatomie Training School; Baptist Mission School	Topeka	Kansas
Shawnee Methodist Indian Mission		Kansas City	Kansas
Shawnee Methodist Mission and Indian Manual Labor School		Fairway	Kansas
St. Mary Mission and School	St. Mary's College; Immaculate Conception Church	St. Mary	Kansas

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Choctaw Indian Academy		Georgetown	Kentucky
Baraga Chippewa Boarding and Day School	Chippewa Mission; Holy Name Boarding and Day School	Baraga	Michigan
Catholic Otchippewa Boarding School	Otchippewa Day and Orphan Boarding	Schoolcraft County	Michigan
Mackinac Mission School	Mission House; Michilimackic or Michillimackinac School; Mackinaw Mission School for Native American and Metis Children	Mackinac Island	Michigan
Mount Pleasant Indian Industrial Boarding School	Michigan Indian Industrial Boarding School; Mount Pleasant Indian School; Mount Pleasant Training	Mt. Pleasant	Michigan
New L'Arbre Croche Mission School	Holy Childhood of Jesus Catholic Church and Indian School; Holy Child Harbor Springs Boarding School; Holy Childhood of Jesus Church*	Harbor Springs	Michigan
Ah-Gwah-Ching Sanatorium and School	Consolidated Chippewa Sanatorium; USPHS Minnesota State Indian Sanatorium; Minnesota Sanatorium for Consumptives	Onigum	Minnesota
Bena Boarding School		Bena	Minnesota
Cass Lake Boarding School		Cass Lake	Minnesota
Covenant of our Lady of the Lake	Graceville School	Graceville	Minnesota
Cross Lake Indian Residential School	Ponemah Boarding School; Crosslake Boarding School	Ponemah	Minnesota
Holy Child Academy	Academy of St. Rose; St. Bernard's Hall	Avoca	Minnesota
Leech Lake Indian Boarding School		Walker	Minnesota
Morris Industrial School for Indians	The School at Morris; University of Minnesota Morris*	Morris	Minnesota
Nett Lake Boarding and Day School		Nett Lake	Minnesota
Pine Point Boarding and Day School	Pine Point Experimental School	Ponsford	Minnesota
Pipestone Indian School		Pipestone	Minnesota
Red Lake Boarding and Day School		Red Lake	Minnesota

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Name	Other Names	City	State
St. Benedict's Academy at Saint Joseph	Saint Benedict's Monastery; St. Benedict Mission and School; College of Saint Benedict*	St. Joseph	Minnesota
St. Benedict's at White Earth Mission	White Earth Mission Boarding School; St. Benedict's Mission Boarding School; St. Benedicts Orphan School	White Earth	Minnesota
St. Francis Xavier's Industrial School	St. Francis Xavier's Academy; St. Francis Xavier's School	Avoca	Minnesota
St. John's Indian Industrial School	St. John Abbey; College of St. John's; Saint John's University*	Collegeville	Minnesota
St. Mary's Mission Boarding and Day School	Red Lake Mission Boarding School	Red Lake	Minnesota
St. Paul's Industrial School	Clontarf Industrial School	Clontarf	Minnesota
Vermillion Lake Indian School	Lake Vermillion Boarding School	Tower	Minnesota
White Earth Boarding School		White Earth	Minnesota
Wild Rice River Boarding and Day School	Rice River Boarding and Day School	Beaulieu	Minnesota
Bethel Mission School		McCool	Mississippi
Charity Hall Mission School		Amory	Mississippi
Choctaw Central Indian School	Choctaw Central Middle and High School*	Choctaw	Mississippi
Eliot School	Elliot, Elliott, or Elliott Mission School	Holcomb	Mississippi
Emmaus Mission School	Emmaus Station School	Quitman	Mississippi
Martyn Mission School		Holly Springs	Mississippi
Mayhew School	Mayhew Mission School; Mayhew Station School	Starkville	Mississippi
Harmony Mission School	Osage Indian School and Trading Post Osage Mission	Papinville	Missouri
St. Regis Seminary	St. Ferdinand de Florissant; Florissant Mission School; St. Stanislaus Seminary	Florissant	Missouri
Blackfeet Agency Boarding and Day School		Browning	Montana
Crow Agency Boarding School	Crow Agency Public School; Crow Boarding School	Crow Agency	Montana
Crow Agency Boarding School - Absarokee		Absarokee	Montana

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Cut Bank Creek Boarding School	Cut Bank Boarding School; Cut Bank Creek Boarding and Day School; Blackfeet Boarding Dormitory and School; Blackfeet Dormitory*	Browning	Montana
Fort Belknap Boarding and Day School	Ft Belknap Industrial School	Harlem	Montana
Fort Peck Agency Boarding School	Poplar Creek Boarding School	Poplar	Montana
Fort Shaw Government Industrial Indian School	Fort Shaw Training School; Fort Shaw Boarding School	Fort Shaw	Montana
Holy Family Mission and School	Holy Family Catholic; Blackfeet Mission School; Holy Family Industrial School; Holy Family Boarding	Browning	Montana
Montana Industrial School for Indians	Bond's Mission School	Custer	Montana
Pryor Creek Boarding School	Pryor Boarding School	Pryor	Montana
St. Ignatius Mission and School	St. Ignatius Industrial School; Academy of the Holy Family for Young Ladies; Flathead Agency Boy's Boarding; Flathead Agency Girls' Boarding	St. Ignatius	Montana
St. Labre Indian Mission Boarding School	St. Labre at Busby; St. Labre Indian School*	Ashland	Montana
St. Paul Mission and Boarding School	St. Paul Mission Grade School	Hays	Montana
St. Peter Mission School		Cascade	Montana
St. Xavier Mission School	Pretty Eagle Catholic Academy*	St. Xavier	Montana
Tongue River Boarding School	Government School at Busby; Busby Indian School	Busby	Montana
Willow Creek Boarding School	Old Willow Creek Indian School	Browning	Montana
Wolf Point Mission Boarding and Day School		Wolf Point	Montana
Genoa Indian Industrial School	Genoa Manual Training; Genoa Day School	Genoa	Nebraska
Iowa Industrial School	Orphans Industrial Home; Iowa Industrial Home	Nohart	Nebraska
Omaha Indian School	Omaha Boarding School; Omaha Industrial School	Macy	Nebraska
Omaha Mission Boarding		Omaha	Nebraska
Otoe Missouri Indian Mission School		Barneston	Nebraska
Santee Industrial School	Santee and Flandreau Boarding School; Santee Agency Boarding School	Niobrara	Nebraska

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Santee Normal Training School	Congregational Church and Manse; Santee Training School; Pilgrim Congregational Church*	Santee	Nebraska
Silver Ridge Seminary		Silver Ridge	Nebraska
Winnebago Boarding		Winnebago	Nebraska
Pyramid Lake Boarding and Day School	Pyramid Lake Sanatorium; Nevada Day School; Pyramid Lake High School*	Nixon	Nevada
Stewart Indian Boarding School	Stewart Institute; Carson School; Carson Industrial School	Carson City	Nevada
Western Shoshone Boarding School	Western Shoshoni School	Owyhee	Nevada
Alamo Navajo School	Alamo Boarding School; Alamo Navajo Day School; Alamo Navajo Community School; Alamo Navajo School Board, Inc.*	Alamo	New Mexico
Albuquerque Indian School	Indian Pueblo Training School; Fisk Institute; Fiske Institute; Albuquerque Industrial Boarding School; Albuquerque Training School; Albuquerque Boarding School	Albuquerque	New Mexico
Baca Boarding and Day School	Baca Community School; Baca/Thoreau (Dlo'Ay Azhi) Community School; Baca/Dlo'Ay Azhi Consolidated Community School; Baca/Dlo'Ay Azhi Community School*	Prewitt	New Mexico
Beclabito Boarding School	Beclabito Day School*	Shiprock	New Mexico
Canoncito Boarding School	Canoncito School; TóHajiilee Community School*	To'Hajiilee	New Mexico
Charles H. Burke Indian School	Fort Wingate Boarding School; Wingate Indian School	Fort Wingate	New Mexico
Cheechilgeetho Boarding School	Cheechilgeetho Day School; Chi Chil Tah Community School; Chichiltah-Jones Ranch Community School; Chi chil tah/Jones Ranch Community School*	Vanderwagen	New Mexico

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Chuska Boarding School	Choshgai Boarding School; Ch'ooshgai (Chuska) Community School; Chuska/Tohatchi Consolidated School Ch'Ooshgai Community School*	Tohatchi	New Mexico
Coyote Canyon Boarding and Day School		Brimhall	New Mexico
Crownpoint Boarding School	T'iis Ts'ozi Bi'Olta'; Crownpoint Community School	Crownpoint	New Mexico
Crystal Boarding School		Navajo	New Mexico
Dzilh-Na-O-Dith-Hle Community School	Dzilh-Na-O-Dith-Hle Community Grant School*	Bloomfield	New Mexico
Huerfano Dormitory	Hanáádli Community School/Dormitory, Inc.*; Huerfano Dormitory Day School; Huerfano Day School; Huerfano Boarding School	Bloomfield	New Mexico
Indian Pueblo Training School	Pueblo Industrial School	Duranes	New Mexico
Institute of American Indian Arts		Santa Fe	New Mexico
Iyanbito Boarding School	Iyanbito Day School	Fort Wingate	New Mexico
Jicarilla Apache Boarding School	Jicarilla Apache Indian Boarding School; Jicarilla Indian School; Jicarilla Boarding School; Jicarilla Training School; Jicarilla (Southern Mountain) Sanatorium; Jicarilla Dormitory*	Dulce	New Mexico
Laguna Sanatorium		Laguna	New Mexico
Lake Valley Navajo School*	Lake Valley	Lake Valley	New Mexico
Mariano Lake Boarding School	Mariano Lake Community School*	Crownpoint	New Mexico
Mescalero Boarding School	Mescalero Apache School*	Mescalero	New Mexico
Mexican Springs Boarding School	Mexican Springs Day School; Mexican Springs Dormitory	Mexican Springs	New Mexico
Naschitti Boarding School	Naschiti Day School; Naschiti Dormitory; Naschitti Elementary School*	Tohatchi	New Mexico
Nava Boarding and Day School		Newcomb	New Mexico

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Navajo Jewett Mission School	Navajo Methodist Mission School; Navajo Presbyterian Mission School; Liberty (Jewett); Liberty Indians Boarding School; Navaho Mission School	Waterflow	New Mexico
Nenahnezad Boarding School	Nenah-Nezad School; Nenannezed School; Fruitland Day School; Nenahnezad Community School*	Fruitland	New Mexico
Pinedale Boarding School	Pinedale School; Pinedale Day School	Pinedale	New Mexico
Pueblo Bonito School	Crownpoint Community School; Pueblo Bonito Boarding School; Eastern Navajo	Crownpoint	New Mexico
Pueblo Pintado Boarding School	Pueblo Pintado School; Pueblo Pintado Day School; Pueblo Pintado Community School*	Cuba	New Mexico
Ramona Indian School	Ramona Indian Girls School; Ramona Industrial School for Indian Girls; Ramona Boarding School; Ramona School; University of New Mexico	Santa Fe	New Mexico
San Juan Training School	San Juan Boarding School; San Juan Indian School	Shiprock	New Mexico
Sanostee Boarding School	Saynostee Day School; Sanostee Day School*	Sanostee	New Mexico
Santa Fe Indian School*	Dawes Institute; Santa Fe Industrial Training School; Santa Fe Indian Industrial School; Santa Fe Training School	Santa Fe	New Mexico
Shiprock Indian Boarding School	Shiprock Agricultural School; Shiprock Agricultural High School	Shiprock	New Mexico
Sisters of Loretto School	Bernalillo Boys' Boarding School; Bernalillo Girls' Boarding School; Sisters of Loretta; Loretto Indian School; Bernalillo Boarding School; Sisters of Loretto School at Bernalillo; Bernalillo; Loretto	Bernalillo	New Mexico
St. Catherine Indian School*	St. Catherine's Indian School; St. Catherine Industrial School; St. Catherine's Boarding School; St. Catharine's Boarding School; St. Catherine's Mission Boarding School; Santa Fe Boarding School	Santa Fe	New Mexico

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Standing Rock Boarding School	Standing Rock Community School; Tse'ii'ahi' Community School*	Standing Rock	New Mexico
Thoreau Boarding School		Thoreau	New Mexico
Toadlena Boarding School	Toadlena Day School; Toadlena Hospital; To'haali' Community School*	Toadlena	New Mexico
Tohatchi Boarding and Day School	Little Water School; Little Water Day School;	Tohatchi	New Mexico
Torreon Community School	Torreon Day School; Torreon School; Na'Neelzhiin Ji'Olta*	Torreon	New Mexico
Twin Lakes Boarding School	Twin Lakes Elementary School*	Yah-Ta-Hey	New Mexico
White Horse Lake Boarding School	White Horse; Whitehorse Lake	Cuba	New Mexico
Wingate High School*	Fort Wingate Vocational High School; Wingate Vocational High School; Wingate Vocational School	Fort Wingate	New Mexico
Zuni Boarding School	Zuni Training School; Zuni Indian School; Zuni Sanatorium; Blackrock Sanatorium School	Blackrock	New Mexico
Seneca Mission and School	Buffalo Creek School; Buffalo Creek Mission	Buffalo	New York
Thomas Indian School	Gowanda School; Thomas Asylum of Orphan and Destitute Indian Children	Irving	New York
Tonawanda Mission School		Tonawanda	New York
Cherokee Boarding School	Eastern Cherokee School; Eastern Cherokee Training School; Cherokee Central	Cherokee	North Carolina
Judson College		Henderson	North Carolina
Trinity College Industrial Indian Boarding School	Trinity College; Duke University*	Durham	North Carolina
Valley Towns Baptist Mission School	Valley-towns Mission School	Valley Towns	North Carolina
Bismarck Indian School	Mandan Indian School; Bismarck Boarding School; Blamarck School	Bismarck	North Dakota
C. L. Halls' Congregational Mission Home School - Elbowoods	Charles Lemon Hall; Fort Berthold Mission Boarding and Day School; Fort Berthold Indian Mission School	Elbowoods	North Dakota
C. L. Halls' Congregational Mission Home School - Village	Charles Lemon Hall; Fort Berthold Mission Boarding and Day School; Fort Berthold Indian Mission School	White Shield	North Dakota

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Name	Other Names	City	State
Fort Berthold Agency Boarding School	Fort Berthold Browning School; Fort Berthold Industrial School; Elbowoods Community School; Elbowoods High School	Elbowoods	North Dakota
Fort Stevenson Boarding School	Fort Stephenson Industrial School	Garrison	North Dakota
Fort Totten Indian Industrial School	Whipple Institute; Fort Totten Bonded Industrial School; Tuberculosis Preventorium; Fort Totten Community School	Fort Totten	North Dakota
Fort Totten Indian School		Fort Totten	North Dakota
Fort Yates Government School	St. Peter Catholic Mission School; Fort Yates Industrial Boarding School	Fort Yates	North Dakota
Maddock Agricultural and Training School	Benson County Agricultural and Training School; Maddock Public School*	Maddock	North Dakota
St. Mary's Indian Industrial School	St. Mary School at Turtle Mountain; St. Mary's (Turtle Mountain); Devil's Lake - Turtle Mountain (St. Mary's); St. Mary's Mission Boarding	Belcourt	North Dakota
St. Michael's Manual Labor School	St. Michael's Mission School	St. Michael	North Dakota
St. Michael's Mission School	Our Lady of Sorrows Chapel and School; Seven Dolours Mission	Fort Totten	North Dakota
Standing Rock Agency Boarding School	Standing Rock Indian Industrial School; Standing Rock Industrial Boarding School; Standing Rock Community School*	Fort Yates	North Dakota
Wahpeton Indian School	Wahpeton School; Wahpeton Indian School; Circle of Nations *	Wahpeton	North Dakota
Absentee Shawnee Boarding School		Shawnee	Oklahoma
Arapaho Manual Labor and Boarding School	Arapaho Industrial Boarding School; Arapaho Boarding School	El Reno	Oklahoma
Armstrong Academy	Armstrong Male Orphan Academy; Armstrong Male Academy	Bokchito	Oklahoma
Asbury Manual Labor School		Eufala	Oklahoma

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Name	Other Names	City	State
Bloomfield Female Academy	Bloomfield Female Seminary; Bloomfield Academy for Girls	Achille	Oklahoma
Burney Institute	Lebanon Orphan School; Chickasaw Orphan Home and Manual Labor School	Lebanon	Oklahoma
Cache Creek Mission School	Cache Creek Boarding	Apache	Oklahoma
Cantonment Boarding School	Mennonite Boarding; Mennonite Manual Labor and Boarding School at Cantonment	Canton	Oklahoma
Carter Seminary	Bloomfield Female Seminary; Carter Seminary Ardmore	Ardmore	Oklahoma
Cherokee Colored Boarding School	Cherokee Colored High School	Tahlequah	Oklahoma
Cherokee Female Seminary - Park Hill	Cherokee Academy	Park Hill	Oklahoma
Cherokee Female Seminary - Tahlequah	Cherokee Academy	Tahlequah	Oklahoma
Cherokee Male Seminary		Tahlequah	Oklahoma
Cherokee Orphan Training School	Cherokee Indian Orphan Asylum and School; Cherokee Orphan Asylum; Cherokee Orphan Academy	Tahlequah	Oklahoma
Cheyenne and Arapaho Boarding School	Concho Indian Boarding School	Concho	Oklahoma
Cheyenne Manual Labor and Boarding School	Cheyenne Industrial School; Cheyenne Boarding School	Caddo Springs	Oklahoma
Chickasaw Manual Labor Academy	Chickasaw Male Academy; Chickasaw Manual Labor Academy; McKendree Academy; Chickasaw Manual Labor Academy for Boys; Harley Academy	Tishomingo	Oklahoma
Chilocco Indian Agricultural School	Haworth Institute; Chilocco Indian Industrial School; Chilocco Indian Agricultural School; Chilocco Indian School; Chilocco:Training	Newkirk	Oklahoma
Chishoktak Boarding and Day School		Bennington	Oklahoma
Colbert Institute		Perryville	Oklahoma
Collins Institute	Colbert Institute	Frisco	Oklahoma

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Name	Other Names	City	State
Coweta Boarding School	Kowetah Mission; Kowetah Manual Labor Boarding School	Coweta	Oklahoma
Creek Orphan Home	Creek Orphan Asylum	Okmulgee	Oklahoma
Darlington Mission School	Mennonite Boarding (Agency); Mennonite Manual Labor and Boarding School (Agency)	El Reno	Oklahoma
El Meta Bond College	El Meta Christian College	Minco	Oklahoma
Emahaka Academy	Emahaka Mission	Wewoka	Oklahoma
Euchee Boarding School	Yuchi Boarding School	Sapulpa	Oklahoma
Eufaula Boarding School	Eufaula Dormitory; National High School at Eufaula; Eufaula High School	Eufaula	Oklahoma
Fort Coffee Academy		Fort Coffee	Oklahoma
Fort Sill Indian School	Josiah Missionary School	Lawton	Oklahoma
Haloche Indian Mission School	Haloche Industrial Institute; Haloche Industrial Institute; The Industrial Institute for the Deaf; Blind and Orphans of the Colored Race; The Negro Institution at Taft	Taft	Oklahoma
Harley Institute	Harley Academy; Robinson Academy	Tishomingo	Oklahoma
Harrell International Institute	Spaulding Female College; Spaulding Institute	Muskogee	Oklahoma
International School of Blind and Deaf	International School of Blind and Deaf; Lura A. Lowrey School for the Blind; Oklahoma School for the Blind	Fort Gibson	Oklahoma
Jones Male Academy	Jones Academy	Hartshorne	Oklahoma
Kaw Boarding School	Kaw Training	Washunga	Oklahoma
Mary Gregory Memorial Mission School	Mary Gregory Memorial	Anadarko	Oklahoma
McCabe Boarding	Pawhuska Boarding	Pawhuska	Oklahoma
Mekusukey Academy		Seminole	Oklahoma
Murray State School of Agriculture		Tishomingo	Oklahoma
Murrow Orphan Home	Murrow Indian Orphanage	Muskogee	Oklahoma

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Name	Other Names	City	State
Nazareth Institute	Nazareth College; Nazareth Institute and Academy for Girls	Muskogee	Oklahoma
Norwalk Academy for Boys		Fort Coffee	Oklahoma
Nuyaka School and Orphanage	Nuyaka Boarding School; Nuyaka Mission School	Nuyaka	Oklahoma
Oklahoma Presbyterian College for Girls	Calvin Institute; Durant Presbyterian College	Durant	Oklahoma
Old Goodland Indian Orphanage	Old Goodland Indian Orphanage; Goodland Academy and Indian Orphanage; Old Goodland Indian Orphan Industrial School; Old Goodland Boarding School	Hugo	Oklahoma
Osage Boarding School		Pawhuska	Oklahoma
Otoe Boarding School	Oto Boarding School; Otoe Missouria Indian Mission School	Red Rock	Oklahoma
Pawnee Boarding and Training School	Pawnee Indian Agency; Pawnee Indian School and Pawnee Indian Boarding School	Pawnee	Oklahoma
Pecan Creek Mission School	Pecan Creek Boarding School	Muskogee	Oklahoma
Ponca Boarding School	Ponca Industrial Boarding School	White Eagle	Oklahoma
Presbyterian School for Indian Girls	Henry Kendall College; Minerva Home	Muskogee	Oklahoma
Quapaw Boarding School	Quapaw; Ottawa Industrial Boarding School; Quapaw Mission School; Quapaw Manual Labor School	Quapaw	Oklahoma
Rainy Mountain Boarding School		Gotebo	Oklahoma
Red Moon Boarding School	Red Moon Day School	Hammon	Oklahoma
Riverside Indian School	Riverside Boarding; Wichita Caddo School	Anadarko	Oklahoma
Sac and Fox Indian Boarding School	San and Fox Mission School; Sac and Fox Manual Labor School; Sac and Fox Industrial and Boarding; Sac and Fox of the Mississippi Government Boarding School	Stroud	Oklahoma
Sacred Heart Mission (St. Benedict's)	St. Benedict's Industrial School; Sacred Heart Mission Boarding; St. Benedict's College; Sacred Heart College	Sacred Heart	Oklahoma

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Name	Other Names	City	State
Sacred Heart Mission (St. Mary's)	St. Mary's Academy; St. Mary's Boarding; Sacred Heart Mission Boarding; St. Mary's Convent	Sacred Heart	Oklahoma
Seger Indian Training School	Seger Colony Boarding	Colony	Oklahoma
Seneca Boarding School	Seneca Indian School; Wyandotte Mission; Seneca, Shawnee, and Wyandotte Industrial Boarding School; Seneca Industrial Boarding School; Seneca, Shawnee, and Wyandotte Boarding; Seneca (Quapaw)	Wyandotte	Oklahoma
Sequoyah Orphan Training School	Sequoyah Vocational School; Sequoyah Indian High School; Sequoyah Training	Tahlequah	Oklahoma
Shawnee Boarding School		Shawnee	Oklahoma
Spencer Academy	National School of the Choctaw Nation; Choctaw Academy	Fort Townsend	Oklahoma
St. Agnes Academy	St. Agnes Academy and Boarding School; St. Agnes Boarding School for Boys	Ardmore	Oklahoma
St. Agnes Mission	St. Agnes Academy for Girls	Antlers	Oklahoma
St. Elizabeth's Boarding School	St. Elizabeth's Convent; St. Elisabeth's Academy	Purcell	Oklahoma
St. John's School for Osage Indian Boys	St. John's Boarding	Blackburn	Oklahoma
St. Joseph's School	St. Joseph's Catholic Boarding School; St. Joseph Orphan School; St. Joseph Convent and Academy; St. Joseph's Academy	Chickasha	Oklahoma
St. Louis School for Osage Indian Girls	St. Louis Academy; St. Louis Boarding; St. Louis's; St. Louis Mission boarding	Pawhuska	Oklahoma
St. Mary's Mission School	St. Mary's of the Quapaw; St. Mary's Mission and School in Oklahoma; St. Mary's School for Indians	Quapaw	Oklahoma
St. Patrick's Mission and Boarding School	Anadarko Boarding School	Anadarko	Oklahoma
Tulahassee Boarding School	Tulahassee Mission School; Tullahassee Manual Labor School; Tallahassee Mission Boarding	Tulahassee	Oklahoma

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Name	Other Names	City	State
Tuskahoma Female Academy	Tuskahoma Institute; Tushkahoma Female Institute; Tushkahoma Female Academy	Lyceum	Oklahoma
Wapanucka Institute	Wapanucka Academy; Allen Academy; Wahpanucka Institute; Chickasaw Rock Academy; Wapanucka Female Manual Labour School	Bromide	Oklahoma
Wealaka Boarding School		Leonard	Oklahoma
Wetumka Boarding School	Creek National Boarding School; Levering Manual Labor Boarding	Wetmuka	Oklahoma
Wewoka Mission School	Ramsey Mission School	Wewoka	Oklahoma
Wheelock Academy	Wheelock Female Academy; Wheelock Orphan Academy; Wheelock Female Indian Academy; Wheelock Orphan School (Boys and Girls)	Millerton	Oklahoma
Chemawa Indian Training School	Salem Indian School; United States Indian Training and Normal School; Salem Indian Industrial and Training School; Harrison Institute; Chemawa Indian School*	Salem	Oregon
Forest Grove Indian Training School	Forest Grove Manual Training School	Forest Grove	Oregon
Grand Ronde Boarding School	Manual Training School at Grand Ronde; Grand Ronde Agency Schoolhouse	Grand Ronde	Oregon
Kate Drexel Industrial Boarding School	Kate Drexel Boarding School; Kate Drexel Industrial School; Kate Drexel Mission Boarding	Pendleton	Oregon
Klamath Agency Boarding School	Klamath Indian School	Chiloquin	Oregon
Siletz Boarding School	Liberty Industrial School; Siletz Industrial Boarding School	Siletz	Oregon
Simnasho Boarding and Day School	Sin-e-ma-sho Boarding School	Simnasho	Oregon
Umatilla Boarding and Day School		Pendleton	Oregon
Warm Springs Boarding and Day School		Warm Springs	Oregon
Yainax Indian Boarding School	Yaimax Indian Boarding School for Girls; Yainax Industrial and Day School; Yainax Training School	Beatty	Oregon

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Name	Other Names	City	State
Carlisle Indian Industrial School	Carlisle Training School	Carlisle	Pennsylvania
Lincoln Institution for Boys	Boys' Home of the Lincoln Institute; Educational Home for Boys	Philadelphia	Pennsylvania
Lincoln Institution for Girls	Girls' Home of the Lincoln Institute; Lincoln Institute	Philadelphia	Pennsylvania
Martinsburg School	Juniata Institute	Martinsburg	Pennsylvania
Ascension Girls Boarding School	Indian School at Iyakaptope; Indian School at Iyakaptapi	Spring Grove	South Dakota
Chamberlain Indian School		Chamberlain	South Dakota
Cheyenne River Agency Boarding School	Forest City Boarding School	Forest City	South Dakota
Cheyenne-Eagle Butte Boarding School	Cheyenne River Community School; Cheyenne-Eagle Butte School*	Eagle Butte	South Dakota
Crow Creek Agency Boarding School	Crow Creek Industrial Boarding School; Fort Thompson Community School; Fort Thompson Indian School; Fort Thompson Vocational Day School; Fort Thompson Vocational Boarding and Day School; Victory No. 8 School District	Fort Thompson	South Dakota
Flandreau Indian School*	Flandreau Training; Riggs Institute	Flandreau	South Dakota
Fort Bennett Boarding School	Cheyenne River Agency Boarding School for Indian Boys	North Stanley	South Dakota
Good Will Mission Boarding School	Goodwill Mission Boarding School; Good-Will Mission School	Goodwill	South Dakota
Grace Mission Home Boarding and Day School	Grace Howard Mission Boarding and Day School; Grace Howard Boarding and Day School; Grace School	Crow Creek	South Dakota
Grand River Boarding School		Little Eagle	South Dakota
Hare Industrial School	Bishop Hare Industrial School; Bishop Hare Mission Home	Mission	South Dakota
Hope Indian Boarding School	Springfield Indian School	Springfield	South Dakota
Immaculate Conception Mission School	Stephan Mission School	Stephan	South Dakota

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Name	Other Names	City	State
Lower Brule Boarding and Day School	Lower Brule Day School; Lower Brule Schools; Lower Brule Elementary School; Lower Brule Jr. High; Lower Brule High School*	Lower Brule	South Dakota
Lower Brule Industrial Boarding School		Oacoma	South Dakota
Oahe Boarding School	Oahe Industrial School; Oahe Indian Mission School	Peoria Flats	South Dakota
Pierre Indian School	Pierre Indian School Learning Center; Pierre Indian Learning Center; Pierre Indian Learning Center*	Pierre	South Dakota
Pine Ridge Boarding School	Oglala Pine Ridge Boarding School; Oglala Indian Training School; Oglala Community School; Pine Ridge School*	Pine Ridge	South Dakota
Plum Creek Boarding School		Plum Creek	South Dakota
Rapid City Indian School	Rapid City Indian School and Sanatorium; Rapid City Training; Sioux Sanatorium; Sioux San Hospital*	Rapid City	South Dakota
Red Cloud Indian School*	Holy Rosary Mission; Holy Rosary Mission Boarding School; Holy Rosary Mission School	Pine Ridge	South Dakota
Rosebud Agency Boarding and Day School	Rosebud Community	Mission	South Dakota
Sisseton Agency Boarding and Day School	Sisseton Training School; Sisseton Industrial School	Sisseton	South Dakota
St. Benedict Mission School	Indian Farm School; St. Benedict Mission Farm School; Martin Kenel Boarding School; Standing Rock Agricultural Boarding School; Kenel	Kenel	South Dakota
St. Elizabeth's School	St. Elizabeth's Mission School	Wakpala	South Dakota
St. Francis Indian Mission School	St. Francis Indian School*	St. Francis	South Dakota
St. John's School for Girls	St. John's William Welsh Memorial School; St. John's Boarding School; St. John's Mission	North Stanley	South Dakota
St. Joseph's Indian School*		Chamberlain	South Dakota
St. Mary's School for Girls	St. Mary's Episcopal School for Indian Girls; St. Mary's Mission Boarding; Ascension Girls Boarding School	Springfield	South Dakota

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Name	Other Names	City	State
St. Paul's Indian Mission School	St. Paul's Mission boarding; St. Paul's Boarding School; Episcopal Mission School; Marty Indian School*	Marty	South Dakota
Yankton Industrial Boarding School	Yankton Agency Boarding School	Yankton	South Dakota
Brainerd Mission School	Brainard Mission School; Chickamauga Mission	Chattanooga	Tennessee
Aneth Boarding and Day School	Aneth Community School*	Montezuma Creek	Utah
Intermountain Indian School	Bushnell Hospital; Intermountain Inter-Tribal School	Brigham	Utah
Navajo Faith Mission	Navajo Mission Boarding; Aneth (Navaho Mission)	Aneth	Utah
Ouray Indian School	Ouray Boarding School; Uncompahgre Boarding School	Randlett	Utah
Panguitch Boarding School	Southern Utah (Panguitch) Boarding School; Orton, Panguitch Boarding	Panguitch	Utah
St. George Southern Utah Boarding School	Shebit School; Southern Utah Boarding School	St. George	Utah
Uintah Boarding and Day School	White Rocks Boarding School; Ute Indian Boarding School	Whiterocks	Utah
Castleton Academy	Castleton University*	Castleton	Vermont
Hampton Institute	Butler School for Negro Children; Hampton Agricultural and Industrial School; Hampton Normal and Agricultural Institute; Hampton University*	Hampton	Virginia
Chehalis Boarding and Day School	Chehalis School; Puyallup-Chehalis School	Oakville	Washington
Colville Mission School	Colville Boys' School; Colville Girls School; Colville Sanitarium	Kettle Falls	Washington
Cushman Indian School	Cushman Indian Trades School; Puyallup Indian School; Puyallup Boarding School	Tacoma	Washington
Fort Simcoe Indian Boarding School	Yakama; Yakima Indian Boarding School; Yakima Agency Boarding School; Yakima Reservation School; Yakima School	White Swan	Washington
Fort Spokane Boarding School	Spokane School; Fort Spokane Indian School	Davenport	Washington
Neah Bay Boarding and Day School	Neah Bay Industrial Boarding School	Neah Bay	Washington

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Name	Other Names	City	State
Puyallup Indian School	Puyallup Industrial School; Cushman Indian Trades School; Puyallup Indian School; Puyallup Boarding School	Squaxin Island	Washington
Quinaielt Boarding and Day School	Quinailt School; Taholah (Quinaielt) Day School; Taholah Day School; Tahola Day School	Taholah	Washington
S'Kokomish Boarding and Day School	Skokomish School	Olympia	Washington
St. George Indian Residential School	St. George's Mission School; St. George's Industrial School; St. George's Boarding School; St. George's Catholic Boarding School	Federal Way	Washington
St. Joseph's Boarding School	North Yakima: St. Joseph's Boarding School	Federal Way	Washington
St. Mary's Mission School	Paschal Sherman Indian School*	Omak	Washington
Tonasket Boarding School	Okanagan Boarding School	Tonasket	Washington
Tulalip Indian Industrial School	Tulalip Training School; Tulalip Industrial Boarding School; Tulalip Agency, Male and Female School	Tulalip Bay	Washington
Tulalip Mission School	St. Anne's Catholic Mission School; Tulalip Mission School of Our Lady of Seven Dolors; Tulalip Boarding School	Priest's Point	Washington
Bayfield Mission Boarding and Day School	Holy Family Mission School	Bayfield	Wisconsin
Good Shepherd Industrial School	House of the Good Shepherd	Wauwatosa	Wisconsin
Hayward Boarding School	Hayward Indian School	Hayward	Wisconsin
Lac du Flambeau Boarding School		Lac du Flambeau	Wisconsin
Menominee Boarding School	Green Bay Boarding School; Keshena School; Keshema; Menomonee Industrial School; Menominee Tribal School*	Keshena	Wisconsin
Oneida Boarding and Day School		Oneida	Wisconsin
Saint Mary's Catholic Indian Boarding School	Odanah St. Mary's Mission Boarding School; Odanah Boarding and Day School; St. Mary Catholic Church*	New Odanah	Wisconsin

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Name	Other Names	City	State
St. Joseph Industrial School	Menominee (St. Joseph's); St. Joseph's Boarding; Green Bay	Keshena	Wisconsin
Tomah Indian Industrial School	Tomah VA Medical Center*	Tomah	Wisconsin
Wittenberg Indian School	Bethany Indian Mission and Industrial School; Eland Junction; Wittenberg Academy	Wittenberg	Wisconsin
Zoar Mission Boarding School	Menominee (Zoar Mission) School	Green Bay Reservation	Wisconsin
Arapaho Boarding and Day School	Northern Arapahoe Boarding School	Fort Washakie	Wyoming
Shoshone Boarding and Day School	Shoshone and Bannock Boarding and Day School	Fort Washakie	Wyoming
Shoshone-Episcopal Mission Boarding School	Shoshone-Episcopal Mission Boarding School; Shoshone School for Indian Girls; Robert's School; Shoshoni Mission School	Fort Washakie	Wyoming
St. Michael's Mission	The Church of Our Father's House	Ethete	Wyoming
St. Stephen's Mission Industrial School	St. Stephens Indian School*	Saint Stephens	Wyoming
Wind River Boarding School	Wind River Industrial Boarding School; Fort Washakie Boarding School; Shoshone Agency Boarding School; Gravy High; Fort Washakie School District #21*	Fort Washakie	Wyoming

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Absentee Shawnee Boarding School

Summary Elements

Element		
Name:	Absentee Shawnee Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Shawnee, Oklahoma	
Start Date:	1871	
End Date:	1917	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School	
General Notes	The Absentee Shawnee Boarding school is documented in the Annual Report of the Commissioner of Indian Affairs (IA Reports) for the years of 1891, 1896-1905, as a government reservation boarding school and listed as supported "By Government" in the 1891 IA Report. The school name is listed in several ways within the IA Reports, such as Arapaho, Arapahoe, Arapaho, Oklahoma, and Arapaho Boarding. This school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Shawnee and classified as a boarding school with opened and closed dates of 1871-1917.	

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Ah-Gwah-Ching Sanatorium and School

Summary Elements

Element		
Name:	Ah-Gwah-Ching Sanatorium and School	
Possible Other Name(s):	Consolidated Chippewa Sanatorium, USPHS Minnesota State Indian Sanatorium, Minnesota Sanatorium for Consumptives	
Associated School(s):		
School Address	Onigum, Minnesota	
Start Date:	1907	
End Date:	2008	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Sanatorium, Jail	
General Notes	<p>A former boarding school for Indian boys at Onigum in Shingobee Township on Leech Lake was subsequently remodeled by the Indian Medical Service. It opened in 1924 as an 85-bed tuberculosis sanatorium.</p> <p>In 1933, the State of Minnesota deeded land at the Ah-Gwah-Ching Sanatorium near Walker to the United States government for the purpose of adding a wing specifically for tuberculous Indians. On January 29, 1935, the wooden sanatorium at Onigum burned. All patients were successfully evacuated and transported on sleds across the frozen Leech Lake to Ah-Gwah-Ching. They were temporarily housed in summer camp cottages until the "E" building, also known as the Indian or Eagle building, was completed that spring.</p> <p>In addition to 117 patient beds, it had a diet kitchen, dental office, washrooms, and utility rooms. On one floor a jail was built to house federal prison system inmates in Minnesota who had tuberculosis. A classroom was added in 1946, and all patient-students took classes there. Ownership of the land transferred back to the state in 1961.</p>	

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Alamo Navajo School

Summary Elements

Element		
Name:	Alamo Navajo School	
Possible Other Name(s):	Alamo Boarding School, Alamo Navajo Day School, Alamo Navajo Community School, Alamo Navajo School Board, Inc.	
Associated School(s):		
School Address	Alamo, New Mexico	
Start Date:	as early as 1930	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	<p>The original Bureau of Indian Affairs (BIA) school at Alamo was built in the 1930s, but closed in 1941. Children from Alamo were sent to boarding schools off the reservation in Santa Fe, Albuquerque, and other distant places. In 1957, the BIA dormitory was put into operation in Magdalena and children were boarded there and attended the Magdalena public school. In 1968, the BIA placed Alamo under the administration of the Navajo Nation, transferring it from the Southern Pueblos Agency, Albuquerque Area Office, to Eastern Navajo Agency in Crownpoint, New Mexico, and the Navajo Area Office in Gallup, New Mexico. The Alamo Navajo Community School opened its doors on October 1, 1979 as a K-8 school in four portable buildings. On December 15, 1980, the contract scope was amended, making it a K-12 school with six additional trailers and 317 students. In 1982, the planning, coordination, and construction for a permanent facility began, culminating in a 54,000 square foot structure, which includes classrooms, labs, library/media center, gymnasium, cafeteria, agriculture/greenhouse lab, and shops for industrial arts. The Alamo Navajo School Board, Inc., under the Navajo Nation, currently operates the K-12 schools as well as an Indian Health Clinic, Early Childhood Center, Adult Education Program, Roads Department, Technology Department, & Wellness Center. The Alamo Boarding school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) and the 1960, U.S. Dept of Health Education and Welfare report titled Indians on Federal Reservations in the U.S. as a reservation boarding school at Alamo maintained by BIA; it is also listed in the 1958 Dept. of Interior Report as receiving funding for school facilities.</p>	

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Albuquerque Indian School

Summary Elements

Element		
Name:	Albuquerque Indian School	
Possible Other Name(s):	Indian Pueblo Training School, Fisk Institute, Fiske Institute, Albuquerque Industrial Boarding School, Albuquerque Training School, Albuquerque Boarding School	
Associated School(s):	Indian Pueblo Training School	
School Address	Albuquerque, New Mexico	
Start Date:	circa 1882	
End Date:	1981	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Contract, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1881 states that "[a] boarding and industrial school was opened for the Pueblos at Albuquerque under contract" and that "the school is conducted in a house which was built for a residence." The 1882 IA Report states that the school continued in the temporary quarters in which it was commenced and that land for a new school was purchased in June of 1880 for the purposes of erecting a new school. The new school, known as Albuquerque Indian School (AIS) is reported in the 1892-1921 IA Reports as Albuquerque Boarding School and listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school that opened in 1886. The AIS was operated and managed by the Presbyterian church (through a contract with the federal government) until October 1886, when the federal government took full control of the school until the 1980s. The BIA closed AIS in 1981 for safety reasons and moved all of its students to the Santa Fe Indian School.	

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American Indian Institute

Summary Elements

Element		
Name:	American Indian Institute	
Possible Other Name(s):	Roe Indian Institute	
Associated School(s):		
School Address	Wichita, Kansas	
Start Date:	1915	
End Date:	1939	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School	
General Notes	<p>A 1937 document titled American Indian Institute published by the Board of National Missions describes this institution as receiving its charter on September 8, 1915. The school is described as covering 100 acres of land (15 acres for the campus and the remainder for farming and vocational training) in Wichita, Kansas. The school was founded by the adopted son of Dr. Walter C. Roe, Henry Roe Cloud, as a state accredited high school. Students from 15-20 Tribes were present at the school and they performed a variety of manual work on campus to cover their room and board. The school administration was turned over to the Board of National Missions of the Presbyterian Church in 1927. Reference materials state that in 1933-1934 a new policy was adopted at the Institute in which the students "were enrolled in the public high schools of Wichita where their tuition was paid for by the Federal Government." A 1936 document published by the Works Progress Administration (WPA) of Topeka, Kansas titled Federal Project No. 1 "The American Guide" states that the American Indian Institute is a dormitory and work project for Indian boys, under management of the Presbyterian Church and "a vehicle through which federal government aid toward education is supplied to Indian youth." The school was named the Roe Indian Institute before being renamed American Indian Institute (AII) in 1920. The document further states that admission is gained on recommendations from the Indian agents. This document describes the student body as 43 boys aged 15-26 from the Cherokee, Chippewa, Choctaw, Commanche, Creek, Euchee, Delaware, Kickapoo, Kiowa, Navajo, Omaha, Oneida, Wyandotte, Ponca, Pottawatomi, Shawnee, Sioux, Winnebago, and Yakama Tribes. It is reported that the downfall of the AII was the result of changing policies in the 1930s that made this school no longer necessary and it officially closed its doors in 1939.</p>	

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Anaheim Boarding School

Summary Elements

Element		
Name:	Anaheim Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Anaheim, California	
Start Date:	1885	
End Date:	as late as 1885	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1885 at page CXCXIV and pages 118-145 describe the Anaheim Boarding School in Anaheim, Los Angeles County with 5 pupils "paid from schools in states," \$167 per annum. The report of the agent in California states that for the Mission Indians at the Mission Agency there is one contract boarding school that was begun during the year at Anaheim for 5-6 girls, but no provisions for boys. There is mention of this contract being a failure at Anaheim as it was a failure with a similar school in San Diego. Plans are made for a boarding school to be erected near Banning, California (page 8). Anaheim does not appear again in the 1886 IA Report and no other mentions were identified.	

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Aneth Boarding and Day School

Summary Elements

Element		
Name:	Aneth Boarding and Day School	
Possible Other Name(s):	Aneth Community School	
Associated School(s):		
School Address	Montezuma Creek, Utah	
Start Date:	1935	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding and Day School	
General Notes	The Aneth School is occasionally documented in New Mexico, but the school is physically located in Utah. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) documents the school under Navajo Agency, New Mexico, and as open in 1935 as a boarding school. Aneth Community School is presently a Bureau Operated School that serves grades K-6 and may still operate a dormitory. The Region for this school is Navajo Schools and the Education Resource Center is Shiprock.	

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Anvik Mission

Summary Elements

Element		
Name:	Anvik Mission	
Possible Other Name(s):	Christ Church Mission	
Associated School(s):		
School Address	Anvik, Alaska	
Start Date:	1892	
End Date:	1960s	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	The original mission site has no remains and may not have had a school. Then the mission was moved to the right bank of the Anvik river and is seen as Hawk Bluff on USGS maps. The large dorm and school was built in 1932. Reports indicate government paid for teacher salaries.	

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Arapaho Boarding and Day School

Summary Elements

Element		
Name:	Arapaho Boarding and Day School	
Possible Other Name(s):	Northern Arapahoe Boarding School	
Associated School(s):	Shoshone Boarding and Day School	
School Address	Fort Washakie, Wyoming	
Start Date:	1878	
End Date:	1881	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	In the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1878, the Wyoming agent states that preparations are being made to open a boarding and industrial school (page 153). The 1879 IA Report states that the Shoshone and Bannock Agency has two boarding schools, one for each tribe, the Shoshone and Bannocks, and the Northern Arapahos. The schools are reported to be sustained entirely by the government, except a portion of one of the teacher salaries that is paid by the church. The Arapaho Boarding School is reported to be under the direction of Mr. Combs (page 166-167). Mr. Combs report indicates six boys arrived in January, but since the quarters assigned were very small it was thought best to instruct these boys through the winter and use them for assistants when more commodious buildings could be secured. The report further states that more students arrived that were either turned away or stayed in wagons and tents. In the 1880 IA Report, there are very limited details from the Wyoming agent; the Agency statistics table reports no boarding schools and 2 day schools for the Tribes (page 255). In the 1881 IA Report there is limited information again and the Agency statistics table only reports 1 day school for both Tribes (page 289). The lack of documentation for another school continues throughout the IA Reports for the 1880s. An end date of 1881 is used for this school to reflect when reports stop discussing a second school.	

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Arapaho Manual Labor and Boarding School

Summary Elements

Element		
Name:	Arapaho Manual Labor and Boarding School	
Possible Other Name(s):	Arapaho Industrial Boarding School, Arapaho Boarding School	
Associated School(s):	Concho Indian Boarding School, Cheyenne Manual Labor and Boarding School	
School Address	El Reno, Oklahoma	
Start Date:	1872	
End Date:	1909	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School	
General Notes	<p>The Arapaho Boarding school is documented in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Years of 1891, 1896, 1896-1908, as a government, reservation, boarding school. This school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Arapaho and classified as a boarding school with opened and closed dates of 1872-1908. The school name is listed in several ways within IA Reports, such as Arapaho, Arapahoe, Arapaho, Oklahoma, and Arapaho Boarding. The school is also listed in the 1884 IA Report as Arapaho Boarding (separate from Cheyenne Boarding) and having received federal funds for the costs associated with maintaining the school. Initially two manual labor boarding schools (Cheyenne Boarding School and Arapaho Boarding School) were established as government reservation boarding schools for the Cheyenne and Arapaho. These schools are listed in the 1882 and 1903 IA Reports separately but are often listed as Cheyenne and Arapaho School from 1900-1907, even though were still separate institutions. Based on the IA Reports it is believed these two schools were consolidated into one school in 1909 forming the Cheyenne and Arapaho Boarding School.</p> <p>The first school was opened at the Darlington Agency on the Cheyenne-Arapaho Reservation in 1871 by the Hicksite (Liberal) Friends and Orthodox Quakers and was called the Cheyenne-Arapaho Boarding School. In 1872, the facility was built with federal funds, but operated by the Quakers. In 1879 the facility was renamed as the Arapaho Manual Labor and Boarding School. The Cheyenne students moved to a new facility in Caddo Springs, OK (Cheyenne Manual Labor and Boarding School). In 1909 the students were moved to the Concho Indian Boarding school and the facility was closed.</p>	

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Armstrong Academy

Summary Elements

Element		
Name:	Armstrong Academy	
Possible Other Name(s):	Armstrong Male Orphan Academy, Armstrong Male Academy	
Associated School(s):		
School Address	Bokchito, Oklahoma	
Start Date:	1844	
End Date:	1921	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Boarding School	
General Notes	<p>Armstrong Academy was established near present Bokchito in Bryan County, Oklahoma. The Rev. Ramsay D. Potts was in charge and the school was named after William Armstrong, the popular agent of the Choctaws; average attendance was 65. In 1855, it was turned over to the Cumberland Presbyterian Board of Foreign and Domestic Missions, under whose auspices it continued until the outbreak of war in 1861. In 1859 this school had about 100 pupils. Armstrong Academy served as the Choctaw capital for 20 years beginning in 1863. In 1884, Armstrong Academy was reopened as a school for orphan boys aged six to twelve. It is classified in a 1906 Report of the Indian Inspector for the Indian Territory as an "academy" under superintendent Gabe E. Parker with 119 male students and an average attendance of 113. Armstrong Academy was destroyed (fire) in 1921.</p> <p>The Armstrong Academy is documented in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1907 with notes by an Indian Inspector for Indian Territory, as Armstrong Academy (male orphan) and received federal funding for tribal boarding schools. The school is listed in the IA Reports for the years of 1899-1919, as a tribal boarding school and listed in several ways within the IA Reports, such as, Armstrong Orphan Academy (male) Armstrong Orphan Academy (female) and Armstrong Academy. This school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p>	

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Asbury Manual Labor School and Mission

Summary Elements

Element		
Name:	Asbury Manual Labor School and Mission	
Possible Other Name(s):	Fort Mitchell	
Associated School(s):	Eufaula Boarding School	
School Address	Fort Mitchell, Alabama	
Start Date:	1822	
End Date:	1830-02-03	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Mission, Contract	
General Notes	In 1822, the Asbury Manual Labor School was established with Rev. Isaac Smith, Superintendent, and operated by the United Methodist Missions. Throughout its history, the school had on average 35 to 50 students, several buildings, and a farm of about 25 acres. It is believed to have been established under agreement between Creek Nations and Rev. William Capers. Requests were made for federal funding and it's believed that mentions of Asbury Mission in the 1820s are associated with the Alabama location.	

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Asbury Manual Labor School

Summary Elements

Element		
Name:	Asbury Manual Labor School	
Possible Other Name(s):		
Associated School(s):	Eufaula Boarding School	
School Address	Eufaula, Oklahoma	
Start Date:	1847	
End Date:	1887	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Mission, Boarding School	
General Notes	<p>Asbury Manual Labor Mission School is mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1884 as Asbury Manual Labor Boarding and having received funding from the federal government to maintain the school. In the 1881 Enactments of the National Council of the Muskogee Nation, the school building is mentioned as possibly being converted into a Female Academy. The school is mentioned under Article IV, Mission Boarding Schools, in the Constitution and Laws of the Muskogee Nation, published by the Authority of the Nation Council, as operating under agreement by the Tribe and Board of Foreign Missions (p. 44-46). The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>Some sources indicated this school opened as a mission school by the Presbyterian church in 1849 in the Creek town of North Fork Town, Oklahoma. This school is a continuation of the Asbury Manual Labor School and Mission in Alabama, operated by the United Methodist Missions. The U.S. Government paid \$5,000 from the funds appropriated for the Creeks under a Treaty in 1845, and the balance of the total cost of \$9,169 was paid by the Board of Missions of the M. E. Church, South. The building contained 21 rooms, large halls and would accommodate 100 students and the faculty. In 1868, the main building was destroyed by fire. Rev. Harrell had new buildings built and the school reopened in 1870. The school burned in 1881 and again for the final time in 1887, never to reopen. The original school site was flooded to create Lake Eufaula.</p>	

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Ascension Girls Boarding School

Summary Elements

Element		
Name:	Ascension Girls Boarding School	
Possible Other Name(s):	Indian School at Iyakaptope, Indian School at Iyakaptapi	
Associated School(s):		
School Address	Spring Grove, South Dakota	
Start Date:	as early as 1880	
End Date:	as late as 1887	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	The Ascension Girls Boarding School is documented in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1885 at pages CXCII -CCXIX and also on page 49 as having small girls kept in the house of the principal. The 1884 IA Report describes the school on the Sisseton Agency as being held in the house of Rev. John B. Renville and being located 6 miles south of the agency (page 50). Documented with a total boarding capacity of 14 and a cost to the government of \$1,234 (stats table). The 1886 IA Report shows the school as still being under Sisseton Agency by the government. The 1887 IA Report documents that the "Indian School at Iyakaptope (Ascension) Church was discontinued" (page 46). The 1882 IA Report calls it the Ascension School at Iyakaptapi (page 42). The 1880 IA Report calls Ascension only a day school (page 50). The Tribes history documents the district as Iyakaptapi but is also referred to as Big Coulee. Imagery identifies a church and cemetery called the Ascension Presbyterian being 1 mile southwest from the Big Coulee District in an area referred to as Spring Grove.	

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Baca Boarding and Day School

Summary Elements

Element		
Name:	Baca Boarding and Day School	
Possible Other Name(s):	Baca Community School, Baca/Thoreau (Dlo'Ay Azhi) Community School, Baca/Dlo'Ay Azhi Consolidated Community School, Baca/Dlo'Ay Azhi Community School	
Associated School(s):	Thoreau Boarding School	
School Address	Prewitt, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	The school was built around 1934 and opened in 1935. Baca started out as a day school and was converted to a partial boarding school around 1950. It is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day school as of June 1951. The report "Statistics Concerning Indian Education" for FY 1960-1979 indicate that Baca was both a boarding and a day school and was operated by the BIA. It was a primary school that served grades K-2. Enrollment statistics for 1979 show there were 90 boarding students and 30 day students. The current Baca/Dlo'Ay Azhi Community School, which was opened on August 28, 2003, is a replacement facility for the original Baca Day School and also absorbed students from the Thoreau Boarding School. The current school serves 419 students in grades K-6 from the Prewitt, Haystack and Thoreau communities on the Navajo reservation. The two original K-6 schools were constructed from sandstone around the 1930s and costly to maintain. Funds for a new consolidated Baca/Thoreau construction project were allocated in FY2001.	

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Baraga Chippewa Boarding and Day School

Summary Elements

Element		
Name:	Baraga Chippewa Boarding and Day School	
Possible Other Name(s):	Chippewa Mission, Holy Name Boarding and Day School	
Associated School(s):		
School Address	Baraga, Michigan	
Start Date:	1884	
End Date:	1902	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Boarding School, Day School	
General Notes	<p>Baraga Chippewa Boarding and Day School is documented as a contract boarding school in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1893 at pages 614 and 626 with 50 boarders and federal funds of \$4,833.</p> <p>There was a day school and a boarding school next door to each other. The day school was closed for want of proper support and irregular attendance according to the 1902 IA Report at pg.36.</p>	

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Bayfield Mission Boarding and Day School

Summary Elements

Element		
Name:	Bayfield Mission Boarding and Day School	
Possible Other Name(s):	Holy Family Mission School	
Associated School(s):		
School Address	Bayfield, Wisconsin	
Start Date:	1880	
End Date:	1999	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	Bayfield Boarding is shown to be operated by a government contract in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895. Data from the 1902 IA Report shows as only supported by the church moving forward. The Holy Family Church is still in operation and their website history page states that the school closed in 1999.	

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Beclabito Boarding School

Summary Elements

Element		
Name:	Beclabito Boarding School	
Possible Other Name(s):	Beclabito Day School	
Associated School(s):		
School Address	Beclabito, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	Beclabito started out as a day school and was converted to a boarding school around 1950. It is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day school as of June 1951. The Navajo Yearbook Report for 1958 states that the Beclabito boarding school was converted to a day school during the 1957-1958 school year.	

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Bena Boarding School

Summary Elements

Element		
Name:	Bena Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Bena, Minnesota	
Start Date:	1901	
End Date:	1911	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School	
General Notes	The Bena, Cass Lake, and Leech Lake Boarding schools are separate schools that were located in the same general area. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1904 lists them as separate schools. The Bena school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a closed Boarding School open from 1901-1911.	

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Bethel Mission School

Summary Elements

Element		
Name:	Bethel Mission School	
Possible Other Name(s):		
Associated School(s):		
School Address	McCool, Mississippi	
Start Date:	1822	
End Date:	1827	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	A report entitled "1827 Documents from the War Department Accompanying the President's Message to Congress, Part II," describes this school as operated by the American Board of Commissioners for Foreign Missions (ABCFM) and receiving \$1,000 from the government. Michael Pasquier's book "Gods of the Mississippi" states that Choctaw children were mostly boarding at the mission. Circa 1827, it appears the mission was closed or near closure.	

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Bismarck Indian School

Summary Elements

Element		
Name:	Bismarck Indian School	
Possible Other Name(s):	Mandan Indian School, Bismarck Boarding School, Blamarck School	
Associated School(s):		
School Address	Bismarck, North Dakota	
Start Date:	1908	
End Date:	1937	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Nonreservation, Boarding School	
General Notes	Bismarck Indian School, also known as Mandan Indian School, was authorized in 1901 and opened in 1908 as a nonreservation co-ed boarding school. The school is listed in some of the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Years 1911 through 1932, where it is at times referred to as a government, nonreservation, boarding school. The school became an all-girls school in 1922 until it was closed in 1937. Upon closure, students were transferred to Standing Rock. In 1945, the Title to the grounds, known as Fraine Barracks at the time, was transferred to the North Dakota National Guard for use as a military reservation.	

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Blackfeet Agency Boarding and Day School and Cut Bank Boarding School

Summary Elements

Element				
Name:	Blackfeet Agency Boarding and Day School		Cut Bank Creek Boarding School	
Possible Other Name(s):			Cut Bank Boarding School, Cut Bank Creek Boarding and Day School, Blackfeet Boarding Dormitory and School, Blackfeet Dormitory*	
Associated School(s):	Cut Bank Creek Boarding School		Blackfeet Agency Boarding and Day School	
School Address	Browning, Montana		Browning, Montana	
Start Date:	January, 1883		1902	
End Date:	1902		Open	
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Government, Boarding School		Government, Boarding School, Dormitory	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1882 Annual Report documents that arrangements are being made to open a boarding school at the agency (page 99). The school was confirmed to be open in 1883 IA Report.</p> <p>"[A] boarding school commenced in January with 17 pupils" (page 97). The agent for the area reported in the 1884 IA Report that no boarding schools are operating as they require supplies, a new superintendent and matron. Once staffing and supplies were secured, the school would reopen (page 108). The 1885 IA Report states that the girls and boys government, boarding school at Blackfeet Agency is operational again as of October with some Blackfeet children attending the area Catholic schools at St. Ignatius and St. Peters (page 117-118). In the 1886 IA Report, the agency is reported to be situated on the south band of the Badger Creek with a boarding school with an average attendance of 17 (page 171). The 1902 IA Report describes the Blackfeet Boarding school with 60 boarders. It further states that the "new school plant" was in mind and this was located near Cut Bank. The 1902 IA Report, Part I, describes that the Blackfeet Boarding School was removed from its location at the agency. A new school was been constructed 4 miles north east of the agency.</p>		<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1902, Part I, describes that the Blackfeet Boarding School was removed from its location at the agency. A new school was been constructed 4 miles north east of the agency (page 442).</p>	

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Bloomfield Female Academy

Summary Elements

Element		
Name:	Bloomfield Female Academy	
Possible Other Name(s):	Bloomfield Female Seminary, Bloomfield Academy for Girls, Hargrove College	
Associated School(s):	Carter Seminary, Chickasaw Children's Village	
School Address	Achille, Oklahoma	
Start Date:	1853	
End Date:	1914	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Tribal, Contract, Mission, Boarding and Day School	
General Notes	<p>Bloomfield Female Academy is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Years 1857-1931, as a reservation tribal boarding school. The school is listed in the IA Reports and other congressional reports as Bloomfield Seminary for the years of 1857-1914. The school was established by the Chickasaw tribal government as a boarding school for Chickasaw girls and was supported by a joint appropriation of the tribal government and the Missionary Board of the Methodist Episcopal Church South. The school is also listed in the 1907 IA Report, in the school funding table, as receiving Federal Funding as a Tribal boarding school for the benefit of Chickasaw Nation. The 1911 IA Report notes the school as being located in Hendrix, Oklahoma. In 1914, fire destroyed the school buildings in Achille, Oklahoma. Hargrove College at Ardmore, Oklahoma, was purchased and Bloomfield Seminary reopened in 1917 at its new location.</p> <p>The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists a Carter Seminary, location, Ardmore (Mission, 1853) as a boarding school with an open date of 1868, which may be a reference to the school's former name of Bloomfield Academy. The Investigation Report also lists the school names and associated dates as Bloomfield Seminary, Ardmore Oklahoma, 1917-1930, and Carter Seminary, Ardmore Oklahoma 1930-1934. Name chronologically believed to be Bloomfield Seminary, Bloomfield Academy for Girls, Bloomfield Female Academy (1853-1914). Moved to Ardmore in 1914 then renamed. Notes also as Carter Seminary (Ardmore, OK) (1934-2002), Chickasaw Childrens Village (2002-Present).</p>	

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Blue Canyon School

Summary Elements

Element		
Name:	Blue Canyon School	
Possible Other Name(s):	Blue Cañon School, Blue Canyon Day School, Blue Canyon Boarding School, Western Navajo or Navaho Training School, Western Navajo or Navaho Boarding School	
Associated School(s):	Tuba City Boarding School	
School Address	Blue Canyon, Arizona	
Start Date:	1897	
End Date:	1903	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Blue Canyon School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1897 and as late as 1905. The school was established as a day school and referred to as Blue Canyon Day School, however the IA Reports indicate that the school provided boarding to students as early as 1899 through 1903. The original school was located in Blue Canyon, Arizona, 90 miles north of Winslow, Arizona. The 1905 IA Report indicates the Government purchased Tuba and the surrounding territory from Mormon settlers and moved this school from Blue Canyon in 1903 to Tuba, Arizona. Prior to moving to Tuba, the school was referred to as the Western Navaho Training school at Blue Canyon and continued as the Western Navajo School.	

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Brainerd Mission School

Summary Elements

Element		
Name:	Brainerd Mission School	
Possible Other Name(s):	Brainard Mission School, Chickamauga Mission	
Associated School(s):		
School Address	Chattanooga, Tennessee	
Start Date:	1817	
End Date:	1838	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The 1820 Report to the Secretary of War of the United States on Indian Affairs describes the establishment of Brainerd around January 1817, in which about 100 Cherokee youth and children of both sexes, are lodged, fed, and instructed at the expense of the establishment (page 163). The 1827 Department of War Indian Schools table shows Brainerd Mission, Cherokees, East Mississippi, as receiving federal support for a school. Supplemental research indicates that the Brainerd Mission was established in 1817 by Cyrus Kingsbury, working on behalf of the American Board of Commissioners for Foreign Missions (ABCFM). The site was a tract on South Chickamauga Creek, near present-day Chattanooga. It is believed the mission complex had thirty to forty buildings at one time. These included cabins for the children, the mission house, barns, a sawmill, and the graveyard. It was common practice for the students to work to defray their expenses. Thus, Brainerd is believed to be one of the first self-help schools to be established in America. Also, to provide the students with practical knowledge, the school is believed to be the first in America to teach scientific agriculture and domestic arts. After the Indian Removal in 1838, known as the infamous Trail of Tears, the mission was abandoned. At that time, most of the missionaries accompanied the Indians to their new home in Oklahoma.</p>	

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Burney Institute

Summary Elements

Element		
Name:	Burney Institute	
Possible Other Name(s):	Lebanon Orphan School, Chickasaw Orphan Home and Manual Labor School, Burney Institute for Girls	
Associated School(s):		
School Address	Lebanon, Oklahoma	
Start Date:	1854	
End Date:	1910	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Boarding School	
General Notes	<p>Burney Institute (Lebanon Orphan Home, Chickasaw Orphan Home) is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1860 and as late as 1911 as a tribal boarding school. The IA Reports indicate that the operation of the school of was under contract between the Chickasaw Nation and the Cumberland Presbyterian Board of Foreign and Domestic Missions. It is unclear when the school changed names from Burney Institute to Lebanon Orphan School but it is indicated in 1887 that the Lebanon Orphan Home shall be known as the Chickasaw Orphan Home and Manual Labor School. This is reflected in the 1899-1911 IA Reports where the school is listed as Chickasaw Orphan Home and as a Tribal boarding school.</p> <p>The school is listed in the 1907 IA Report with sums expended for tribal boarding schools table, as Chickasaw Orphan Home, having received Federal Funding as a Tribal boarding school for the benefit of Chickasaw Nation. The school may also be listed in the 1884 IA Report as Orphan Home (under the Union Agency: Chickasaw) and having received federal funds for the costs associated with maintaining the school. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>Chickasaw Council authorized the Burney Institute, a high school for girls, in 1854 with the cooperation of the General Assembly of the Cumberland Presbyterian Church. The name was changed to Lebanon Orphan School in 1868, then to Chickasaw Orphan Home and Manual Labor School in 1887. The Burney Institute finally closed in 1910.</p>	

C. L. Halls' Congregational Mission Home School - Village and Elbowoods

Summary Elements

Element				
Name:	C. L. Halls' Congregational Mission Home School - Village	C. L. Halls' Congregational Mission Home School - Elbowoods		
Possible Other Name(s):	Charles Lemon Hall, Fort Berthold Mission Boarding and Day School, Fort Berthold Indian Mission School	Charles Lemon Hall, Fort Berthold Mission Boarding and Day School, Fort Berthold Indian Mission School		
Associated School(s):	C. L. Halls' Congregational Mission Home School - Elbowoods	C. L. Halls' Congregational Mission Home School - Village		
School Address	White Shield, North Dakota	Elbowoods, North Dakota		
Start Date:	as early as 1876	1892		
End Date:	1892	1940s		
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Mission, Contract, Boarding School	Mission, Contract, Boarding School		
General Notes	<p>The Fort Bethold Agency portions of the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1875-1883 revealed that the agency only ever maintained a day school and Rev. C.L. Hall maintained a mission day school in the village. Charles and Emma Hall were commissioned by the American Board of Commissioners of Foreign Missions as missionaries to Fort Berthold. Land which the Congregational Church could use for the Mission's buildings was provided by the Three Tribes of the Like-a-Fishhook bend, the Arikara, Hidatsa, and Mandan. Construction of a Mission house, which initially served the combined purpose of dwelling, church, and school, began almost immediately and was located outside the stockaded fort on the outskirts of Like-a-Fishhook Village. Then the 1885 IA Report documented that the agency and the mission were operating two separate boarding schools (page CCXX). The mission is documented as operating a day school and "home school for girls at the mission" (page 31). The 1886 IA Report again refers to the mission as maintaining a boarding school and a table of contract schools shows this school is operating by means of religious society and federal support from general appropriations (page LXVI). 1887 IA Report stated this school is under contract (page 37). 1901 IA Report (pg. 302) stated the Government provided rations and clothing to the students. A history website on North American forts describes a post on the north bank of the Missouri River at Fishhook Bend, near the Hidatsa/Mandan village called Like-A-Fishhook. Additional research describes the locations as near White Shield, ND.</p>	<p>Diaries of the missionary document that the school and mission were relocated to Elbowoods circa 1892. It is believed there was flooding in the old agency/village that likely resulted in the move to Elbowoods. The mission was reported to operate through the 1940s. Unclear if the new location of the school had federal support, but the initial school location was confirmed to have been supported.</p>		

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Cache Creek Mission School

Summary Elements

Element		
Name:	Cache Creek Mission School	
Possible Other Name(s):	Cache Creek Boarding	
Associated School(s):		
School Address	Apache, Oklahoma	
Start Date:	1885	
End Date:	at least 1910	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Mission, Boarding	
General Notes	The Cache Creek Mission School is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1885, 1897, 1899-1916 as Cache Creek. The 1885 IA Report lists the school as a boarding school receiving federal funds (pg. 509). The school is listed in the 1897 IA Report as supported by government and a religious society. The Government assists the school without formal contract by issuing rations and clothing to the pupils. Various dates for operation are listed. Open as early as 1885 and in existence to at least 1910.	

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Canoncito Boarding School

Summary Elements

Element		
Name:	Canoncito Boarding School	
Possible Other Name(s):	Canoncito School, TóHajiilee Community School	
Associated School(s):		
School Address	To'Hajiilee, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Canoncito Boarding school was built by the Bureau of Indian Affairs (BIA) in 1935 as a K-3 dormitory school. The dorm closed in 1975 and it became a day school, expanding the grade levels to K-12 (see school's "About" webpage). The school is listed as Canoncito in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) and classified as a boarding school with an opened date of 1935. However, the school is listed as being a day school since its establishment in 1935 through 1959 (see annual "Statistics Concerning Indian Education" for 1935-1959) and was a boarding and day school as late as 1968. By 1979 it was operating as a day school (see Statistics Concerning Indian Education for 1968, 1979). The school's name changed to TóHajiilee Community School and is currently operated as a Tribally controlled school under the Navajo Nation.	

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Cantonment Boarding School

Summary Elements

Element		
Name:	Cantonment Boarding School	
Possible Other Name(s):	Mennonite Boarding, Mennonite Manual Labor and Boarding School at Cantonment	
Associated School(s):		
School Address	Canton, Oklahoma	
Start Date:	1889	
End Date:	1927	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding school	
General Notes	<p>The Cantonment Boarding school is documented in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1890, 1897-1908, as a government reservation boarding school and then listed as a reservation boarding school in the 1911-1928 IA Reports. This school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Cantonment and classified as a boarding school with opened and closed dates of 1899-1927.</p> <p>The Interior Department maintained a school at Cantonment beginning in 1898 and in 1903 designated the facility a subagency of the Cheyenne and Arapaho Agency at Darlington. Also known as "New Cantonment" and "Cantonment on the North Fork of the Canadian River," the site is listed in the National Register of Historic Places (NR 70000527). Per the 1898 IA Report at pages I-II, Cantonment Boarding was listed as a boarding school and received federal support and support from religious groups.</p>	

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Carlisle Indian Industrial School

Summary Elements

Element		
Name:	Carlisle Indian Industrial School	
Possible Other Name(s):	Carlisle Training School	
Associated School(s):		
School Address	Carlisle, Pennsylvania	
Start Date:	1879-11-01	
End Date:	1918	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Nonreservation, Training, Boarding School	
General Notes	Carlisle Indian Industrial School in Carlisle, Pennsylvania, opened in 1879 as the first government-run boarding school for Native American children. The Army transferred Carlisle Barracks, a military post not in regular use, to the Bureau of Indian Affairs for use as a boarding school. Children from over 100 Tribes attended, and the facility closed in 1918. Carlisle Indian School or Carlisle Indian Industrial School was listed on the National Register of Historic Places on 10/15/1966 and as a National Historic Landmark on 7/4/1961.	

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Carter Seminary

Summary Elements

Element		
Name:	Carter Seminary	
Possible Other Name(s):	Bloomfield Female Seminary, Carter Seminary Ardmore	
Associated School(s):	Bloomfield Female Academy, Chickasaw Children's Village	
School Address	Ardmore, Oklahoma	
Start Date:	1917	
End Date:	2000	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Tribal, Contract, Mission Boarding and Day School	
General Notes	<p>The Bloomfield Academy was established near Achilles, Oklahoma before being destroyed by fire in 1914. Hargrove College at Ardmore, Oklahoma was purchased and Bloomfield Seminary reopened in 1917. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1857-1931 with the school name Bloomfield Seminary and then as Carter Seminary in the 1931 IA Report. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) also lists the school names and associated dates as Bloomfield Seminary, Ardmore Oklahoma, 1917-1930, and Carter Seminary, Ardmore Oklahoma 1930-1934. Names chronologically believed to be Bloomfield Seminary, Bloomfield Academy for Girls, Bloomfield Female Academy, (1853 - 1914), moved to Ardmore in 1914, then renamed Carter Seminary, (Ardmore, OK), (1934 - 2002), Chickasaw Childrens Village, (2002 - Present). In 1949, Carter Seminary became co-educational and boarded Native American children from all over the United States. In 2002, plans were made to relocate the Seminary to 160 acres of land on Lake Texoma, near Kingston, Oklahoma creating a Chickasaw Children's Village.</p>	

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Cass Lake Boarding School

Summary Elements

Element		
Name:	Cass Lake Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Cass Lake, Minnesota	
Start Date:	1901	
End Date:	1936	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School	
General Notes	Appears in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1901-1916 and additionally shows up in an 1919 Indian Appropriation Bill as having an enrollment of 54, attendance of 34. Listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a closed boarding school with dates 1901-1936.	

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Castleton Academy

Summary Elements

Element		
Name:	Castleton Academy	
Possible Other Name(s):	Castleton University	
Associated School(s):		
School Address	Castleton, Vermont	
Start Date:	as early as 1828	
End Date:	as late as 1831	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Boarding School	
General Notes	The Castleton Academy appears in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1828 on page 84, the 1830 IA Report (page 166-168) and in the 1831 IA Report (178-179) as being contracted for Indian pupils through the Civilization Fund. The United States Congressional Serial Set, Volume 423, also documents "allowances granted for two Indian youth" to attend this school. The present-day Castleton University tracing its history to the Rutland County Grammar School, chartered by the Vermont General Assembly on October 15, 1787. The Grammar School was a regional school, preparing young men for college. At various times it was known as Castleton Academy, Castleton Academy and Female Seminary, Vermont Classical High School, and Castleton Seminary. In 1823, instruction in "the solid branches of female education" began for "young Ladies and Misses". The school began its transition to a college in 1867, when the State Normal School at Castleton was founded as one of three state normal schools chartered by Vermont.	

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Catholic Otchippewa Boarding School

Summary Elements

Element		
Name:	Catholic Otchippewa Boarding School	
Possible Other Name(s):	Otchippewa Day and Orphan Boarding	
Associated School(s):		
School Address	Schoolcraft County, Michigan	
Start Date:	1883	
End Date:	1888	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Otchippewa day and orphan boarding is documented as a contract mission boarding and day school receiving funding from the government and religious organization in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1883 (pg. 250). The school was established for the L'Anse and Vieux de Sert Chippewa and was federally funded until 1885, then became day school, privately funded in Schoolcraft County, Upper Peninsula.	

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Chamberlain Indian School

Summary Elements

Element		
Name:	Chamberlain Indian School	
Possible Other Name(s):		
Associated School(s):	St. Joseph's Indian School	
School Address	Chamberlain, South Dakota	
Start Date:	1898	
End Date:	1909	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Boarding School, Training School	
General Notes	Some of the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1900 to 1908 show Chamberlain as a Government funded off-reservation boarding school. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) shows Chamberlain as operational from 1898 to 1909. A text on the Rapid City Indian School describes how a number of the students from Chamberlain transferred to Rapid City after Chamberlain in 1908 (page 26). Janice Brozik Cerney's, "Lakota Sioux Missions, South Dakota," p. 119, documented that the land and buildings of the Chamberlain Indian School were eventually sold to the Catholic Church and thereafter evolved into the St. Joseph's Indian School.	

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Charity Hall Mission School

Summary Elements

Element		
Name:	Charity Hall Mission School	
Possible Other Name(s):		
Associated School(s):		
School Address	Amory, Mississippi	
Start Date:	1820	
End Date:	circa 1830	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	A report entitled "1827 Documents from the War Department Accompanying the President's Message to Congress, Part II," describes this school as operated by the Cumberland Missionary Board and receiving \$250 from the government. A Florida Museum site describing this school notes the mission existed about 10 years prior to the Chickasaw being forced to move to Oklahoma. It is reported that the school opened in 1820; educational and trade subjects were taught, Federal funding was regularly received from the Civilization Fund, and students were housed in cabins.	

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Charles H. Burke Indian School and Wingate High School

Summary Elements

		Element	
Name:	Charles H. Burke Indian School	Wingate High School	
Possible Other Name(s):	Fort Wingate Boarding School, Wingate Indian School	Fort Wingate Vocational High School, Wingate Vocational High School, Wingate Vocational School	
Associated School(s):	Manuelito Dormitory, Wingate High School, Wingate Elementary School	Charles H. Burke Indian School	
School Address	Fort Wingate, New Mexico	Fort Wingate, New Mexico	
Start Date:	1925	1965	
End Date:	Open	Open	
Currently Operating	BIE Operated School		
Boarding School Definition Criteria	Housing	Yes	Yes
	Education	Yes	Yes
	Federal Support	Yes	Yes
	Timeframe	Yes	Yes
School Type	Nonreservation, Boarding School, Day School		Nonreservation, Boarding School, Day School
General Notes	<p>Charles H. Burke Indian School was taken over from the War Department, June 6, 1925. In 1925, the grounds containing the old fort were transferred to the Bureau of Indian Affairs (BIA) for utilization as an boarding school for Zuni and Navajo children. It was transferred to the Navajo on July 1, 1935. Charles H. Burke is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1929 as a nonreservation boarding school. Though the BIA demolished many of the fort's historic buildings in the late 1950s to build the still-active Wingate Elementary School, the first school's barn and silos, power house, and maintenance building remain. The National Park Service listed the Fort Wingate Historic District in the National Register of Historic Places in 1978. Wingate Elementary School is still open.</p> <p>Wingate High School is listed in the IA Reports as a reservation school. In 1959, a \$1.2 million construction contract was awarded to the Wingate School at Ft. Wingate for the expansion of its existing school plant. It involved the construction of a new school building containing 17 classrooms, the construction of 3 new dorms and the rehabilitation of a 4th, and the remodeling of a kitchen, dining room, and student recreation room. This allowed Wingate High School to move into what would become its new school building about a mile away from the original Ft. Wingate Boarding school location. Construction of Wingate High School was completed in 1965. "A short distance to the northwest of the fort stands the newly constructed Fort Wingate Senior High School. Completed in 1965, at a cost of \$6 million the modern campus-style school boards and educates nearly 1000 Indian students on the secondary level. In 1965, when Wingate High School moved to its present location, the subject site became Wingate Elementary School." In 1973, the BIA closed Manuelito Hall, a dormitory in Gallup, New Mexico which housed Native American students attending public schools; it planned to send the 110 high school students to Wingate. In 2003 the Bureau of Indian Education selected Wingate HS as one of several schools to have replacement buildings.</p>		

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Cheechilgeetho Boarding School

Summary Elements

Element		
Name:	Cheechilgeetho Boarding School	
Possible Other Name(s):	Cheechilgeetho Day School, Chi Chil Tah Community School, Chichiltah-Jones Ranch Community School, Chi chil tah/Jones Ranch Community School	
Associated School(s):	Jones Ranch Day School	
School Address	Vanderwagen, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Cheechilgeetho Boarding School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1935, various other years, and as late as the 1951 IA Report. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as a boarding and day school with an opened date of 1935. The 1936, 34 Survey of Conditions of the Indians in the United States, lists Cheechilgeetho as a day school and community school for school year 1935-1936. The 1969, Indian Education: A National Tragedy – A National Challenge Reports the school under Boarding Schools Operated by the BIA for Fiscal Year 1968. Jones Ranch day school was to be closed when the Chi Chil'tah school opened in 1987. As part of the Navajo Day School expansion program, Jones Ranch was consolidated with the remodeled and expanded Chi Chil Tah School. A 1971 Navajo Education Newsletter reported "The community's Cheechilgeetho Boarding School will hereafter be known as Chi chil tah Community School." By 1987, the Chichiltah/Jones Ranch Community School is a K-8 boarding and day school serving 206 students and is located on the Navajo Reservation in northwestern New Mexico. Listed as a boarding school by Bureau of Indian Education.	

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Chehalis Boarding and Day School

Summary Elements

Element		
Name:	Chehalis Boarding and Day School	
Possible Other Name(s):	Chehalis School, Puyallup-Chehalis School	
Associated School(s):		
School Address	Oakville, Washington	
Start Date:	as early as 1891	
End Date:	1920	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	Chehalis Boarding and Day School is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1891-1919. The IA Reports list the school as a Government Reservation Boarding for the dates of 1891-1896, then changes to a Government Day School for the dates of 1897-1919. Addendum III, Table 4 of the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), lists Chehalis as a Day school with open and closed dates of 1896-1920 (p.1576).	

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Cherokee Boarding School

Summary Elements

Element		
Name:	Cherokee Boarding School	
Possible Other Name(s):	Eastern Cherokee School, Eastern Cherokee Training School, Cherokee Central	
Associated School(s):		
School Address	Cherokee, North Carolina	
Start Date:	1881	
End Date:	1954	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission Boarding School, Day School, Training School	
General Notes	<p>Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886, Page XCIV-XCV, shows the Cherokee School in Swain County, NC, under government contract with the Eastern Cherokee Agency for 40 boarding students, but earlier IA Reports show it as a day school. The Western Carolina University archives digital repository contains a photograph of the school and states a school for the Eastern Band was instituted as a boarding and day school in 1884 and was operated for its first twelve years by the Society of Friends (Quakers). The school provided academic classes, like English and arithmetic, in the morning. The arts, crafts, and vocational training were taught in the afternoons. Domestic skills such as cooking, baking, sewing, and needlework were taught to girls. Boys received training in agriculture, livestock management, industrial arts, smithing, and carpentry. In 1896, the school came under the direct supervision of the federal government. The Oconaluftee River is in the foreground of the picture. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) describes the school Cherokee Central as a boarding and day school that opened in 1893 and is still operating as of 1951.</p> <p>The History of the Cherokee Central School describes that during the 1800s a school was operated by the Quakers through a contract. In 1890 until 1954, the U.S. Indian Service operated the Cherokee Boarding Schools at Cherokee. The Boarding School was closed in June of 1954. The Cherokee Central Schools now operates an elementary, middle, and high schools as Tribally controlled Bureau of Indian Education schools in Cherokee, NC.</p>	

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Cherokee Colored Boarding School

Summary Elements

Element		
Name:	Cherokee Colored Boarding School	
Possible Other Name(s):	Cherokee Colored High School	
Associated School(s):		
School Address	Tahlequah, Oklahoma	
Start Date:	1879	
End Date:	1910	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Boarding School	
General Notes	Cherokee Colored Boarding School is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1899-1906, as a Tribal boarding school. The 1906 IA Report classified this school under boarding schools as a "Colored High School" and as a Boarding School in the 1910 IA Report there were enrolled 57 Cherokee freedman, average attendance of 42. The school is listed as Cherokee Orphan Academy in the 1907 IA Report as receiving Federal Funding as a Tribal boarding school for the benefit of Cherokee Nation. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).	

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Cherokee Female Seminary - Park Hill and Tahlequah

Summary Elements

Element				
Name:	Cherokee Female Seminary - Park Hill		Cherokee Female Seminary - Tahlequah	
Possible Other Name(s):	Cherokee Academy		Cherokee Academy	
Associated School(s):	Cherokee Female Seminary - Tahlequah		Cherokee Female Seminary - Park Hill	
School Address	Park Hill, Oklahoma		Tahlequah, Oklahoma	
Start Date:	1851		1889	
End Date:	1889		1910	
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Tribal, Boarding School		Tribal, Boarding School	
General Notes	<p>Cherokee Female Seminary is mentioned in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1852 through 1903. There is mention of a Cherokee Female Seminary in the 1845 IA Report (p. 592) within the Going Snake District. It is unclear if this is the same school as this information is included in the Indian Territory section of the IA Report. However, the seminary is mentioned in the 1934 book by Grant Foreman, Five Civilized Tribes, as opening in 1851. The seminary is also described in the 1969 Hearing before the Special Subcommittee on Indian Education as originally established near historic Park Hill and is reported in the 1884 IA Report as receiving federal funds for the costs associated with maintaining the school. Reported that the original location in Park Hill is now the Cherokee Heritage Center and the second location is now Seminary Hall located on the campus of Northeastern State University in downtown Tahlequah.</p>		<p>Reported that the original location of the Cherokee Female Seminary, a girls boarding school that received federal funding was first located in Park Hill and moved to Tahlequah in 1889. The school is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1907 as receiving Federal Funding as a Tribal school for the benefit of Cherokee Nation.</p>	

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Cherokee Male Seminary

Summary Elements

Element		
Name:	Cherokee Male Seminary	
Possible Other Name(s):		
Associated School(s):		
School Address	Tahlequah, Oklahoma	
Start Date:	1851	
End Date:	1910	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Boarding School	
General Notes	Cherokee Male Seminary is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1907 as receiving federal funding as a Tribal boarding school for the benefit of Cherokee Nation. In the 1852 IA Report, Cherokee Male Seminary is reported on by Cherokee Agent, George Butler, as first opening in May of 1951 and indicates the school had boarding pupils (p. 409). The school is reported in the 1884 IA Report as receiving federal funds for the costs associated with maintaining the school. It is also briefly summarized in the 1854-1855 IA Reports with general information about the school. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). The building burned in 1910 and was never rebuilt.	

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Cherokee Orphan Training School

Summary Elements

Element		
Name:	Cherokee Orphan Training School	
Possible Other Name(s):	Cherokee Indian Orphan Asylum and School, Cherokee Orphan Asylum, Cherokee Orphan Academy	
Associated School(s):		
School Address	Salina, Oklahoma	
Start Date:	1871	
End Date:	1923	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Boarding School	
General Notes	The school is reported in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1884 as Cherokee Orphan Asylum, having received federal funds for the costs associated with maintaining the school. In 1903, the Cherokee Orphan Asylum burned down, and the children were sent to the Sequoyah Orphan Training School, which eventually became what is today's Sequoyah High School in Tahlequah. The 1906 IA Report listed as a "Tribal Boarding school" with 95 orphans enrolled, and average attendance of 68. Cherokee Orphan Training School is listed as Cherokee Orphan Academy in the 1907 IA Report as receiving Federal Funding as a Tribal boarding school for the benefit of Cherokee Nation and is listed or mentioned in the IA Reports for the years 1911-1923, as a Tribal Boarding School. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).	

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Cheyenne and Arapaho Boarding School

Summary Elements

Element		
Name:	Cheyenne and Arapaho Boarding School	
Possible Other Name(s):	Concho Indian Boarding School	
Associated School(s):	Arapaho Manual Labor and Boarding School, Cheyenne Manual Labor and Boarding School	
School Address	El Reno, Oklahoma	
Start Date:	1909	
End Date:	1983	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	<p>Cheyenne and Arapaho Boarding School is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1909 and as late as 1936. Initially, two manual labor boarding schools (Cheyenne Boarding School and Arapaho Boarding School) were established as a government reservation boarding schools. Based on the IA Reports, it is believed these two schools were consolidated in 1909, forming a school named Cheyenne and Arapaho Boarding School, later known as Concho Indian Boarding School or Concho Indian School. Per the 1910 IA Report, two schools are described as having been conducted for the Cheyenne and Arapaho Indians near Darlington, Oklahoma, the Arapaho Boarding School (established in 1872) and the Cheyenne Boarding School (established 1880). This report also indicates the Arapaho Boarding school was recently sold. In the 1936 Emergency Conservation Work, Indians at Work, Issue 21, the school is listed under the Oklahoma Government Boarding schools as "Cheyenne and Arapaho Boarding School, Concho." The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists Arapaho (post office in Darlington) with opened and closed dates of 1872-1908 and Cheyenne-Arapaho (post office in Concho) opened in 1908. The 1910 and 1912 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports (RIA) list the school as Cheyenne and Arapaho Consolidated School, with the Post Office in Darlington, Oklahoma and the 1920 RIA lists the school as Cheyenne and Arapahoe Agency and School with a Post Office of Concho, Oklahoma. The Cheyenne-Arapaho Boarding school, which became Arapaho Manual Labor, and the Cheyenne Manual Labor students were both moved to the Concho Indian Boarding School in 1909. Concho's closest city is registered as El Reno, Oklahoma.</p>	

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Cheyenne Manual Labor and Boarding School

Summary Elements

Element		
Name:	Cheyenne Manual Labor and Boarding School	
Possible Other Name(s):	Cheyenne Industrial School, Cheyenne Boarding School	
Associated School(s):	Concho Indian Boarding School, Arapaho Manual Labor and Boarding School	
School Address	Caddo Springs, Oklahoma	
Start Date:	1879	
End Date:	1909	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	<p>Cheyenne Manual Labor and Boarding School is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1891-1908, as a government reservation boarding school. The school is also listed in the 1884 IA Report as Cheyenne Boarding (separate from Arapaho Boarding) and had received federal funds for the costs associated with maintaining the school. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). Initially, two manual labor boarding schools (Cheyenne Boarding School and Arapaho Boarding School) were established as government reservation boarding schools for the Cheyenne and Arapaho. These schools are listed in the 1882 and 1903 IA Reports separately but are listed as Cheyenne and Arapaho Schools in IA Reports from 1900-1907, even though they were still separate institutions. Based on the IA Reports, it is believed these two schools were consolidated into one school in 1909, forming the Cheyenne and Arapaho Boarding School. It is reported that the Cheyenne students were separated into the Cheyenne Manual Labor and Boarding School in 1879. The Cheyenne students moved to a new facility in Caddo Springs, OK (Cheyenne Manual Labor and Boarding School). In 1908, Cheyenne Boarding School was closed, and the government sold these facilities. The school was moved to the Cheyenne and Arapaho or Concho Indian Boarding School.</p>	

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Cheyenne River Agency Boarding School

Summary Elements

Element		
Name:	Cheyenne River Agency Boarding School	
Possible Other Name(s):	Forest City Boarding School	
Associated School(s):	Cheyenne-Eagle Butte Boarding School	
School Address	Forest City, South Dakota	
Start Date:	1893-04-01	
End Date:	1959	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>The Fort Bennett/Cheyenne River Agency moved to Forest City, SD where a new boarding school called Forest City Boarding School for boys and girls was opened on April 1, 1893. The Indian Agent at Forest City Agency was Peter Couchman and the school superintendent was John Frazier. Frazier describes that with the Fort Bennett school closing, the Forest City Boarding School is to be expanded to house additional students from Fort Bennett. The post office for Forest City Agency is listed as the nearby Gettysburg, SD which is a few miles from the city of Forest City, SD. In 1895, the agency changed names to Cheyenne River Agency under the same Indian Agent, Peter Couchman. There is no mention of Forest City any longer and a new superintendent of the Cheyenne River Agency Boarding School - William H. Smith appears. In the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1896, Superintendent Smith states that the Cheyenne River School opened September 2, 1895. The IA Reports 1905-1908, 1929, and 1932 all confirm the operations of a reservation boarding school funded by the government and operated by Cheyenne River Agency located near Gettysburg, SD. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists a school under the name "Cheyenne River Community" as a boarding and day school that is still in operation (no open date listed). A 1996 thesis from the University of Montana describes the transition of Cheyenne River Agency Boarding School into the Cheyenne-Eagle Butte School in 1959.</p>	

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Cheyenne-Eagle Butte Boarding School

Summary Elements

Element		
Name	Cheyenne-Eagle Butte Boarding School	
Possible Other Name(s)	Cheyenne River Community School, Cheyenne-Eagle Butte School*	
Associated School(s)	Cheyenne River Agency Boarding School	
School Address	Eagle Butte, South Dakota	
Start Date	1959	
End Date	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Prior to 1893, the first Cheyenne River School was a government boarding school for boys, located near the mouth of the Missouri River and the Cheyenne River in an area known as Fort Bennett. Between 1893 to 1959, another Cheyenne River School operated at the Forest City Agency or Cheyenne River Agency near Forest City, SD. The present site of the BIA Cheyenne River Agency is near Eagle Butte, SD. A 1996 thesis from the University of Montana states that the "Cheyenne-Eagle Butte School has been in existence since 1959. It was created through the combination of the Cheyenne River Boarding School and the Eagle Butte Public School." The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) describes the school name as Cheyenne River Community School with no open date, but as still being in operation. The Cheyenne-Eagle Butte school is currently a BIE-operated school with dormitories and education.	

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Chickasaw Manual Labor Academy and Harley Institute

Summary Elements

		Element	
Name:	Chickasaw Manual Labor Academy	Harley Institute	
Possible Other Name(s):	Chickasaw Male Academy, Chickasaw Manual Labor Academy, McKendree Academy, Chickasaw Manual Labor Academy for Boys, Harley Academy	Harley Academy, Robinson Academy	
Associated School(s):	Harley Institute	Chickasaw Manual Labor Academy	
School Address	Tishomingo, Oklahoma	Tishomingo, Oklahoma	
Start Date:	1850	1889	
End Date:	1888	1911	
Currently Operating			
Boarding School Definition Criteria	Housing	Yes	Yes
	Education	Yes	Yes
	Federal Support	Yes	Yes
	Timeframe	Yes	Yes
School Type	Tribal Boarding School		Tribal Boarding School
General Notes	<p>Chickasaw Manual Labor Academy is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1852 and as late as 1888 and then listed as Harley Institute/Harley Academy in the IA Reports beginning in 1892 through 1911. The school originally operated under the Chickasaw Nation and under the patronage of the Mission Board of the Methodist Episcopal Church south. The boarding school began as Chickasaw Manual Labor Academy in 1850 and was renamed and relocated around 1889 as Harley Institute. The 1907 IA Report lists the school as Harley Academy, a Tribal boarding school having received federal funding for the benefit of Chickasaw Nation and the costs associated with maintaining the school. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p>		<p>Harley Institute, later renamed as Harley Academy, is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1892 through 1911. The school is classified as a Tribal School under the Chickasaw Nation. In the 1892 IA Report, the school is reported to be located near Tishomingo. The 1907 IA Report of the Department of Interior, "Sums Expended for Tribal Boarding Schools" table, lists the school as a Tribal Boarding school having received Federal Funding for the benefit of Chickasaw Nation. In the 1934 work, Five Civilized Tribes, by Grant Foremen, there is a description that the school was authorized by the Chickasaw legislature and constructed in 1885 and became known as Harley Institute. Another source notes the boarding school formerly known as Chickasaw Manual Labor Academy was renamed and relocated around 1889 as Harley Institute. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>The school was formerly known as the Chickasaw Male Academy, but had to change locations and be rebuilt in 1885.</p>

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Chilocco Indian Agricultural School

Summary Elements

Element		
Name:	Chilocco Indian Agricultural School	
Possible Other Name(s):	Haworth Institute, Chilocco Indian Industrial School, Chilocco Indian Agricultural School, Chilocco Indian School, Chilocco Training	
Associated School(s):		
School Address	Newkirk, Oklahoma	
Start Date:	1884	
End Date:	1980	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Nonreservation, Boarding School	
General Notes	The Chilocco Indian Agricultural school is documented in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years of 1890-1908, as a government nonreservation school and then listed as a nonreservation boarding school for the years of 1911-1932. This school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Chilocco Agricultural with an opened date of 1884 and listed as an Indian School operating as of June 1951. The school had an estimated 18,000 students from many different tribes (Cheyenne, Arapaho, Wichita, Comanche, Pawnee, Cherokee, Navajo, etc.). From 1884 until the early 1930s, Chilocco operated according to a template devised by U.S. Army officer Richard H. Pratt at Carlisle Indian School in Pennsylvania, using rigorous military discipline and instruction in trades and manual and domestic labor. Currently the facility is being used for a Federal police training ground and it is not open to the public. The School Campus closed in 1980 and was placed on the National Register of Historic Places in 2006.	

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Chinle Boarding School

Summary Elements

Element				
Name:	Chinle Boarding School		Chinle Boarding School	
Possible Other Name(s):	Chinle School, Chin Lee		Chinle School, Chin Lee, Many Farms Elementary School Facility	
Associated School(s):	Many Farms Community School		Many Farms Community School	
School Address	Chinle, Arizona		Many Farms, Arizona	
Start Date:	1910		1976	
End Date:	1975		2012	
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Government, Reservation, Boarding School		Government, Reservation, Boarding School	
General Notes	<p>Chinle Boarding School is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1904 – 1936 and Chin Lee Boarding School under the Navajo Superintendency and Southern Navajo Agency. The school plant was constructed in 1908-1909 and is indicated in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school that opened in 1910. Other federal reports continue to list the school through 2016 but do not indicate if students were still in attendance. The 1976, Navajo Education Newsletter, reports that Chinle Boarding School, although still known as Chinle Boarding School, is now physically located at Many Farms. The facilities at the former Chinle Boarding School location were then used by the BIA Chinle Agency and Chinle Public Schools.</p>		<p>The 1976 Navajo Education Newsletter reports that Chinle Boarding School, although still known as Chinle Boarding School, is now physically located at Many Farms. The facilities at the former Chinle Boarding School location were then used by the BIA Chinle Agency and Chinle Public Schools. By 2012 the Navajo Nation had renamed the K-8 school as the Many Farms Community School.</p>	

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Chishoktak Boarding and Day School

Summary Elements

Element		
Name:	Chishoktak Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Bennington, Oklahoma	
Start Date:	as early as 1904	
End Date:	as late as 1911	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Contract, Boarding, Day School	
General Notes	<p>Chishoktak Boarding and Day School is mentioned or listed in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1905-1910 as a tribal boarding school. The school is listed in the 1907 IA Report of the Department of Interior as a small boarding school under the Choctaw Nation but is not one of the schools listed under the "Sums Expended for Tribal Boarding Schools" table, as receiving Federal Funding as a Tribal school for the benefit of Chickasaw Nation. The 1910 IA Report lists the school as a contract boarding school. The school is not listed or mentioned in the IA Reports post 1910.</p> <p>Classified in 1906 Report of the Indian Inspector for the Indian Territory as a "small boarding school" under superintendent M.W. Leflore with 50 students and an average attendance of 34. The school is documented in the 1910 IA Report as a contract school. Federal Funding was provided to the school in 1908.</p>	

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Choctaw Central Indian School

Summary Elements

Element		
Name:	Choctaw Central Indian School	
Possible Other Name(s):	Choctaw Central Middle and High School*	
Associated School(s):		
School Address	Choctaw, Mississippi	
Start Date:	1963	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School	
General Notes	Choctaw Central Indian School is described in Fredrick L. Hickmon's 2017 dissertation entitled, "The Creation Of Choctaw Central High School And Its Transition to a Bureau of Indian Affairs Contract School: An Oral History" as hosting its first graduating class in 1964, although the oral histories of student graduates during that time describe the evolution into a boarding school as "grade-by-grade" up to a full boarding school up to grade 12 for that graduation. A 1964 appropriations hearing document lists that Central High School was awarded over \$1.1 million in 1961 to build a new school and this dissertation describes the opening of that new boarding school in 1963 and eventual transition to more tribal control under a contract in the 1970s. The school is still open today.	

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Choctaw Indian Academy

Summary Elements

Element		
Name:	Choctaw Indian Academy	
Possible Other Name(s):		
Associated School(s):		
School Address	Georgetown, Kentucky	
Start Date:	1825	
End Date:	1845	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
NABS List Information		
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1828-1837 and 1839-1845 shows funding for the school. The 1840 IA Report states that they believe the Choctaw Academy may close in the next year, so the Indian Agency is reviewing new locations (page 244). Supplemental research indicates in 1845 the Government provided \$4,000 for education of Creek to send 14 boy to Choctaw Academy in Kentucky. Some sources show the school as open in 1825.</p> <p>Supplemental research states the school was founded in 1818 by Richard M. Johnson (Baptist Missionary). Then, the school reopened in 1821 under William Ward, Johnson's brother-in-law and a U.S. government agent for the Choctaw in Mississippi.</p>	

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Chuska Boarding School

Summary Elements

Element		
Name:	Chuska Boarding School	
Possible Other Name(s):	Choshgai Boarding School, Ch'ooshgai (Chuska) Community School, Chuska/Tohatchi Consolidated School Ch'Ooshgai Community School	
Associated School(s):	Tohatchi Boarding School	
School Address	Tohatchi, New Mexico	
Start Date:	as early as 1965	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	<p>Chuska Boarding School is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1968 and as late as 1992. The school was established as a boarding school and, in 1985, the school was consolidated with Tohatchi Boarding School to become Chuska/Tohatchi Consolidated School. It is reported in the 1985 Hearing before the Select Committee on Indian Affairs, that the boarding schools at Tohatchi and Chuska have consolidated. The consolidated school is located at the Chuska campus, where a major renovation and addition to the facility was completed. The Tohatchi campus has been turned over to A School for Me, a special school for handicapped children. In approximately 1999, Chuska/Tohatchi Consolidated school converted to a Tribally operated grant school under the Navajo Nation, and renamed Ch'ooshgai (Chuska) Community School. The tribally operated grant school is currently in operation. Formerly Chuska Boarding School, Ch'ooshgai Community School is a grant school of the Bureau of Indian Education (BIE) that offers kindergarten through 8th grade. It has a boarding facility. Reported as a boarding school for FY 1967 with enrollment of 597 and an average daily attendance of 520.</p>	

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Colbert Institute

Summary Elements

Element		
Name:	Colbert Institute	
Possible Other Name(s):		
Associated School(s):	Collins Institute	
School Address	Perryville, Oklahoma	
Start Date:	1854	
End Date:	1856	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Mission, Boarding School	
General Notes	<p>Colbert Institute is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1854. The school was first established as the Colbert Institute and was supported by the Chickasaw Nation and the Mission Board of the Methodist Episcopal Church South. The school is reported in the 1856 IA Report as planning to move from its current location at the settlement of Perryville to near the head waters of Clear Boggy. This is reported to be near Frisco or Stonewall, Oklahoma. The 1857 IA report confirms this move to the new location. In the 1934, Five Civilized Tribes, by Grant Foremen, the school is described as having opened in 1854, in the settlement called Perryville, and continued there until 1856, when it was removed west on the headwaters of Clear Boggy (p.126) to what may have been known as Frisco, OK according to the 1911 IA Report. The Chronicles of Oklahoma, Vol. 20, No. 2 published by the Oklahoma Historical Society (page 49 of 107) describes the Collins Institute, a Chickasaw Indian School operated from about 1885 to 1905 and is sometimes confused in identity with the Chickasaw National Academy heretofore mentioned, two separate and distinct institutions, the first mentioned being abandoned some ten or twelve years before the latter was established. Judson D. Collins piloted the Chickasaw legislature to create a manual labor school for Chickasaw boys named "Collins Institute" in his honor. The manual labor feature was abolished shortly after its establishment, and it was then operated as a Chickasaw school for girls. C. M. Coppege, a Methodist minister, was its first superintendent and a Mr. Wilson the last superintendent.</p>	

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Collins Institute

Summary Elements

Element		
Name:	Collins Institute	
Possible Other Name(s):	Colbert Institute	
Associated School(s):	Colbert Institute	
School Address	Frisco, Oklahoma	
Start Date:	1856	
End Date:	as late as 1917	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Mission, Boarding School	
General Notes	<p>Colbert Institute is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1854 and as late as 1917. The Colbert Institute is reported in the 1856 IA Report as planning to move from its current location at the settlement of Perryville to "near the head waters of Clear Boggy." The Chronicles of Oklahoma, Vol. 20, No. 2 published by the Oklahoma Historical Society (page 49 of 107) describes the Collins Institute, a Chickasaw Indian School operated from about 1885 to 1905 and is sometimes confused in identity with the Chickasaw National Academy, but the schools are two separate and distinct institutions, the first mentioned being abandoned some ten or twelve years before the latter was established. Judson D. Collins piloted the Chickasaw legislature to create a manual labor school for Chickasaw boys named "Collins Institute" in his honor. The manual labor feature was abolished shortly after its establishment, and it was then operated as a Chickasaw school for girls. C. M. Coppege, a Methodist minister, was its first superintendent and a Mr. Wilson the last superintendent. The 1857 IA Report confirms this move to the new location. The school, renamed in 1887 to Collins Institute, is reflected in the 1892 IA Report, as Collins' Institute and that name is used through the 1911 IA Report. The 1892 IA Report lists Collins' Institute, for females, at Stonewall. The school is listed as Collins Institute (female) in the 1907 IA Report as a Tribal Boarding school that received federal funding for the benefit of Chickasaw Nation. In the 1934, Five Civilized Tribes, by Grant Foremen, the school is described as having opened in 1854, in the settlement called Perryville, and continued there until 1856, when it was removed west on the headwaters of Clear Boggy, to what may have been known as Frisco, OK according to the 1911 IA Report. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). 1917 is used as a close date to report last instance of school.</p>	

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Colorado River Boarding School

Summary Elements

Element		
Name:	Colorado River Boarding School	
Possible Other Name(s):	Colorado River School, Colorado River Agency Boarding School	
Associated School(s):		
School Address	Parker, Arizona	
Start Date:	1879	
End Date:	1934	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Colorado River Boarding School is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1879 and as late as 1934. The school was originally established as a government reservation boarding school in 1879. The 1934 IA Report, where the school is listed, classifies the school as a day school. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as a boarding school with opened and closed dates of 1879 and 1934.	

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Colville Mission School

Summary Elements

Element		
Name:	Colville Mission School	
Possible Other Name(s):	Colville Boys' School, Colville Girls School, Colville Sanitarium	
Associated School(s):		
School Address	Kettle Falls, Washington	
Start Date:	as early as 1887	
End Date:	around 1911	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>Colville Mission School is listed as Colville Boys' Boarding School and Colville Girls' Boarding School (both contract schools) in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1887 (p.CCXVI). The 1901-1905 IA Reports list the school as a Mission Boarding School. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>In the 1908 IA report, the Colville Mission school was reported as transformed from an agency boarding school into a sanitarium boarding school for Indian children (p.130). The 1911 IA Report doesn't list the Colville mission school, however Colville Sanatorium was added (pg. 181).</p> <p>This school appeared to be located at Ward, Washington which is in close proximity with Kettle Falls. Due to the distance, school is often referred as located in Kettle Falls, and associated with Sacred Heart Covenant.</p>	

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Copper Valley Boarding School

Summary Elements

Element		
Name:	Copper Valley Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Glennallen, Alaska	
Start Date:	1956	
End Date:	1971	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	U.S. Congress provided a land grant of 460 acres south of Glennallen, for educational purposes. Although sources vary on opening and closing dates, they are all right around dates of 1956 to 1972.	

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Covenant of our Lady of the Lake

Summary Elements

Element		
Name:	Covenant of our Lady of the Lake	
Possible Other Name(s):	Graceville	
Associated School(s):		
School Address	Graceville, Minnesota	
Start Date:	1885	
End Date:	circa 1899	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>Our Lady of the Lake Convent School was opened in 1885 as a boarding and day school, and a school for children in the West Central part of Minnesota. The school also contracted with the Federal Government to educate Indian girls from Sisseton, South Dakota. The first year, there were 8 girls at the school</p> <p>In 1896, there were a total of 25 girls enrolled who came to live at the school. In 1886, the school had already outgrown the building so an addition was built to accommodate all the scholars. In 1896, the US Government withdrew its contract from all private schools. Without this funding, the Indian girls were sent back to Sisseton. After burning down, in early 1900 a new school was built and St. Mary's Academy was born.</p>	

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Coweta Boarding School

Summary Elements

Element		
Name:	Coweta Boarding School	
Possible Other Name(s):	Kowetah Mission Kowetah Manual Labor Boarding School	
Associated School(s):		
School Address	Coweta, Oklahoma	
Start Date:	1843	
End Date:	1909	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal Boarding School	
General Notes	<p>Coweta Boarding School, formerly listed as Kowetah School, is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1851, as a mission boarding and day school, and as late as 1909 as a tribal boarding school. The school is listed in the 1907 IA Report as a Coweta Boarding, under the Sums expended for tribal boarding schools table, as receiving Federal Funding as a Tribal school for the benefit of Creek Nation. The 1934 Five Civilized Tribes, by Grant Foremen (pg. 180), mentions that Coweta was originally established in 1843 as a mission, consisting of a building to serve as both a church and school, then called Kowetah. Originally housing 10 students, the mission board and Creek Tribe expanded the facility to house 40 students in 1847.</p> <p>This information is confirmed by the Superintendent of Kowetah School, in the 1851 IA Report noting Kowetah School commenced in 1843 and served as a boarding and day school. The 1902 IA Report (pg. 172) notes the Indian Inspector for Indian Territory describing Coweta as a Boarding School receiving Federal Funding for benefit of Creek Nation. Freedmen, the other boarding schools of the Creek Nation were the Wealaka Mission, the Coweta Mission, the Wetumka Mission, and the Orphan Home at Okmulgee. Each of these schools provided for 50 to 75 pupils. In 1890, another school was built 2 miles north and named Coweta Boarding school. It was in operation until 1907 - See Koweta Mission School Territo. Koweta School was closed in mid-July 1861 by the civil war and never re-opened. Also called Koweta Manual Labor Boarding School, operated by Presbyterian missionaries for the Creek nation.</p>	

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Coyote Canyon Boarding and Day School

Summary Elements

Element		
Name:	Coyote Canyon Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Brimhall, New Mexico	
Start Date:	1935	
End Date:	1967	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding and Day School	
General Notes	Coyote Canyon Boarding and Day school is mentioned or listed in some of the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1936 and as late as 1951. The school is reported in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school opened in 1935. The school is reported as being established as a day school and in 1950 is reported to have constructed dormitories at the former Coyote Canyon Day School as part of the first of the reservation day school conversions planned under the Navajo-Hopi rehabilitation bill. It is unclear when the school closed but it possibly closed as late as 1967/1968 when the abandoned former school became a facility for residential and special education for mentally challenged children.	

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Creek Orphan Home

Summary Elements

Element		
Name:	Creek Orphan Home	
Possible Other Name(s):	Creek Orphan Asylum	
Associated School(s):		
School Address	Okmulgee, Oklahoma	
Start Date:	circa 1891	
End Date:	1908	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal Boarding School	
General Notes	<p>Creek Orphan Home is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1896 and as late as 1908. The school is listed in a 1912 IA Report under the Sale of Tribal Buildings under the Creek Nation, therefore the school may have closed between the years of 1909-1912. The school is listed in the 1907 IA Report as a Tribal Boarding school having received Federal Funding for the benefit of Creek Nation.</p> <p>Children admitted to the orphanage were required to stay until the age of 21, and children were only allowed to return home during the summer break if their family made a formal request. In 1943, the U.S. government built Glennan Military Hospital, the land/buildings are currently still owned by Oklahoma State University and is their Technical Training College.</p>	

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Cross Lake Indian Residential School

Summary Elements

Element		
Name:	Cross Lake Indian Residential School	
Possible Other Name(s):	Ponemah Boarding School, Crosslake Boarding School	
Associated School(s):		
School Address	Ponemah, Minnesota	
Latitude and Longitude		
Start Date:	1901	
End Date:	1936	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School	
General Notes	<p>First established as a Roman Catholic day school, the Cross Lake School began to take boarders by 1912 and opened as a residential school in 1915. In 1930, a fire destroyed the school. Until a new school was built, students lived at a number hostels associated with a local Catholic day school.</p> <p>The Cross Lake and Jack River Missions: Cross Lake School was rebuilt in 1940, and in 1960 the Jack River (Notre Dame) Hostel was a separate institution. In 1969, the students were transferred to a provincial education system.</p> <p>The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) listing of closed and open schools lists Cross Lake as open and closed from 1901-1936.</p>	

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Crow Agency Boarding School - Absarokee and Crow Agency Boarding School

Summary Elements

Element				
Name:	Crow Agency Boarding School - Absarokee	Crow Agency Boarding School		
Possible Other Name(s):		Crow Agency Public School, Crow Boarding School		
Associated School(s):	Crow Agency Boarding School	Crow Agency Boarding School - Absarokee		
School Address	Absarokee, Montana	Crow Agency, Montana		
Start Date:	as early as 1873	1883		
End Date:	1883	1922		
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Government, Boarding School	Government, Boarding School		
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1882 contains a description of the agent in Montana outlining his arrival to the agency and a small school in operation. The agent notes he is unhappy with attendance and has resolved to discontinue rations to the parents of any child that is removed from the school home or who would run away and return home (page 102). This description appears to indicate this is a boarding school. The 1883 IA Report describes that a boarding school exists at the Crow Agency, however, due to a fire the dormitory is closed and that the few children that are still attending live in the quarters of the Indian Agent and other employees. The agent describes a move to the new agency and plans for a new school (page 99). Research indicates that the original agency was located near Rosebud River, near present day Absarokee, Montana before moving to the present day Crow Agency in 1883. Other documentation indicates a Crow Agency school may have existed earlier: An Agency School (1871-1873) and a Boarding School (1873-1875) are shown in the northwest of the original Crow Reservation boundaries, an Agency Boarding School (1875-1883) is shown a bit further east. The IA Reports for 1873 was reviewed and it indicated there was one school at the agency.</p>	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1884 describes that the agent has arrived at the new Crow Agency in April (page 109) and that the school is small and the dormitory is not yet built. Some children are reported to be staying in quarters (page 111). The 1885 IA Report documents the need for day schools in addition to the boarding school. The dormitory is described as being built during winter, but there was still resistance from the parents to part with their children and "in order to achieve full capacity it must be done in part by compulsion." The agent describes his recommendation to refuse to issue rations to any child whose parents refuse to send them to school (page 122). Research indicates that the site of this school that was initiated circa 1883 and lasted into the 1920s: Crow Boarding School is shown from (1883-1921) in the far east of the Crow Reservation. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) describes the Crow Agency Boarding School as operational from 1883-1922. Another government, boarding school also opened for the Crow in Pryor, MT.</p>		

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Crow Creek Agency Boarding School

Summary Elements

Element		
Name:	Crow Creek Agency Boarding School	
Possible Other Name(s):	Crow Creek Industrial Boarding School, Fort Thompson Community School, Fort Thompson Indian School, Fort Thompson Vocational Day School, Fort Thompson Vocational Boarding and Day School, Victory No. 8 School District	
Associated School(s):		
School Address	Fort Thompson, South Dakota	
Start Date:	1880	
End Date:	1920	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Industrial School	
General Notes	In 1880 the government established an industrial boarding school at Ft. Thompson and erected several buildings, many are still used. This was operated until 1920 when it closed and the education of Indians was turned over to a newly organized school district named Victory No. 8. This same reference also notes that the name of the school was changed to Ft. Thompson Indian School and this has been changed to Ft. Thompson Vocational Day School, then Ft. Thompson Vocational boarding Day School, and the present name Ft. Thompson Community School. Victory operated the school from 1920 to the 1939-1940 school year, when the government reassumed operations.	

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Crystal Boarding School

Summary Elements

Element		
Name:	Crystal Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Navajo, New Mexico	
Start Date:	1933	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	Crystal Boarding School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school with an opened date of 1933. The residential buildings were built in 1955. The school is currently a bureau operated school under the Bureau of Indian Education.	

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Cushman Indian School

Summary Elements

Element		
Name:	Cushman Indian School	
Possible Other Name(s):	Cushman Indian Trades School, Puyallup Indian School, Puyallup Boarding School	
Associated School(s):	Puyallup Indian School	
School Address	Tacoma, Washington	
Start Date:	1869	
End Date:	1920	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	Puyallup is documented as a government reservation boarding school in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the Years 1891-1908. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a Puyallup and classified as boarding school with opened and closed dates of 1857-1920. The first Puyallup primary school is identified as operating in 1858 on the south end of Squaxin Island, but was soon terminated because of low attendance at that location (See Puyallup Indian School). In 1869, the school was resumed on the Puyallup Reservation. In 1893, the Puyallup Land Act permitted the allotment of the 23,000-acre reservation, but a site of forty-two acres was set aside for the school. In 1910, the school was renamed to honor Francis N. Cushman, a delegate to Congress from Washington State and sponsor of a construction program to increase the school's capacity for industrial training. Roberts, C. (1987). The 1911 IA Report lists Cushman as a reservation boarding school, but in 1912 it is listed as nonreservation.	

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Darlington Mission School

Summary Elements

Element		
Name:	Darlington Mission School	
Possible Other Name(s):	Mennonite Boarding (Agency), Mennonite Manual Labor and Boarding School (Agency)	
Associated School(s):		
School Address	El Reno, Oklahoma	
Start Date:	1881	
End Date:	1902	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Government, Boarding School	
General Notes	This school had eight employees whose salaries are also paid by the Mennonite Board of Missions. Both Schools (Mennonite Boarding (Cantonment and Darlington)) are under the superintendence of the Rev. H.R. Darlington Mennonite Mission in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1891. Mennonite Boarding (Agency) was listed as a Government and religious society in the 1897 IA Report (p.472). In 1909, Darlington became a Masonic home, of which the 1913 chapel still remains. In 1923, it was taken over by the Oklahoma Narcotics Institution, and the Oklahoma Wildlife Department operated it from 1932-1996. It is now the Agriculture Education and Applied Science building in the Darlington School District in El Reno, Oklahoma. Various sources demonstrate the open and closed around the dates, approximately, above.	

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Dennehotso Boarding School

Summary Elements

Element		
Name:	Dennehotso Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Dennehotso, Arizona	
Start Date:	As early as 1960	
End Date:	Open	
Currently Operating	BIE-operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Dennehotso Boarding School is mentioned or listed in federal reports as early as 1960s in the Federal Facilities for Indians, under the Tuba City Sub-agency. The school is listed in the 1968, 1974, 1975, and 1980 Oversight Hearing on Laws Affecting Indian Education reports as a boarding school operated by the Bureau of Indian Affairs. In 2013, the old school was demolished and the new school was constructed on the same site. The school currently operates as a bureau-operated boarding school under the Bureau of Indian Education.	

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Dilcon Boarding School

Summary Elements

Element		
Name:	Dilcon Boarding School	
Possible Other Name(s):	Dilcon Community School	
Associated School(s):		
School Address	Winslow, Arizona	
Start Date:	1953	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Dilcon Boarding School was originally established as a Trailer Day school in 1953. In approximately 1966, a new facility was constructed for an elementary boarding school at Dilcon, Arizona. The school is then listed in subsequent reports as a boarding school operated by the Bureau of Indian Affairs. The school currently operates as a Tribally controlled school under the Navajo Nation	

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Douglas Island Friends Mission School

Summary Elements

Element		
Name:	Douglas Island Friends Mission School	
Possible Other Name(s):		
Associated School(s):	Mayflower School	
School Address	Juneau, Alaska	
Start Date:	circa 1892	
End Date:	1926	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type		
General Notes	<p>The Friends Society of Kansas sent Elwood W. Weisner and Francis W. Baugham to Douglas to establish a school and home for Natives in the summer of 1887. The home accommodated 14 boarding students and the same number of day students. Because it was the only school on Douglas Island, it was attended by both Native and non-Native children. It operated until 1902, when the missionaries moved to Kake, another Southeast Alaska community. The federal government built a school in Douglas for Native children in 1890 at a cost of \$900. In 1902, a second school was constructed on the beach near the Native village that served until it burned in 1926. In their annual reports to the Bureau of Education, teachers repeatedly complained about the poor condition of the school. The fire of October 11, 1926, burned the entire Douglas Indian village that included 42 homes, the school, stores and churches, as well as a number of homes outside of the Native village. After the fire, the teacher, Rose Davis, requested permission to rent quarters for herself and the school. From 1926 to 1934 Native children in Douglas attended school in a variety of locations.</p>	

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Dwight Presbyterian Mission School

Summary Elements

Element		
Name:	Dwight Presbyterian Mission School	
Possible Other Name(s):		
Associated School(s):	Dwight Indian Training School	
School Address	Russellville, Arkansas	
Start Date:	as early as 1820	
End Date:	1828	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type		
General Notes	<p>Listed in an 1827 Department of War Document as Dwight, West Mississippi with 50 pupils and \$200 paid annually to American Board of Commissioners for Foreign Missions (ABCFM). The Dwight Mission School is described in the 1820 Report to the Secretary of War (page 214-215) as being planned for and it will mirror Brainerd and Eliot in operations and children will be taken into homes, received into the family and cared for by placing them in a Christian family. Supplemental research indicates that the Dwight Presbyterian Mission was one of the first American missions to the Native Americans. It was established by Cephas Washburn near Russellville, Arkansas in August 1820 on Illinois Bayou to serve the Arkansas Cherokees. Because they were required to move to Indian Territory in 1828, the mission was reestablished in 1829 near present-day Marble City, Oklahoma. It was named for Rev. Timothy Dwight. By 1824, Dwight Mission was a self-contained small town on the frontier. There were at least 24 buildings, including residences for missionaries, students, staff, and visitors. A new treaty between the Cherokees and the United States in 1828 required the Arkansas Cherokees to move to Oklahoma. The encyclopedia of Arkansas supports evidence of the boarding as it describes that the "facilities are well documented by a sketch map and plan prepared in 1824 and Washburn's own 1829 inventory detailing costs and specifications. By 1824, there were at least twenty-four structures, including twelve residences for the missionaries, pupils, hired help, and visitors."</p>	

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Dzilh-Na-O-Dith-Hle Community School

Summary Elements

Element		
Name:	Dzilh-Na-O-Dith-Hle Community School	
Possible Other Name(s):	Dzilh-Na-O-Dith-Hle Community Grant School	
Associated School(s):		
School Address	Bloomfield, New Mexico	
Start Date:	1968	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	The school website states that Dzilh-Na-O-Dith-Hle Community School is located 25 miles south of Bloomfield, New Mexico on the east side of Highway 550. The school was built in 1968 as a Bureau of Indian Affairs (BIA) operation, but in 2005 it converted to a Tribally controlled grant school. Dzilh-Na-O-Dith-Hle Community School is an 8th Grade school. The school is located in New Mexico on the eastern part of the Navajo Reservation near Huerfano Mountain, which is also one of the sacred mountains to the Navajo people. The schools serves several chapters and communities. The enrollment brochure indicates this is a boarding school and the dormitory is shared with Bloomfield High School Students.	

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Eklutna Industrial School

Summary Elements

Element		
Name:	Eklutna Industrial School	
Possible Other Name(s):	Eklutna Orphanage, Eklutna Indian Vocational Industrial School, Eklutna Native School, Eklutna Vocational School	
Associated School(s):		
School Address	Eklutna, Alaska	
Start Date:	1924	
End Date:	as late as 1946	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	The village grew after the completion of the Alaska Railroad around 1923 when the Bureau of Indian Affairs established an orphanage for Native American children. The orphanage was converted into a boarding school which became the Eklutna Industrial School. Located on Alaska Railroad about 25 miles northeast of Anchorage. Discussed in an Interior Department Appropriation Bill: 1931 as receiving funding.	

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El Meta Bond College

Summary Elements

Element		
Name:	El Meta Bond College	
Possible Other Name(s):	El Meta Christian College	
Associated School(s):		
School Address	Minco, Oklahoma	
Start Date:	as early as 1894	
End Date:	1920	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, College	
General Notes	Described as a Christian, Indian boarding school that existed from 1890 until 1920. In 1907, a brick school building was completed, and its first senior class graduated in 1917. In 1894, it became El Meta Bond College, but the boarding school continued until 1920. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1900, Part II, page 179 includes a table of pupils enrolled that has both high-school grade (29 total) and lower grade student (59 total) of both boys and girls. This IA Report stated this was a contract, boarding school.	

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Eliot School

Summary Elements

Element		
Name:	Eliot School	
Possible Other Name(s):	Elliot, Elliott, Elliott Mission School	
Associated School(s):		
School Address	Holcomb, Mississippi	
Start Date:	as early as 1818-04-01	
End Date:	circa 1833	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The Elliot Mission School is described in Arthur H. DeRosier's "Cyrus Kingsbury—Missionary to the Choctaws" in the Journal of Presbyterian History (1972) as a boarding school opened in April 1819 with Federal government funding and also with the assistance of the American Board of Commissioners for Foreign Missions (ABCFM). The "Elliott, Choctaw Nation" is listed in the Department of War document from 1827 as having 6 teachers, 20 pupils, and \$1000 paid annually by the Government. A state historical marker about Elliot Mission in Holcomb states "organized here in 1818 by the Rev. Cyrus Kingsbury. The 1st in a series of 13 missions for the education of the Choctaws into western culture. It was closed in 1832 due to removal of many Choctaws to Oklahoma."</p> <p>Supplemental research describes that around 1 mile south of present day, Holcomb, MS - The Eliot Mission Station, was named "Eliot" in honor of John Eliot, an English Puritan born in 1604, who had emigrated to America to educate the Indians of Massachusetts. For more than 20 years Eliot Mission was a center for Choctaw education. But in 1830, the Treaty of Dancing Rabbit Creek began the removal of the Choctaws from their eastern lands, and by 1833 the mission had closed.</p> <p>The following extracts from the report of the superintendent of the school at Elliot, among the Choctaws, made December 21, 1820, "Since the last report, thirty-eight scholars have been admitted to the school. Ten have left, and one has been dismissed for misconduct. The number now in school is seventy-four. Six more are considered as belonging to it, but are at home on a visit. Of the whole number, sixty are males and twenty females. All these board in our family, and are entirely under our directions excepting that ten, who live in the neighborhood, go home on Saturday, and return generally on the Sabbath morning."</p>	

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Emahaka Academy

Summary Elements

Element		
Name:	Emahaka Academy	
Possible Other Name(s):	Emahaka Mission	
Associated School(s):	Sasakwa Female Academy; Mekusukey Academy	
School Address	Wewoka, Oklahoma	
Start Date:	1894	
End Date:	1911	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal Boarding School	
General Notes	<p>Emahaka Academy is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1899 as Emahaka Female Academy as a tribal boarding school and also listed in the 1907 IA Report as Emahaka Academy (female), having received Federal Funding as a Tribal boarding school for the benefit of Seminole Nation. The school may also be listed in the 1884 IA Report as Female Academy (under the Union Agency: Seminole) and having received federal funds for the costs associated with maintaining the school. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>A 1907 IA Report notes the Indian Inspector for Indian Territory lists this as a Boarding School receiving Federal Funding for benefit of Seminole Nation. Location: in Seminole county, five miles south of Wewoka.</p> <p>A source for the school shows the Seminole Indian girls was established in 1894, operated by the Seminole Nation. Reverend W.P. Blake was the first superintendent. Mrs. Alice Brown Davis, who later became first female chief of the Seminole, was the superintendent in 1908 at Emahaka Mission. The school was abandoned in 1914, in a closing of Seminole government properties. Oklahoma Historical Society has a marker at the ruins. The female students are reported to have been moved to the Mekusukey Academy in 1911, where it became a coeducational facility.</p>	

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Emmaus Mission School

Summary Elements

Element		
Name:	Emmaus Mission School	
Possible Other Name(s):	Emmaus Station School	
Associated School(s):		
School Address	Quitman, Mississippi	
Start Date:	as early as 1827	
End Date:	circa 1832	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	Emmaus Mission School is listed in an 1827 Department of War document as having 4 teachers, 25 pupils, and \$1000 paid annually by the Government. The 1829 Annual Report - American Board of Commissioners for Foreign Missions states that the Emmaus school has "thus boarded, sixteen and four have attended, who board with their parents." The 1832 Annual Report - American Board of Commissioners for Foreign Missions, describes school operations as being wrapped up generally at all Choctaw mission schools. Land purchased by Jehu Evans, school teacher Miss Skinner.	

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Euchee Boarding School

Summary Elements

Element		
Name:	Euchee Boarding School	
Possible Other Name(s):	Yuchi Boarding School	
Associated School(s):		
School Address	Sapulpa, Oklahoma	
Start Date:	1894	
End Date:	1948	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Tribal, Boarding, School	
General Notes	<p>Euchee Boarding School is listed or mentioned in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years of 1899-1931, as a tribal boarding school. The school is listed in the 1907 IA Report, as receiving Federal Funding as a Tribal school for the benefit of Creek Nation. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school with opened and closed dates of 1894-1948. A 1907 IA Report notes the Indian Inspector for Indian Territory lists this as a Boarding School receiving Federal Funding for benefit of Creek Nation.</p> <p>Euchee Boarding School was authorized in 1891 and built in 1894 near Sapulpa, Oklahoma. It was originally a co-educational facility under the direction of the Presbyterian Mission at Park Hill. From 1897 to 1907, it was supervised by the Creek Nation. In 1907, the administration of the school was transferred to the Office of Indian Affairs. In 1925, it became a boys school and in 1929, the integration of the older students to the Sapulpa public school system was initiated. The school was abolished in 1947 and all remaining students were transferred to the Sapulpa schools. The Euchee Boarding School site is now the Sapulpa High School.</p>	

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Eufaula Boarding School

Summary Elements

Element		
Name:	Eufaula Boarding School	
Possible Other Name(s):	Eufaula Dormitory, National High School at Eufaula, Eufaula High School	
Associated School(s):	Asbury Manual Labor School and Mission	
School Address	Eufaula, Oklahoma	
Start Date:	1848	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Tribal, Boarding, School	
General Notes	<p>Eufaula Boarding School is listed or mentioned in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years of 1899-1931, as a tribal boarding school. The school is listed in the 1907 IA Report as receiving Federal Funding as a Tribal school for the benefit of Creek Nation. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school with an opened date of 1892.</p> <p>In 1892, the school was moved from its original site. Asbury Manual Labor School, built in 1848 to a new location located on a hillside in the west edge of Eufaula and renamed as Eufaula High School. In 1907, the name was changed to Eufaula Boarding School. In 1928, the government started to provide all the school's support. Asbury Manual Labor School was opened in North Fork Town, northeast of present Eufaula and moved to Eufaula in 1892.</p> <p>A 1907 IA Report notes the Indian Inspector for Indian Territory lists this as a Boarding School receiving Federal Funding for benefit of Creek Nation.</p>	

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First Mission House

Summary Elements

Element		
Name:	First Mission House	
Possible Other Name(s):	Bethel Indian School	
Associated School(s):		
School Address	Bethel, Alaska	
Start Date:	as early as 1883	
End Date:	1945	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School	
General Notes	<p>The Moravians, financially supported by the Federal Bureau of Education, initiated formal education in Bethel for Yupik children, and for most of the next twenty-five years maintained a boarding and day school. In the 1910s, diminishing missionary support led to the closure of the boarding school, with the Bureau of Education staffing the remaining day school with non-Moravian teachers. In 1931, the Bureau of Education's responsibilities for Yupik education were shifted to the Bureau of Indian Affairs, with separate facilities for Native education remaining until 1947. Thereafter, Yupik students were educated in integrated Alaska territorial schools with white children of the Bethel area. The last non-integrated facility used prior to 1947 for Yupik schooling was constructed coincidentally also in 1931. Though vacant in 1991 and transferred out of Federal ownership to the Bethel Native Corporation as part of a larger land exchange, the "Old BIA School" remained. National Park Service historic places application details dates near the open and closed dates described above.</p>	

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Flandreau Indian School

Summary Elements

Element		
Name:	Flandreau Indian School*	
Possible Other Name(s):	Flandreau Training, Riggs Institute	
Associated School(s):		
School Address	Flandreau, South Dakota	
Start Date:	1872	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Boarding School, Training School	
General Notes	<p>Some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1895 to 1932 show Flandreau as a training or boarding school. The 1895 and 1902 IA Reports use the Riggs Institute name with both names on the latter report. Flandreau shows up on the 1910, 1912, 1920 and 1940 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports (RIA) with the closest post office in Flandreau, SD. The 1910 RIA shows as Riggs Institute. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) shows Flandreau as operational from 1893 to the date of the report (1951). Additional research confirms the continuing operations of Flandreau as well as some of the historical information (open date will be used from the operation time of the mission school): 1872-1877 (Presbyterian mission school), 1877-1892 (government day school), 1893 - Present (boarding school). Its origins go back to late 1871 or early 1872 when classroom instruction was first provided to Native American children in a Presbyterian mission school called Riggs Institute after Alfred Riggs. From 1901 to 1906, the school was known as Riggs Institute. It served primarily Santee, Sisseton, and Wahpeton Sioux Indian students. The Flandreau Indian School is currently a nonreservation, boarding school located in Flandreau, South Dakota. The schools is a BIE-operated school today and still maintains boarding for students.</p>	

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Forest Grove Indian Training School and Chemawa Indian Training School

Summary Elements

		Element		
Name:	Forest Grove Indian Training School	Chemawa Indian Training School		
Possible Other Name(s):	Forest Grove Manual Training School	Salem Indian School; United States Indian Training and Normal School; Salem Indian Industrial and Training School; Harrison Institute; Chemawa Indian School*		
Associated School(s):	Chemawa Indian Training School	Forest Grove Indian Training School		
School Address	Forest Grove, Oregon	Salem, Oregon		
Start Date:	1880-02-25	1885		
End Date:	1885	Open		
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Nonreservation, Government Boarding School, Training School		Nonreservation, Government Boarding School, Normal School, Industrial School, Training School	
General Notes	The Forest Grove Indian Industrial Training School was a boarding school for Native American children that operated from 1880-1885. It later became Chemawa Indian School in Salem, where it still exists today.		The Chemawa Indian School was moved to its current location in Salem, Oregon, where it still exists today. The school is administered by the U.S. Department of the Interior with support from Pacific University.	

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Fort Apache Boarding School

Summary Elements

Element		
Name:	Fort Apache Boarding School	
Possible Other Name(s):	White Mountain Apache Boarding School, Whiteriver School, Fort Apache Training School	
Associated School(s):		
School Address	Whiteriver, Arizona	
Start Date:	as early as 1893	
End Date:	as late as 1970	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	<p>Fort Apache Boarding School is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1893 – 1932 as a reservation boarding school supported by the federal government. The school is listed also listed in these reports as White Mountain Apache Boarding school under the San Carlos Agency and Fort Apache Superintendency. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as Whiteriver and classified as a day school that opened in 1894. Based on the opening date listed and the location of the school, it is believed this school is referring to the same school formerly named Fort Apache Boarding School. The latest entry for the school found was in 1968 where the school is listed as Fort Apache under Day Schools Operated by the Bureau of Indian Affairs.</p>	

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Fort Belknap Boarding and Day School

Summary Elements

Element		
Name:	Fort Belknap Boarding and Day School	
Possible Other Name(s):	Ft Belknap Industrial School	
Associated School(s):		
School Address	Harlem, Montana	
Start Date:	1891-09-01	
End Date:	1934	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	The Fort Belknap Agency is reported to be at a new location in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1889 operating only a day school through 1891. The agent describes a school for the Tribe as St. Paul's and requests a boarding school be built at the Agency. By the 1892 IA Report, a government, boarding school is noted as having been operational since September 1st of the last year: "with an enrollment of 50 pupils, which number was increased to 100 during the coming year...The health of the pupils continued pretty good throughout the year until the measles attacked nearly all the children" (page 296). The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) documents the school operation from 1887-1934. Used an open date of Sept. 1, 1891 as described in the IA Reports.	

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Fort Bennett Boarding School

Summary Elements

Element		
Name:	Fort Bennett Boarding School	
Possible Other Name(s):	Cheyenne River Agency Boarding School for Indian Boys	
Associated School(s):	St. John's School for Girls	
School Address	North Stanley, South Dakota	
Start Date:	1880	
End Date:	1894-04-28	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1894 describes Fort Bennett as a boys- only, government boarding school opened in 1880 under the Forest City Agency, but located off-reservation at Fort Bennett. Forest City is further described as east of the Missouri River, 55 miles north of Pierre and Forest City Agency is across the river from Forest City on the west bank of the Missouri River. An April 20, 1894, letter was referenced that the school was ordered to shut down due to the Agency being re-located and that school officials had hopes to re-open it. (p. 283-284). This school also appears in the 1893 IA Report, but no others. Although the statistical report says "Reservation," the narrative portion of the report says the school is off reservation at the old Fort Bennett. The South Dakota State Historical Society holds many primary records associated with the school. Their website includes a description of records and describes Fort Bennett as being established in 1878 and that it was also known as the Cheyenne River Agency. It also describes correspondence for the Cheyenne River Agency Boarding School for Indian Boys. Research indicates that this was only ever a school for boys, and St. John's was the nearby school for girls. Research indicates the new agency was going to be called the Forest City Agency, believed to be located near present-day Forest City, SD.</p>	

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Fort Berthold Agency Boarding School

Summary Elements

Element		
Name:	Fort Berthold Agency Boarding School	
Possible Other Name(s):	Fort Berthold Browning School, Fort Berthold Industrial School, Elbowoods Community School, Elbowoods High School	
Associated School(s):	Fort Stevenson Boarding School	
School Address	Elbowoods, North Dakota	
Start Date:	1895	
End Date:	1953	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1894 discusses the construction of a new boarding school at the Agency. The 1895 IA Report states that the Browning Boarding and Day School at the agency is now open. The 1899 IA Report documents the school building was destroyed by fire on March 27 and a contract for a new building is planned (page 225). The 1899 IA Report explains at p. 273 that the school is not shown in operation for the year because the superintendent was diverted as an agency clerk the whole year. Reopening was discussed, which appeared to occur on April 2, 1900 at Elbowoods. Re-opened as a boarding school (1900 IA Report Pg. 314-315). The 1900 - 1916 IA Reports describes the start date now as April 2, 1900 for the reopening of the school at Elbowood. The 1908 IA Report notes that it is a Day and Boarding School. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) documented the Fort Berthold School in Elbowoods as still open and under the name Elbowoods Community School. NDstudies.gov documents that the last class ever to graduate from Elbowoods High School was the class of 1953, and by 1954, the school building was under 50 feet of water due to the flooding of the Garrison Dam.</p>	

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Fort Bidwell Indian Boarding School

Summary Elements

Element		
Name:	Fort Bidwell Indian Boarding School	
Possible Other Name(s):	Fort Bidwell Training School, Fort Bidwell Boarding School	
Associated School(s):		
School Address	Fort Bidwell, California	
Start Date:	1898	
End Date:	1932	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Nonreservation, Boarding School, Day School	
General Notes	<p>This school is listed as a Nonreservation boarding school before 1919 and then as a reservation boarding around 1922. The Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, 1902, 1907, 1911, 1929, and 1932 all list this school as government funded. The 1932 IA Report notes that Fort Bidwell listed as a day school. Fort Bidwell appears on the Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports for 1910, 1912, and 1920 with the closest post office in Likely, California. Fort Bidwell Indian School was established in 1898 and closed March 1, 1931, at which time its jurisdiction was transferred to Sacramento. During the time of its operation, it served primarily the Pit River and Paiute Indians of Modoc County, California as both a school and an agency of the Bureau of Indian Affairs. Fort Bidwell Indian Community: Fort Bidwell, named for John Bidwell, was established in 1865. The fort, which operated until 1893, was one of the last early military posts north of Benicia to be abandoned. From 1898 to 1930, the fort served as a nonreservation boarding school for Indians.</p>	

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Fort Coffee Academy

Summary Elements

Element		
Name:	Fort Coffee Academy	
Possible Other Name(s):	Fort Coffee Choctaw Boys Academy	
Associated School(s):	New Hope Academy	
School Address	Fort Coffee, Choctaw Nation, Oklahoma	
Start Date:	1842	
End Date:	1861	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Mission, Boarding School	
General Notes	<p>In 1842, the Choctaw General Council established Fort Coffee Academy. In 1843, the Choctaw Nation purchased the Fort properties and allowed the Methodist Episcopal Church to establish the Fort Coffee Choctaw Boys Academy, a religious reform school for Choctaw youth. Fort Coffee Academy is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1840 and as late as 1865, as a Mission Boarding School under Missionary Society of the Methodist Episcopal Church located on the Arkansas River, fifteen miles above Fort Smith. The school is reported to have received support through the Indian Civilization fund in 1840 (pg. 390) and in other years through annual appropriations made from the Choctaw General Council and the Missionary Board.</p> <p>Fort Coffee Academy was divided into a male and a female branch in 1845. These are both Choctaw schools, in Choctaw territory, are under the auspices of the missionary board of the Methodist Episcopal Church South. For their support, the Choctaw general council makes an annual appropriation of \$6,000 and the missionary board of said church \$1,000.</p> <p>This school continued until the outbreak of the Civil War, when Confederate forces commanded by General Stand Watie occupied the site. The Union Army recaptured the fort in 1863. Most of the buildings were burned during this time (1859). The 1865 IA Report indicates the school was closed for the past four years due to the Civil War.</p>	

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Fort Defiance Boarding School

Summary Elements

Element		
Name:	Fort Defiance Boarding School	
Possible Other Name(s):	Navajo Indian Boarding School, Navajo Agency Boarding School, Navajo Industrial School, Navajo Training School, Navajo Agency School, Southern Navajo School	
Associated School(s):		
School Address	Fort Defiance, Arizona	
Start Date:	1881-12-25	
End Date:	1959-03-15	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Contract, Reservation, Boarding School, Day School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1881 states that the day school in Fort Defiance is still operational (p. 282) and that the boarding school was expected to be completed in 1881, but construction was still ongoing (p. 138). Research indicates that the day school and agency was at the original Fort Defiance location, which would become known as the "Old Fort" once the construction of the Navajo Boarding School was completed. The "New Fort" location was a short distance away from the Original Fort -- both school sites were in Ft. Defiance, AZ (eric.ed.gov).</p> <p>The 1887 IA Report at p. 173 noted that parents were reluctant to send children to the boarding school. Further, the report noted that these issues were believed to be the reason the school was not as successful as the agent thought it should be. The 1899 IA Report describes that the Navajo Boarding school opened on Dec. 25, 1881 (page 11). The Navajo Yearbook, 1961, pg. 62, notes the Ft. Defiance boarding school was closed by the BIA on March 15, 1959 due to fire safety hazards involved in student dorms, which were 50 yrs old. It was located 6 miles from Agency in Fort Defiance, AZ. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school that opened in 1884.</p>	

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Fort Hall Boarding School

Summary Elements

Element		
Name:	Fort Hall Boarding School	
Possible Other Name(s):	Lincoln Creek Boarding School	
Associated School(s):	Lincoln Creek Day School	
School Address	Fort Hall, Idaho	
Start Date:	1874	
End Date:	1936	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	<p>Open and close dates obtained from Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>Built at the first site of the military Fort Hall, a few miles away.</p>	

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Fort Lapwai Training School

Summary Elements

Element		
Name:	Fort Lapwai Training School	
Possible Other Name(s):	Fort Lapwai Sanatorium and Hospital, Fort Lapwai Industrial School	
Associated School(s):		
School Address	Fort Lapwai, Idaho	
Start Date:	1885	
End Date:	as late as 1909	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Sanatorium	
General Notes	<p>After 1885, when old Fort Lapwai ceased to function as a military fort, it was converted into a government Indian school, a tuberculosis sanatorium with a hospital, a boy's and girl's dormitory, and lastly into a school under the direction of the Lapwai School District. From 1891-1899, it was known as the Fort Lapwai Training School.</p> <p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Years 1891-1892 shows a second entry exists for Nez Pearce Boarding School.</p>	

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Fort Lewis Indian Boarding School

Summary Elements

Element		
Name:	Fort Lewis Indian Boarding School	
Possible Other Name(s):	Fort Lewis High School, Fort Lewis A&M College, Old Fort, Fort Lewis College*	
Associated School(s):	Fort Lewis High School	
School Address	Hesperus, Colorado	
Start Date:	1892	
End Date:	1956	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation Boarding School	
General Notes	<p>Fort Lewis Indian Boarding School is documented as a nonreservation boarding school in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1892-1908. In 1891, Fort Lewis military post was decommissioned and converted into a federal, nonreservation boarding school. The Fort Lewis College website states "[a]n offer from Department of Interior was accepted to establish a high school to carry on "experimental work along the lines of agriculture, horticulture, animal industry, household & mechanical arts." April 17, 1911: Resolution adopted for State of Colorado to take possession of Fort Lewis. On October 2, 1911 Fort Lewis High School opened with an enrollment over the 100 projected. However, in mid-October a flood destroyed the headgate, flume, bridges, and roads. Enrollment dropped below 20 students because many of them were needed at home to repair flood damage. From the Indian School days, a brick school building, two-story brick building used a dormitory, brick dining hall, a shop, a laundry building, an office building, and frame residence. All of which were located on the East side of the parade grounds. Military hospital continued to be used as girl's dorm. Legislature authorized 2-year college work to begin in fall of 1927 and twenty-seven students attended. Website describes that Fort Lewis High School closed in 1933. In 1954, Governor Thornton signed a bill authorizing a "branch" of Fort Lewis in Durango. Meanwhile, back at the "Old Fort" location, no one knew what to do with the old campus. The location became known as the San Juan Basin Research Center and agricultural research continued. As the campus buildings deteriorated, they were demolished. School website documents the Durango move was official in 1956, therefore, this is used as the close date for the Fort Lewis location in Hesperus. The present-day Fort Lewis College in Durango is still in operation and still owns the Hesperus site and uses it as an extended campus for certain classes to do special field work. The Durango location is documented as only ever existing as a college.</p>	

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Fort Mojave Indian Industrial School

Summary Elements

Element		
Name:	Fort Mojave Indian Industrial School	
Possible Other Name(s):	Fort Mojave Boarding School, Fort Mojave Training School, Fort Mohave, Fort Mojave School, Herbert Welsh Institute	
Associated School(s):		
School Address	Mohave Valley, AZ	
Start Date:	1890-10-8	
End Date:	1931-08-31	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Nonreservation, Boarding School	
General Notes	<p>The Ft. Mojave (military) reservation and its buildings were transferred by the War Department to the Interior Dept. for Indian school purposes on May 2, 1890.</p> <p>From the Colorado River Historical Society: "On June 16, 1890, Samuel M. McCowen was sent to organize a school at the military post at Fort Mojave, as its first superintendent. The formal transfer of the post was made on August 22, 1890. On October 8, 1890, the United States opened the Fort Mojave Industrial School on a mesa on the east bank of the Colorado River, near the head of the Mojave Valley. The school was originally called the Fort Mojave Agency and School until March 9, 1891 when it became known as the "Herbert Welsh Institute." By December 1892, the name was changed to the Fort Mojave Indian School...."</p> <p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1891 notes at pg. 549: "The school retained the name of the post until March 9, 1891, when it became known as the "Herbert Welsh Institute", in honor of a gentleman who [had] given so much time, service, money, and worked so efficiently in the interest of Indian civilization...."</p> <p>1892 IA Report, pg. 647: Fort Mojave School was opened on October 8, 1890 with 27 students in attendance. Total enrollment for FY 1892 was 122.</p> <p>1901 IA Report, pg. 516: Fort Mojave was a feeder school for Phoenix Training School, but pupils resisted being transferred.</p> <p>1931 IA Report, pg. 5: "Three boarding schools were closed during the year - Mekukey, Okla., Fort Bidwell, Calif., and Fort Mojave, Ariz." The schools served no purpose unless they could be expanded and it was too costly to do so. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as Fort Mojave, classified as a Day School with opened and closed dates of 1890 and 1931.</p>	

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Fort Peck Agency Boarding School

Summary Elements

Element		
Name:	Fort Peck Agency Boarding School	
Possible Other Name(s):	Poplar Creek Boarding School	
Associated School(s):		
School Address	Poplar, Montana	
Start Date:	1881-08-01	
End Date:	1936	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1881 describes the agent in Montana noting that a boarding school was opening on August 1, 1881 at Fort Peck under the direction of the Methodist Church and a Rev. Snyder (page 122). The Fort Peck Boarding School is documented in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) with an opening date of 1881 and a close date of 1936. In the 1885 IA Report, the "Poplar Creek Boarding School" is identified at Fort Peck (page CIV - CXCII). It is believed that this was a name being used interchangeably.	

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Fort Shaw Government Industrial Indian School

Summary Elements

Element		
Name:	Fort Shaw Government Industrial Indian School	
Possible Other Name(s):	Fort Shaw Training School, Fort Shaw Boarding School	
Associated School(s):		
School Address	Fort Shaw, Montana	
Start Date:	1892	
End Date:	1910	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Training School	
General Notes	Funding documented in Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1893-1900, 1902-1905, and 1907-1909. A former military post, Fort Shaw was abandoned around 1890 and was converted into a boarding school for 60 Pikunni (Blackfeet) students. It served as the Fort Shaw Government Industrial Indian School from 1892 until 1910, and then it was granted to Cascade County School District No. 82 by Act of Congress (Act of 28 Feb 1919, Public, No. 305). The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) reports operation dates between 1892 to 1910.	

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Fort Sill Indian School

Summary Elements

Element		
Name:	Fort Sill Indian School	
Possible Other Name(s):	Josiah Missionary School	
Associated School(s):		
School Address	Lawton, Oklahoma	
Start Date:	1871	
End Date:	1980	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	<p>First established as a Quaker boarding school in 1871, the Fort Sill Indian School became a nonsectarian institution in 1891 and remained so until closing in 1980. During its long history, the school expanded from one building to thirty. Fort Sill Indian School is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1891-1932 as a government reservation boarding school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an open boarding school with an open date of 1892.</p>	

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Fort Simcoe Indian Boarding School

Summary Elements

Element		
Name:	Fort Simcoe Indian Boarding School	
Possible Other Name(s):	Yakama; Yakima Indian Boarding School; Yakima Agency Boarding School; Yakima Reservation School; Yakima School	
Associated School(s):	Yakama; Yakima Indian Boarding School; Yakima Agency Boarding School	
School Address	White Swan, Washington	
Start Date:	1860	
End Date:	1922	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>The Fort Simcoe Indian Boarding School, also known as Yakima Agency Boarding School, is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1893 and 1891-1919 as a Government Reservation Boarding School for the years.</p> <p>A military facility, the former U.S. Army installation was home to a government-run boarding school for Native children. Under Indian Agent James Wilbur, the students' life was heavily regimented. They had to wake at 5 a.m., and, after breakfast, worked either in the garden, saddle, harness or clothing shops at the school, with three hours set aside for classroom study, and then back to work until 6 p.m. for dinner. At 7 p.m., they had singing and prayers before going to bed at 8 p.m. Robert Milroy employed Indian police to round up children for schooling, while parents who refused to send their children to the school were fined, imprisoned or sentenced to labor.</p> <p>The school was conducted as an industrial boarding school; the boys being taught to labor, and the girls being instructed in the elementary English branches to sew and do housework. The post was known as Fort Simcoe, and was, after the making of the treaty, turned over to the Department of the Interior. Multiple sources show the school as open in 1860.</p> <p>The school was closed in 1922, when the Yakama Agency was relocated to Toppenish, and the children either attended local public schools or were sent to boarding schools in Oregon and Kansas.</p>	

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Fort Spokane Boarding School

Summary Elements

Element		
Name:	Fort Spokane Boarding School	
Possible Other Name(s):	Spokane School; Fort Spokane Indian School	
Associated School(s):		
School Address	Davenport, Washington	
Start Date:	1900	
End Date:	as late as 1914	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>Fort Spokane is referred to in Geo. H. Newman's, U.S. Indian Agent, Colville Agency Report in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1897 as a potential location to establish a boarding school. Most years of Annual Report of the Commissioner of Indian Affairs do not list the school; however, the school is listed as Spokane School in the 1912 and 1916 IA Reports, and it is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school with open and closure dates of 1900-1906.</p> <p>Other sources published on the National Park Service website indicate the school opened in April of 1900 as a boarding school. In 1908, due to low enrollment, the school closed. Soon after the school's closure, a hospital was established that specialized in treating respiratory diseases in children from reservations throughout the West. Another hospital operated there from 1918 until 1929, when the facilities were closed permanently</p> <p>After soldiers left the fort, it became an agency and school. The school was officially opened until 1914, but it was used as sanatorium after 1908 due to low attendance.</p>	

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Fort Stevenson Boarding School

Summary Elements

Element		
Name:	Fort Stevenson Boarding School	
Possible Other Name(s):	Fort Stephenson Industrial School	
Associated School(s):	Fort Berthold Agency Boarding School	
School Address	Garrison, North Dakota	
Start Date:	1883-12-18	
End Date:	circa 1894	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Government, Boarding School	
General Notes	Fort Bethold Agency is shown in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1875-1883 that the agency only ever maintained a day school and Rev. C.L. Hall maintained a mission day school in the village. The 1884 IA Report lists the first instance of a boarding school called "Fort Stevenson Boarding School." The 1885 IA Report documents "Fort Stephenson Industrial School" (page CXCII). The school is said to be located 17 miles from the agency in the old Fort Stevenson military post (page 31). The 1895 IA Report mentions that four months of funding for Fort Stevenson were included with the funding for Browning and that this non-reservation boarding school has been discontinued (page 6). The site of Fort Stevenson was inundated by the waters of Lake Sakakawea after the building of the Garrison Dam.	

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Fort Totten Indian Industrial School

Summary Elements

Element		
Name:	Fort Totten Indian Industrial School	
Possible Other Name(s):	Whipple Institute, Fort Totten Bonded Industrial School, Tuberculosis Preventorium, Fort Totten Community School	
Associated School(s):	Fort Totten Indian School	
School Address	Fort Totten, North Dakota	
Start Date:	1890	
End Date:	1959	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	<p>The Fort Totten Indian Industrial School, aka Whipple Institute, is listed as a Government, Reservation Boarding School in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1892. In 1890, a military post (located on the southeastern edge of the town of Fort Totten) became an Indian boarding school, Indian health care facility, and a reservation school. On January 5th, 1891, the former Federal military post became the property of the Bureau of Indian Affairs and enrollment sometimes topped 400. It is reported that the Grey Nuns assisted with operations after the other Fort Totten Indian School closed circa 1890. Around 1917-1919, the school had financial issues requiring temporary periodic closure. From 1935-1939, the Federal Government used Fort Totten Indian Industrial School as a tuberculosis preventorium for Dakota children who had or were susceptible to tuberculosis; they were taught basic studies as well as being treated for tuberculosis. In 1939, the site returned to being a community and day school with gradually more input and control being given to the Tribal leaders of the Reservation. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) list of open schools lists this school under Turtle Mountain Agency as "Fort Totten Community." The 1912 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Report notes the association with Fort Totten Agency, aka Devil's Lake Agency. Various Annual Reports to the Commissioner of Indian Affairs make reference to these Agency names. Some reports indicate Fort Totten Indian Industrial may have closed in 1935; other reports indicate the school ceased operations in 1959. In 1960, Fort Totten became a North Dakota State Historic Site and in 1971, the site was listed on the National Register of Historic Places.</p>	

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Fort Totten Indian School

Summary Elements

Element		
Name:	Fort Totten Indian School	
Possible Other Name(s):		
Associated School(s):	Fort Totten Indian Industrial School	
School Address	Fort Totten, North Dakota	
Start Date:	1874	
End Date:	as late as 1891	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School, Training School	
General Notes	Fort Totten Indian School opened circa 1874 and was operated by the Grey Nuns. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1883 documents this as an industrial school for boys. This institution is believed to be separate from the Fort Totten Indian Industrial School/Whipple Institute. An 1893 Presidential Report to Congress describes the Indian School as fully transitioning into the Fort Totten Industrial School/Whipple Institute around 1890 or 1891. This date is used as the close date for the school.	

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Fort Wrangell Tlingit Industrial School

Summary Elements

Element		
Name:	Fort Wrangell Tlingit Industrial School	
Possible Other Name(s):	Fort Wrangel Tlingit Academy, Fort Wrangle Training School, Tlingit Training Academy	
Associated School(s):		
School Address	Wrangell, Alaska	
Start Date:	as early as 1883	
End Date:	1888	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type		
General Notes	<p>The Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1887 and 1888 shows Fort Wrangell as a boarding school under contract, noting operations by religious society, Presbyterian in the 1883 IA Report. The 1885 IA Report also mentions as a girls' boarding school that was consolidated with Sitka in 1884, which may require additional research.</p> <p>Before 1902, when the Post Office officially shortened and respelled "Wrangell," it was called Fort Wrangel, with only one "l".</p> <p>Reverend S. Hall Young, a colleague of minister Sheldon Jackson, was assigned to the Wrangell mission. Young worked among both miners and the Tlingit. He established the Fort Wrangell Tlingit Industrial School to teach young Tlingit men various American trades, such as printing, boatbuilding, and construction. This institution was a parallel to Sheldon Jackson's Sitka Industrial Training School, which later developed as Sheldon Jackson College. Not to be confused with Wrangell Institute, which evolved in the 1930s.</p>	

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Fort Yates Government School

Summary Elements

Element		
Name:	Fort Yates Government School	
Possible Other Name(s):	St. Peter Catholic Mission School, Fort Yates Industrial Boarding School	
Associated School(s):		
School Address	Fort Yates, North Dakota	
Start Date:	1877	
End Date:	as late as 1930s	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Government, Boarding School, Day School	
General Notes	Established in 1877, Fort Yates Government School, also known as Fort Yates Industrial School, served children on the Standing Rock Reservation as a boarding school operated by the Sisters of St. Benedict, with government support. Missionaries for the Catholic Church cleared an old agency building at Fort Yates, where shortly after Easter 1877, they opened the first school. Four Benedictine Sisters from Ferdinand, Indiana, arrived in 1878 to help in the school. The school was opened as a governmental school under the auspices of the Catholic Church. The school closed briefly from 1934 to 1936 and ultimately became a public school admitting white students in the 1940s. A March 1939 speech by Father Bernard provides some insight into the origination of the school and notes that the school was discontinued "a few years ago".	

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Fort Yuma Indian Boarding School

Summary Elements

Element		
Name:	Fort Yuma Indian Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Winterhaven, California	
Start Date:	1884-04	
End Date:	1900	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1892 (pg. 51) provides an open date of April 1844 for the school and describes it as being a government reservation boarding school with a capacity of 250. Under the Fort Yuma Agency, a school was established at first by the Catholic Sisters circa 1880. The school was obtained by the federal government in 1895 and made a reservation boarding school. In 1900, the school was given agency status. Archival documentation indicates that the school site was first used as a U.S. Military post in 1849 and was called "Camp Yuma" in documents from 1852. The original buildings were destroyed by fire resulting in barracks being rebuilt in 1855; the military post name was changed to Fort Yuma after reconstruction. The post was transferred to the Department of The Interior and the Quechan Indian Tribe in 1884, and later it became a boarding school operated by the Catholic Church until 1900. Bureau of Catholic Indian Missions lists Ft. Yuma as Catholic associated within the 1899-1900 portions of its records.	

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Friends High School

Summary Elements

Element		
Name:	Friends High School	
Possible Other Name(s):	Kotzebue Friends High School, Kotzebue Friends School	
Associated School(s):		
School Address	Kotzebue, Alaska	
Start Date:	1887	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	In 1887, the Society of Friends established a school at Kotzebue. In 1901, the U.S. Government officially accepted the Kotzebue Friends School, and provided fuel, school room supplies, and some compensation to the teacher.	

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Ganado Navajo Presbyterian Mission School

Summary Elements

Element		
Name:	Ganado Navajo Presbyterian Mission School	
Possible Other Name(s):	Kirkwook Memorial Training School, Ganado Mission School, Ganado Boarding School, Ganado Mission High School, Sage Memorial Hospital School of Nursing, College of Ganado	
Associated School(s):		
School Address	Ganado, Arizona	
Start Date:	circa 1902	
End Date:	1951	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School, Day School	
General Notes	<p>Founded in 1901 along with the Ganado Presbyterian Church, the Ganado Historic Mission grew to become the largest domestic mission of the Presbyterian Church and the largest Indian mission in the United States. A school for Navajo children was opened shortly after the mission's founding, and in 1911, a twelve-bed hospital was opened. This building, called "Sage", was the first non-governmentally funded hospital on an Indian reservation in the U.S.</p> <p>In July 1901, the Presbyterian Board of Home Missions applied to the Indian Department in Washington for a grant of 160 acres 2 miles NE of the Hubbell Trading Post for the construction of a Presbyterian mission, school, and hospital.</p> <p>In September 1901, a newly appointed minister, Charles Bierkemper, set out to his post as a missionary in Arizona. Upon arrival at Ganado and his visit to the mission site at the end of October, Bierkemper was temporarily housed in Hubbell's guest house at the trading post. Bierkemper later developed a close relationship with the Indian trader.</p> <p>In August 20, 1902, the Interior Department gave its authority to "set aside no more than 160 acres for the 'temporary use and occupancy of the Board of Home Missions of the Presbyterian Church', subject to whatever orders or regulations the DOI found necessary at any time." With government and tribal permission in hand, Bierkemper began working on a two-room adobe house that served both as the mission's first chapel and residence. In 1903, the Board of Home Missions provided appropriations for the construction of a five-room manse on church land, which also served as the "first regular" school. After it was completed in 1903, Bierkemper's wife, Alice, moved the school from the Hubbell's dining room to the manse's dining room. Classes met there for 3 years until 1906, when Bierkemper completed a church building with a schoolroom in the back. Although the Presbyterians actively recruited pupils, the day school remained a peripheral part of Ganado. Before his transfer in 1912, Bierkemper constructed a larger mission building with a dormitory, because he recognized the need for a more assertive educational presence in the area.</p> <p>Bierkemper urged the Board of Home Missions to consider a second mission because of the physical difficulty of one station serving the entire reservation. The Dutch Reformed Church offered its properties at Ft. Defiance and its training school at San Juan, NM, which the Women's Board of Home Missions acquired in 1906. In 1911, the training school was transferred to the Ganado mission.</p> <p>According to the "Red Man in the United States" (pg. 320), "Kirkwood Memorial Training School, at Ganado, Arizona, is maintained by the Women's Board of Home Missions of the Presbyterian Church, U. S. A. The school moved from San Juan, New Mexico, in 1911, starting with one building and an enrollment of five boys and five girls. Its enrollment is now 100, including a few Hopi Indians. Religious instruction is part of the curriculum. In connection with the school is also a Bible school, under trained leaders, for the preparation of Indian youths for missionary service. The school is handicapped by an inadequate water supply, which it is hoped may be remedied by drilling artesian wells. This is the only Protestant mission boarding school in the heart of the Navajo territory."</p> <p>In 1911, the Presbyterian Board of Home Missions approved the construction of a 12-bed hospital in Ganado and in 1930, Dr. Clarence Salisbury, a Presbyterian missionary and physician associated with the hospital, founded Sage Memorial Hospital School of Nursing. The school closed in 1951.</p>	

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Genoa Indian Industrial School

Summary Elements

Element		
Name:	Genoa Indian Industrial School	
Possible Other Name(s):	Genoa Manual Training, Genoa Day School	
Associated School(s):		
School Address	Genoa, Nebraska	
Start Date:	1884	
End Date:	1934	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
General Notes	Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1892 describes the Genoa Indian Industrial School, also referred to as the Genoa Training School, as being operated by the government with a capacity for 400 boarders. The Genoa Indian School Digital Reconciliation Project has been documenting primary records from the Indian Industrial School. Their website describes that the Genoa U.S. Indian Industrial School in Genoa, Nebraska, began in a one-room schoolhouse that the United States had originally built on the Pawnee Reservation as part of its treaty obligations. After the Pawnees were pushed to Indian Territory (present day Oklahoma) in the mid-1870s, the United States converted their school into the Genoa School. Eventually, Genoa became a sprawling 640-acre campus with over thirty buildings. The school enrolled thousands of children from over forty Indian nations during its fifty years of operation from 1884 to 1934. The school has been recently restored and it is owned and operated by a foundation as the Genoa U.S. Indian School Museum. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) only listed it as a "day school" with dates from 1884-1934.	

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Good Shepherd Industrial School

Summary Elements

Element		
Name:	Good Shepherd Industrial School	
Possible Other Name(s):	Home of the Good Shepherd for Homeless Girls, E. M. Byers Home for Boys, Good Shepherd School	
Associated School(s):		
School Address	Denver, Colorado	
Start Date:	as early as 1886	
End Date:	as late as 1914	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886 documented the Good Shepherd School, Denver under the Southern Ute Agency, with a capacity for 150 boarders and a cost to the government of \$2,700 by contract (pg. LXXXVIII-LXXXIX). Colorado Encyclopedia describes that in 1885, Elizabeth Byers established the Home of the Good Shepherd for Homeless Girls which was followed in 1893, by the E. M. Byers Home for Boys. The school was operated by Benedictine (Catholic) Sisters to run the reformatory in the House of the Good Shepherd, a local branch of a worldwide Catholic institution dedicated to the reform of delinquent girls and young women. The sisters operated the industrial school in Wisconsin (also identified as a Federal Indian Boarding School), as well as, the location in Colorado. A 1914 State of Wyoming document describes that the institution in Denver may have also been funded by the state of Wyoming for girls that were sent to the Good Shepherd in Denver.	

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Good Shepherd Industrial School

Summary Elements

Element		
Name:	Good Shepherd Industrial School	
Possible Other Name(s):	House of the Good Shepherd, Good Shepard Industrial School	
Associated School(s):		
School Address	Wauwatosa, Wisconsin	
Start Date:	1878-02-11	
End Date:	1978	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	State of Wisconsin, Mission, Boarding School, Industrial School	
General Notes	<p>The Wisconsin Historical Society archives contain a newspaper clipping that indicates that The Good Shepherd Industrial School was organized on February 11, 1878, for any male child under the age of 12 and for any female under the age of 16, and it was authorized under Chapter 325 of Laws of Wisconsin, 1875, which authorizes Industrial Schools. It further states that the school is for convicted or sentenced children from any counties in Wisconsin, or if their parents are unable to control them, they may send the children. The school was funded by both the counties and parents in certain cases. Children were discharged at by age 21 or through other means, such as adoption. Another excerpt from an 1884 clipping of the Milwaukee Sentinel reports that the school opened in 1877, and it was supported by the counties of Wisconsin. It also states that 20 Indian children were sent to the Milwaukee school by the United States to be educated. Marquette University Catholic archives indicate that the church operated a Good Shepherd Industrial School in both Wisconsin and Colorado. The Archdiocese of Milwaukee's website has an entry for Wauwatosa, House of Good Shepherd, 1877-1978 that states the House of Good Shepherd included an industrial school for female orphans ranging from three to fifteen years old and a reformatory for "wayward" girls. The girls spent half of their day at school and the other half was for work during which they received instructions on domestic tasks such as sewing and cooking. The House of the Good Shepherd closed in the 1970s, and the site was sold to Wisconsin Lutheran College, which is near Wauwatosa, Wisconsin.</p>	

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Good Will Mission Boarding School

Summary Elements

Element		
Name:	Good Will Mission Boarding School	
Possible Other Name(s):	Goodwill Mission Boarding School, Good-Will Mission School	
Associated School(s):		
School Address	Goodwill, South Dakota	
Start Date:	as early as 1889	
End Date:	1912	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1889 documents the Good Will Mission School as being located one-half mile from the Government School (page 164) and receiving a government contract (page 382). The IA Reports ranging from 1895 to 1912 show Good Will Mission Boarding as a Presbyterian Church boarding school under the Sisseton Agency, and other report years indicate the school only receiving private funding. In 1870, Goodwill Mission, located near the Agency, was established with Wyllys K. Morris its leader and teacher. The church still stands.	

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Grace Mission Home Boarding and Day School

Summary Elements

Element		
Name:	Grace Mission Home Boarding and Day School	
Possible Other Name(s):	Grace Howard Mission Boarding and Day School, Grace Howard Boarding and Day School, Grace School	
Associated School(s):		
School Address	Crow Creek, South Dakota	
Start Date:	as early as 1887	
End Date:	as late as 1912	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1891 states that the Crow Creek Agency is located in the western part of Buffalo County, S. Dakota, about 25 miles northwest of Chamberlain, the present terminus of the Chicago, Milwaukee, and St. Paul Railway (p. 398). Grace Mission was "the only day school on the [Crow Creek] reservation. [It was] run [as a] contract school...had an average attendance of 2 day scholars and 17 boarding pupils" (p. 400). The 1895 IA Report states refers to the school as a Boarding and Day School operated by the Crow Creek and Lower Brule Agency. A later report describes this school as run by just Crow Creek Agency. The 1897 IA Report states that [as of 2/1/1897] "Grace School, on the Crow Creek Reservation, S. Dak, was purchased from the owner, Miss Grace Howard, and will be controlled by the government as a small reservation boarding school instead of being conducted by contract" (p. 4). The 1903 IA Report states, "The Grace Mission School was abandoned on the 12th of January, 1903" (p. 302). The school's 20 students were transferred to the Crow Creek Boarding School where they remained during the balance of the school year. The school appears in the 1912 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Report; therefore, this date has been used as the latest available date for when the school closed.</p>	

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Grand Junction Indian School

Summary Elements

Element		
Name:	Grand Junction Indian School	
Possible Other Name(s):	Grand Junction School, Grand Junction Training, Teller Indian School, Teller Institute	
Associated School(s):		
School Address	Grand Junction, Colorado	
Start Date:	1886	
End Date:	1911	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Government, Boarding School	
General Notes	Dates vary slightly in reports, including two reports with overlapping dates noting Grand Junction Indian School is documented as a non reservation government boarding school in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1890-1911, and in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). Multiple sources denote this school to be known as Teller Institute, and the 1900, 1902, and 1907 IA Reports describe specific funding. It was reported that the school faced many problems including poor land, poor drinking water, and problems with their school sewage system mainly due to clay soil. The Colorado Department of Human Services initiated a Teller Institute Task Force.	

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Grand River Boarding School

Summary Elements

Element		
Name:	Grand River Boarding School	
Possible Other Name(s):		
Associated School(s):	Grand River Day School, Little Eagle Day School, Marmot Day School	
School Address	Little Eagle, South Dakota	
Start Date:	1893-11-20	
End Date:	1911	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1894 notes that this is a government funded boarding school located southwest of Standing Rock Agency. It states the school opened "November last" so, presumably, in 1893, which is listed as the open date. The Little Eagle Community History and Development describes that "The Grand River Day School, Little Eagle Day School, and Marmot Day School were merged into the [Grand River] Boarding School, which also served students who attended the Congregational mission schools" (p. 75). The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) provides opening and closing dates for Grand River Day school, but does not show Grand River Boarding School as an operating school.</p>	

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Grand Ronde Boarding School

Summary Elements

Element		
Name:	Grand Ronde Boarding School	
Possible Other Name(s):	Manual Training School at Grand Ronde, Grand Ronde Agency Schoolhouse	
Associated School(s):		
School Address	Grand Ronde, Oregon	
Start Date:	1862-10-01	
End Date:	1908	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	The Grand Ronde School (which was day-only in the beginning, then later a boarding school) functioned on the Grand Ronde Agency beginning in the 1860s or 1870s. For much of its existence, it was run in cooperation with the Catholic Church. Location is approximate and is at Grand Ronde Sub-agency. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) on open and closed schools lists Grande Ronde as open from 1895 to 1908.	

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Greasewood Boarding and Day School

Summary Elements

Element		
Name:	Greasewood Boarding and Day School	
Possible Other Name(s):	Greasewood School, Greasewood Toyei Consolidated Boarding School, Greasewood Springs Boarding and Day School, Greasewood Springs Community School*	
Associated School(s):	Toyei Boarding School	
School Address	Ganado, Arizona	
Start Date:	1935	
End Date:	Open	
Currently Operating	Tribally Controlled	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School	
General Notes	<p>Greasewood Boarding school is first listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1936 as a day school. In approximately 1950, boarding facilities were added to the school, and the school is then listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school with an opening date of 1935. The 1951-1961 Navajo Year Book, lists the school as a reservation boarding school, and it is also listed in the 1968 and 1974 Oversight Hearing reports as a boarding school operated by the Bureau of Indian Affairs BIA.</p> <p>In 1985, declining enrollments led the BIA to seek consolidation of Greasewood and Toyei boarding schools and that was eventually realized, with the consolidated facility being called "Greasewood Springs Community School." In 1995, the school transformed to a Tribally-Controlled grant school under the Navajo Nation.</p>	

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Greenville Indian Industrial Boarding School

Summary Elements

Element		
Name:	Greenville Indian Industrial Boarding School	
Possible Other Name(s):	Greenville Training School, Greenville Day School	
Associated School(s):		
School Address	Greenville, California	
Start Date:	1891	
End Date:	1923	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Reservation, Boarding School, Day School	
General Notes	<p>School type notes listed as reservation in 1922 and from 1911-1919 as nonreservation, and government day school in 1891-1893.</p> <p>The Greenville School is listed as a boarding and day school on the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895. It also appears on the 1900, 1902, 1907, and 1911 IA Reports. On the 1902 IA Report, it is listed as "Greenville Training" and on the 1907 IA Report, it is listed as "non-reservation." Greenville appears on the Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports for 1910, 1912, and 1920 with the location of Greenville, California. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists Greenville as operational from 1897 to 1923 with the location of Greenville, California.</p> <p>Greenville was founded as an Indian school in 1890 by the Women's National Indian Association, an affiliation of the Methodist Church. It operated as a day school under contract to the Federal Government. On January 1, 1894, the Greenville Indian School was established as a boarding school in addition to a day school. The Greenville School was purchased by the Government in 1897 and renamed the Greenville Indian Industrial Boarding School. It was also made an agency with jurisdiction over Native Americans in Butte, Plumas, Sierra, and Yuba Counties, California. In 1918, all but Plumas County were transferred to the Reno Agency. Native Americans in the Umpqua Valley in southern Oregon, and those living near Susanville and Redding, California, were added to the Greenville jurisdiction when the Roseburg (Oregon) Agency was abolished in 1918. In 1922, the school suffered a major fire and was never completely restored.</p>	

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Haloche Indian Mission School

Summary Elements

Element		
Name:	Haloche Indian Mission School	
Possible Other Name(s):	Haloche Industrial Institute; Haloche Industrial Institute; The Industrial Institute for the Deaf, Blind and Orphans of the Colored Race; The Negro Institution at Taft	
Associated School(s):		
School Address	Taft, Oklahoma	
Start Date:	1906	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission School	
General Notes	<p>Haloche Industrial School could not be identified in the Annual Report of the Commissioner of Indian Affairs (IA Report) or other federal reports. However other information on the school is documented that suggests there may have been state support and boarding facilities for this institution. The textbook "Black Towns, Black Futures: The Enduring Allure of a Black Place in the American West", by Karla Slocum, describes a prison building that operated as the Haloche Indian Mission School, which was built in 1906, and later it became the state-operated Industrial Institute for the Deaf, Blind, and Orphans of the Colored Race in 1909 until 1961 (page 98). Other sources identify the Haloche Industrial Institute being established in 1906 in Taft, Oklahoma. In 1909, this institute had changed its name to The Industrial Institute for the Deaf, Blind and Orphans of the Colored Race. Sometime before 1921, the State Training School for Incurable Negro Girls was located on the same grounds and administrated by the same Superintendent. In 1949, the State Government determined the consolidation of The Institute for Colored Blind, Deaf, and Orphans, The State Hospital for the Negro Insane and The Training School for Negro Girls both located near Taft. They were consolidated into The Negro Institution at Taft. In 1989, The Dr. Eddie Warrior Correctional Center opened using one of the original 1909 buildings from the orphanage and is open today.</p> <p>Name chronology as follows: Haloche Indian Mission School (1906-1909); Haloche Industrial Institute; The Industrial Institute for the Deaf, Blind and Orphans of the Colored Race (1909-1961); The Negro Institution at Taft.</p>	

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Halstead Mennonite Mission Boarding School and Halstead Seminary

Summary Elements

Element				
Name:	Halstead Mennonite Mission Boarding School		Halstead Seminary	
Possible Other Name(s):	Halstead Indian Industrial School; Mennonite Orphan Home		Halstead Fortbildungs-Schule	
Associated School(s):	Halstead Seminary		Halstead Mennonite Mission Boarding School	
School Address	Halstead, Kansas		Halstead, Kansas	
Start Date:	1880s		1883	
End Date:	as late as 1898		circa 1880s	
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	TBD
	Timeframe	Yes	Timeframe	Yes
School Type	Mission, Contract, Boarding School, Orphanage		Mission, Contract, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1891 documents the Mennonite Mission Boarding School in Halstead, Kansas, as receiving a government contract with an average attendance of 32 boarding school students (page 4-5 of Volume 2). The Report of Superintendent of the Mennonite Mission at Cheyenne and Arapaho Reservation, Darlington, Oklahoma, states that besides the school in Oklahoma, they have an industrial boarding school for 35 children in Halstead that is "supplied with children almost entirely from mission schools on the reservation" (page 349). A 1989 document entitled "From Buffalo Days to Classrooms..." by Donald J. Berthrong, available from the Kansas Historical Society, includes a photograph describing the Mennonite-supported school located on Christian Krehbiel farm from the 1880s near Halstead, Kansas called the Halstead Indian Industrial School (page 106). The 1989 document describes how the Mennonite Church was opening mission schools throughout Oklahoma during this time. A photograph from the Mennonite Library and Archives documents the Mennonite Orphan Home on Christian Krehbiel's Farm, Halstead, KS, circa 1898. A Mennonite Church of Canada document describes the Home as closing in 1896 after the government no longer continued their contracts</p>		<p>The publication, Mennonite Life, June 2006, vol. 61 no.2, documents the Halstead Fortbildungs-Schule or Halstead Seminary opening in 1883 in Halstead, Kansas and receiving Indian students from Oklahoma in 1885. The Indian school was split off after a couple of years and continued east of Halstead on the Christian Krehbiel farm. See Mennonite Encyclopedia, s.v. "Halstead Seminary."</p>	

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Hampton Institute

Summary Elements

Element		
Name:	Hampton Institute	
Possible Other Name(s):	Butler School for Negro Children, Hampton Agricultural and Industrial School, Hampton Normal and Agricultural Institute, Hampton University*	
Associated School(s):		
School Address	Hampton, Virginia	
Start Date:	1878	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>In 1863, using government funds to continue the work started by Mary Peake, General Butler founded the Butler School for Negro Children. Founded in 1868, the Institute established a program for teaching Native Americans in 1878, beginning with 17 men from Plains tribes who had been imprisoned at Fort Marion, FL. Their enrollment was supported by private benefactors along with federal funding. Students were recruited mostly from the West, drawing largely from various Dakota Sioux tribes. The Wigwam, completed in 1878, is believed to have been designed by Charles D. Calkins, superintendent of all early construction at the school. This building was constructed to house the new American Indian students at Hampton. Between 1878 and 1923, the school taught about 1,300 male and female Indians from 65 tribes. The program had its highest enrollment in 1887, when 160 Indians attended the school. The program endured until congressional and public criticism over mingling Indians with the school's black students lead to a cutoff of federal funds in 1912, and the eventual end of the program in 1923. Hampton University remains a private institution and is now more widely recognized as a historically black research university.</p>	

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Hare Industrial School

Summary Elements

Element		
Name:	Hare Industrial School	
Possible Other Name(s):	Bishop Hare Industrial School, Bishop Hare Mission Home	
Associated School(s):		
School Address	Mission, South Dakota	
Latitude and Longitude		
Start Date:	as early as 1929	
End Date:	as late as 1970s	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Contract, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1929 and 1932 show Hare Industrial as a mission, boarding, contract school under Rosebud Agency. Hare Industrial is described in 1939 Appropriations Hearing for the Department of the Interior as winding down operations, with the Presbyterian Church noting that even with the Federal assistance, the church is unable to support operations. The report indicates the school serving grades 1-10. The industrial school closed in the 1930s and transitioned into a boys home until the 1970s.	

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Harmony Mission School

Summary Elements

Element		
Name:	Harmony Mission School	
Possible Other Name(s):	Osage Indian School and Trading Post, Osage Mission	
Associated School(s):		
School Address	Papinville, Missouri	
Latitude and Longitude		
Start Date:	1821	
End Date:	1836	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School, Day School	
General Notes	<p>The Harmony Mission School was documented in the 1827 Department of War report with 35 pupils and \$150 annual payment, and the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1828, which describes the Indian School located in Harmony, Missouri having 35 pupils and \$150 received from Federal Government. Supplemental research indicates that the first Indian mission in Missouri was established in response to a request by the Osage Indians to the President for a school, and the missionaries and families arrived in 1821. The mission was founded in 1821 by the United Foreign Missionary Society of N.Y., supported by Presbyterian, Congregational, and Dutch Reformed churches. Among the 41 members of the mission family were teachers, mechanics, and farmers, headed by minister Nathaniel B. Dodge. The Osage gave land and the U.S. government provided a building fund. The school was considered only a moderate success, largely because the Osage ceded the last of their Missouri land to the U.S. government in 1825 and began to move away. The mission was closed in 1836. Documents indicate that the mission staff of the school desired to reduce persons laboring there and curtail secular affairs of the station by instead utilizing pupils in the boarding school to perform the duties, under the direction of the teacher and superintendent.</p>	

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Harrell International Institute

Summary Elements

Element		
Name:	Harrell International Institute	
Possible Other Name(s):	Spaulding Female College, Spaulding Institute	
Associated School(s):		
School Address	Muskogee, Oklahoma	
Start Date:	as early as 1881	
End Date:	as late as 1899	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, College	
General Notes	The school started in Rock Church in Muskogee in 1881, when the school was constructed. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1883 (p.90) documents the school being renamed Spaulding Female College. Harrell Institute at Muskogee, managed by the Methodist Church South, had about 150 students. A University of Oklahoma article states that while primarily a girls school, boys could attend as a day school; however, a boarding department for boys was added later. The 1899 IA Report (page 46) documents a special land allotment and patent as part of an agreement between the federal government and the tribe for land to be given free of charge to the mission for the operation of a school. A local Methodist periodical from 1880s documents students younger than 12 would attend.	

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Haskell Indian Industrial Training School

Summary Elements

Element		
Name:	Haskell Indian Industrial Training School	
Possible Other Name(s):	Haskell Junior College, Haskell Institute, Haskell Indian Nations University*	
Associated School(s):		
School Address	Lawrence, Kansas	
Start Date:	1884	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Government, Boarding School, Training School	
General Notes	Founded in 1884 as a residential boarding school, Haskell started with 22 Indian children. In 1927, Haskell began operating as a high school. Industrial training became an important part of the curriculum in the early 1930s, and by 1935, Haskell began to evolve into a post-high school, vocational-technical institution. Gradually, the secondary program was phased out, and the last high school class graduated in 1965. Haskell transitioned to a junior college around 1970, and then became a university in 1993. Haskell Institute was designated a National Historic Landmark as of 7/4/1961, and it has been listed in the National Register of Historic Places since 10/15/1966.	

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Havasupai Boarding and Day School

Summary Elements

Element		
Name:	Havasupai Boarding and Day School	
Possible Other Name(s):	Havasupai Indian School, Havasupai Elementary School*	
Associated School(s):		
School Address	Supai, Arizona	
Start Date:	As early as 1895	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>Havasupai day school was a small day school 75 miles from Seligman, AZ.</p> <p>Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1900, pg. 203: "The Havasupai school is taught in a stone building erected by the employees, with little cost to the gov't. It is well equipped, but other buildings are greatly needed."</p> <p>1901 IA Report, pg. 21 - Havasupai is listed as one of the day schools that has been increased in facilities and is now classed as a boarding school.</p> <p>p. 528 - The school is badly overcrowded, it has no dining room or wareroom. The school's capacity is 46, enrollment is 75, and ADA is 72 (pg. 21). The school plant consists of 5 buildings and supplies are stored in the attics of those 5 buildings. One teacher instructs 71 pupils and this is not manageable or sustainable. Students assist in the cooking of lunch.</p> <p>1902 IA Report lists Havasupai Boarding, support be the government with boarding capacity of 50.</p> <p>1903 IA Report lists Havasupai Boarding, support be the government with boarding capacity of 50.</p> <p>Listed as a day school in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as located in Supai, Arizona, with an opened date of 1895.</p> <p>1921 IA Report lists the school as Havasupai</p> <p>1931 IA Report lists the school as Havasupai Agency and School - Day</p> <p>1932 IA Report lists the school as Havasupai Agency and School - Day School</p> <p>The school currently operates as a Bureau-operated day school under the Bureau of Indian Education (BIE).</p>	

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Hayward Boarding School

Summary Elements

Element		
Name:	Hayward Boarding School	
Possible Other Name(s):	Hayward Indian School	
Associated School(s):		
School Address	Hayward, Wisconsin	
Start Date:	1901	
End Date:	1933	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Non reservation, Government, Boarding School	
General Notes	The National Archives at Chicago's website for the Hayward Indian School Records states that the school opened in 1901, in Hayward, Wisconsin, as a boarding school for the Chippewa of the Lac Courte Oreille Reservation. It was subordinate to the La Pointe Agency until 1904. Around 1911, the school was given agency duties for the reservation. In 1933, the school closed and the Lac du Flambeau Agency assumed its duties. The Wisconsin Historical Society has many photographs, and a research paper was found that documents students' experiences at the Hayward Indian School.	

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High Tower Mission School

Summary Elements

Element		
Name:	High Tower Mission School	
Possible Other Name(s):	Etowah Mission School, Etonee School	
Associated School(s):		
School Address	Cartersville, Georgia	
Start Date:	as early as 1817	
End Date:	as late as 1829	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding, Day School	
General Notes	The school was documented in a 1827 War Department document as being federally funded. A New Georgia Encyclopedia article states that Brainerd in Tennessee was the main station and the locations at Pumpkin Vine, Etowah/Hightower, Hawsis/Turnip Mountain, New Echota, and Taloney/Carmel were only day schools. Etowah, or Hightower is located south of Cartersville. Listed as a day school in 1817, but the 1829 Annual Report of the American Board of Commissioners for Foreign Missions, however, describes 15 children "boarded and taught."	

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Hilo Boarding School

Summary Elements

Element		
Name:	Hilo Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Hilo, Hawaii	
Start Date:	1836	
End Date:	as late as 1972	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type		
General Notes	<p>The Congregational Mission in Hawaii opened schools to support their efforts of Christian conversion, and in October 1836, two grass houses were completed between David Lyman's house and Reverend Titus Coan's house. On October 3rd, the school opened with eight boarders, but the number soon increased to twelve. It received \$900 in funding annually from the Board of Education (likely Hawaii), and its assistant teachers are paid from the district school fund of Hilo. Classes were conducted in the English language. With the advent of World War II, the dormitory facilities were donated to the U.S. Army, which occupied the buildings until 1943. Thereafter, the facilities of Hilo Boarding School were utilized by different community groups until the final destruction of its buildings between 1968 and 1972.</p> <p>According to the 1920 Survey of Education in Hawaii completed by the Department of the Interior, Hilo Boarding School opened in 1836 as an industrial and training boarding school still in existence at the time of the report. Hilo's early intent was to serve as a feeder school to send Natives to Lahainaluna Seminary to develop them as preachers and missionaries. A chronology of Hilo Boarding School in "Hilo Boarding School: Hawaii's Experiment in Vocational Education" by Ralph Canevali (1977) describes the transition of the school buildings typically describing the construction efforts as nearby after deterioration, or in 1853, after fire. After that construction, the school was rebuilt about a 1/2 mile above Hali Church. Shortly after annexation of Hawaii to the United States just prior to 1900, the school leadership sought to take advantage of the new relationship with the U.S. Government and entered into an agreement to place an agricultural station for the US Department of Agriculture on the school premises, where farm operations were ongoing. As a result of the deficiencies noted in the 1920 DOI Survey of Education for Hawaii, the school ceased regular school operations in 1925 and transitioned to more general community use. In the 1940s, the dormitory buildings were all used by the U.S. military during WWII. Ultimately, the school was razed entirely between 1968 to 1972. The Biennial Report from the President of the Board of Education, 1868, published in the Hawaiian Gazette, May 20, 1868, discussed operations of Hilo Boarding School for boys and funding for that year.</p>	

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Holy Child Academy

Summary Elements

Element		
Name:	Holy Child Academy	
Possible Other Name(s):	Academy of St. Rose, St. Bernard's Hall	
Associated School(s):		
School Address	Avoca, Minnesota	
Start Date:	1884-09-04	
End Date:	1910	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	Supplemental research describes that the Sisters of the Holy Child Jesus arrived on May 25th, 1883. The school soon became an Indian boarding school, The Holy Child Academy, and the first Indians, thirteen Sioux girls, arrived on September 4th, 1884. Later, a few Chippewa girls were brought in. The Academy received \$85 per year, per Indian student, from the Bureau of Indian Affairs. In 1893, the Indian school closed after policy changes were made at the Bureau of Indian Affairs. In September 1905, the school became St. Bernard's Hall, a military school for boys. On February 12th, 1910, a fire broke out. With their water supply frozen, the townsfolk could only stand and watch as it burned to the ground.	

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Holy Cross Boarding School

Summary Elements

Element		
Name:	Holy Cross Boarding School	
Possible Other Name(s):	Kosoreffsky; Anilukhtapak; Askhomute; Koserefsky; Holy Cross Mission; Holy Cross Boarding and Day School and Orphanage	
Associated School(s):		
School Address	Holy Cross, Alaska	
Start Date:	as early as 1888	
End Date:	as late as 1956	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	The boarding school, located along the Yukon River and over 400 miles from Fairbanks, was officially called an orphanage in church records. According to the Holy Cross website, the Holy Cross Mission was founded in 1880 near the village of Holy Cross, a community of Athabascan and Yupik Eskimos. The early mission included a day school, boarding school, and church. Today, only a church remains, the Holy Family Catholic Church served by Catholic Diocese of Fairbanks. The 1940 census of Holy Cross includes names/ages of students presumably attending school.	

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Holy Family Mission and School

Summary Elements

Element		
Name:	Holy Family Mission and School	
Possible Other Name(s):	Holy Family Catholic, Blackfeet Mission School, Holy Family Industrial School, Holy Family Boarding	
Associated School(s):		
School Address	Browning, Montana	
Start Date:	as early as 1890	
End Date:	1940	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission Boarding School, Industrial School	
General Notes	<p>According to the 1982 National Register of Historic Places (NRHP) applications form the "Holy Family Mission is located on the south central portion of the Blackfeet Indian Reservation. The Mission grounds cover approximately 44 acres, bounded to the south by the Two Medicine River. On the grounds are two stone dormitories, one brick church, and several outbuildings.... The boys dormitory was constructed in 1895 and the girls dormitory was constructed in 1898. By 1892, over 100 Blackfeet children resided at the mission. After 1900, the federal government opened another Indian boarding school and subsequent federal aid to Holy Family was sporadic and indirect. In 1890, Holy Family officially opened the doors of its new wood frame school and dormitory buildings.... [I]n 1940, Holy Family Mission was closed as a residence, and the buildings were left at the mercy of the elements." Minor repairs and maintenance have been made over the years. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1894 documents the school as being specially appropriated for by Congress for 1894 and 1895 in the amount of \$12,500 (page 17). The 1891 IA Report refers to it as the Holy Family Industrial School.</p>	

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Homewood Boarding School

Summary Elements

Element		
Name:	Homewood Boarding School	
Possible Other Name(s):	Jubilee College	
Associated School(s):		
School Address	Brimfield, Illinois	
Start Date:	1883	
End Date:	as late as 1888	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Training School, Orphanage	
General Notes	The Homewood Boarding School in Jubilee, Peoria County, Illinois appears in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1882-1886 as an institution under contract with the government. The Executive Documents of the Senate of the United States in 1885 state this institution was under a contract with the government for 12 Indian pupils with the remarks "paid from schools in States, \$167 per annum." The Jubilee College building was placed on the National Register of Historic Places in 1972. Jubilee College State Historic Site preserves a remnant of the school founded in 1839 by Philander Chase (1775-1852), the first Episcopal Bishop of Illinois. The Historical Magazine of the Protestant Episcopal Church, Vol. 12, No. 1 (March, 1943), describes that in 1883-1884 the remaining of the depleted property buildings at Jubilee College were leased for five years to the Reverend Haskins for an Indian school for boys (page 56-57).	

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Hoopa Valley Boarding School

Summary Elements

Element		
Name:	Hoopa Valley Boarding School	
Possible Other Name(s):	Hupa Valley Boarding	
Associated School(s):		
School Address	Hoopa Valley, California	
Start Date:	1893	
End Date:	1934	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	In 1893, the BIA established the Hoopa Valley Indian School, the boarding school was converted into a day school in 1932, making way for what are now public schools. Hoopa/Hupa is listed on the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, 1902, 1907, 1911, 1929, and 1932 and appears on the Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports for 1901, 1912, and 1920. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the closing date as 1934.	

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Hope Indian Boarding School

Summary Elements

Element		
Name:	Hope Indian Boarding School	
Possible Other Name(s):	Springfield Indian School	
Associated School(s):		
School Address	Springfield, South Dakota	
Start Date:	1879	
End Date:	1923	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Reservation, Mission, Government, Boarding School	
General Notes	<p>From 1889 to 1902, Hope School existed under the Santee Agency. The Santee Agency is documented under the agent in Nebraska, although the school was physically located in South Dakota. The name was changed to Springfield School in 1902, when it became an independent boarding school for girls. The name was changed back to Hope School, January 1, 1919. The school was discontinued in June 1920; it reopened in July 1921 but was abolished June 30, 1923.</p> <p>Located in Springfield, South Dakota, Hope School was conducted by the Episcopal Church for many years, but in 1896 the buildings were rented to the Government. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895 IA Report documents both school names separately, with unique student numbers, contract dollar amounts, teachers, etc. therefore, these are documented as two institutions.</p> <p>Springfield also appears on the Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports for 1910 and 1912 with a cross reference between Hope and Springfield on the 1910 Report. The 1910 Report shows the closest post office as Springfield, SD. In summary, the names have been shown as 1879 - 1895 (Hope mission school), 1895 - 1902 (Existed as Hope school under Santee Agency), 1902 - 1919 (Name changed to Springfield School), 1919 - 1923 (Changed back to Hope). The early reports (1897-1899) call it a Reservation school and the later years call it a Non reservation.</p>	

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Huerfano Dormitory

Summary Elements

Element		
Name:	Huerfano Dormitory	
Possible Other Name(s):	Hanáádli Community School/Dormitory, Inc., Huerfano Dormitory Day School, Huerfano Day School, Huerfano Boarding School	
Associated School(s):		
School Address	Bloomfield, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School, Dormitory	
General Notes	Huerfano started out as a day school in 1935 and was converted to a boarding school around 1950. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists Huerfano as an operational boarding and day school as of June 1951. Huerfano was a boarding school during 1951-1955 and by 1956 was used as a reservation dormitory for children attending nearby public schools.	

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Hunters Point Boarding School

Summary Elements

Element		
Name:	Hunters Point Boarding School	
Possible Other Name(s):	Hunter's Point Indian School	
Associated School(s):	Hunters Point Day School	
School Address	St Michaels, Arizona	
Start Date:	1934	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School	
General Notes	Hunters Point boarding school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a Boarding and Day school, with an opened date of 1935. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1936 lists the school as a day school. The school is listed in the 1951-1961 Navajo Year Book as Hunters Point Conv. completed in 1952, possibly implying that boarding facilities were constructed and indicates boarding enrollment was authorized. The 1968 and 1974 Oversight Hearings reports list the school as a boarding school operated by the BIA. The school currently operates as a Tribally controlled school under the Navajo Nation.	

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Immaculate Conception Mission School

Summary Elements

Element		
Name:	Immaculate Conception Mission School	
Possible Other Name(s):	Stephan Mission School	
Associated School(s):	Crow Creek Tribal School	
School Address	Stephan, South Dakota	
Start Date:	as early as 1886	
End Date:	as late as 1961	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, 1902, 1907, 1929, and 1932 contain evidence that the Immaculate Conception Mission School was under a government, contract boarding school. It is believed after the immaculate conception mission school closed, it reopened as a government, Bureau of Indian Education school, called Crow Creek Tribal School - still locally called "Stephan". The Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports for 1910, 1912, 1920, and 1940 list this school.	

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Indian Pueblo Training School

Summary Elements

Element		
Name:	Indian Pueblo Training School	
Possible Other Name(s):	Pueblo Industrial School	
Associated School(s):	Albuquerque Indian School	
School Address	Duranese, New Mexico	
Start Date:	1881-01-01	
End Date:	as late as 1884	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Contract, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1881 states "[a] boarding and industrial school was opened for the Pueblos at Albuquerque under contract" and that "the school is conducted in a Mexican house which was built for a residence." The 1882 IA Report supports this and states that the school continues in the temporary quarters in which it was commenced and that land for an new school was purchased in June of 1880 for the purposes of erecting a new school. The new school, known as Albuquerque Indian School is reported in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school that opened in 1886. The Pueblo Training School (PTS) was originally located in the Duranese area, just north of Old Town in Albuquerque.</p>	

Industrial and Reformatory School for Girls

Summary Elements

		Element				
Name:	Industrial and Reformatory School for Girls (Keoneula, Kapalama)		Industrial and Reformatory School for Girls (Mo'ili'ili, Honolulu)		Industrial and Reformatory School for Girls (Maunawili, Ko'olaupoko)	
Possible Other Name(s):	Maunawili Training Schools for Girls, Kawailoa Training School for Girls, Olomana School, Kawailoa Girls' Home, Hawaii Youth Correctional Facility		Maunawili Training Schools for Girls, Kawailoa Training School for Girls, Olomana School, Kawailoa Girls' Home, Hawaii Youth Correctional Facility		Maunawili Training Schools for Girls, Kawailoa Training School for Girls, Olomana School, Kawailoa Girls' Home, Hawaii Youth Correctional Facility	
Associated School(s):	Industrial and Reformatory School for Girls (Mo'ili'ili, Honolulu), Industrial and Reformatory School for Girls (Maunawili, Ko'olaupoko)		Industrial and Reformatory School for Girls (Maunawili, Ko'olaupoko), Industrial and Reformatory School for Girls (Keoneula, Kapalama)		Industrial and Reformatory School for Girls (Mo'ili'ili, Honolulu), Industrial and Reformatory School for Girls (Keoneula, Kapalama)	
School Address	Keoneula, Kapalama, O'ahu, Hawaii		Mo'ili'ili, Honolulu, O'ahu, Hawaii		Maunawili, Ko'olaupoko, O'ahu, Hawaii	
Start Date:	1904		1913		1929	
End Date:	1913		1929		Open	
Currently Operating						
Boarding School Definition Criteria	Housing	Yes	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes	Timeframe	Yes
School Type	Government, Industrial, Vocational, Training		Government, Industrial, Vocational, Training		Government, Industrial, Vocational, Training	
General Notes	<p>The Industrial and Reformatory School, starting out at Keoneula, Kapalama, O'ahu, is a well-documented residential boarding and reform school for troubled youth. The school moved and changed names several times and changed from co-ed to boys only in 1870, but, in parallel, a girls school, initially eliminated, reappeared in 1904 and then ultimately merged in location and management with this boys school in the early 1950s, all while both were experiencing several more name changes and moves. This school will be described as originating with the re-opening in 1904 at the site of the former school. A simple timeline for the perspective of the girls school transition and operations appears in an Inventory of Records of the Department of Human Services, Hawaii State Archives, Iolani Palace Grounds, Honolulu, Hawaii (April 2003) as follows:</p> <p>1865-Industrial and Reformatory School (as a co-ed school) opens in Keoneula, Kapalama, O'ahu</p> <p>1870-Girls' portion of the school is discontinued</p> <p>1904-This school, the re-opened girls school, opens at the original site of the prior co-ed Industrial and Reformatory School.</p> <p>1913-School moves to Moiliili</p> <p>1929-School moves to Maunawili, Koolauapoko, O'ahu</p> <p>May 1, 1929-School re-named Maunawili Training School for Girls</p> <p>July 1, 1931-School re-named Kawailoa Training School for Girls</p> <p>September 15, 1950-School renamed Olomana School</p> <p>May 10, 1951-School renamed Kawailoa Girls' Home</p> <p>May 28, 1951-School consolidates once again with the parallel boys Industrial and Reformatory School.</p> <p>September 1953-Academic portions of operations consolidated in Olomana School</p> <p>May 17, 1963-School renamed Hawaii Youth Correctional Facility</p> <p>The Biennial Report of the President of the Board of Education for 1868, printed in the Hawaiian Gazette on May 20, 1868, described this school as a boarding school for Hawaiian youth under government supervision, as well as the funding provided from the Hawaiian government for operations.</p>		<p>In addition to all the notes for the Industrial and Reformatory School for Girls (Keoneula, Kapalama, O'ahu) describing all the locations for that school, including this location, the 1959 Governor of Hawaii's Report to the Secretary of the Interior for 1959 (as well as the 1949 report) describes the vocational schooling efforts for residents of this school as well as the Federal support for education generally and vocational training for the Territory of Hawaii.</p>		<p>In addition to all the notes for the Industrial and Reformatory School for Girls (Keoneula, Kapalama, O'ahu) describing all the locations for that school, including this location, the 1959 Governor of Hawaii's Report to the Secretary of the Interior for 1959 (as well as the 1949 report) describes the vocational schooling efforts for residents of this school as well as the Federal support for education generally and vocational training for the Territory of Hawaii.</p>	

Industrial and Reformatory School

Summary Elements

				Element			
Name:		Industrial and Reformatory School (Keoneula, Kapalama)		Industrial and Reformatory School (Waialeale, Waialua)		Industrial and Reformatory School (Kawaihou)	
Possible Other Name(s):		Waialeale Training School for Boys, Olomana School, Hawaii Youth Correctional Facility		Waialeale Training School for Boys, Olomana School, Hawaii Youth Correctional Facility		Koolau Boys' Home (Kawaihou), Waialeale Training School for Boys, Olomana School, Hawaii Youth Correctional Facility	
Associated School(s):		Industrial and Reformatory School (Waialeale, Waialua), Industrial and Reformatory School (Kawaihou)		Industrial and Reformatory School (Keoneula, Kapalama), Industrial and Reformatory School (Kawaihou)		Industrial and Reformatory School (Keoneula, Kapalama), Industrial and Reformatory School (Waialeale, Waialua)	
School Address		Keoneula, Kapa'lama, O'ahu, Hawaii		58130 Kamehameha Highway, Waiale'e, O'ahu, Hawaii		Kawaihou, O'ahu, Hawaii	
Start Date:		as early as 1864		1903		as early as 1950	
End Date:		1903		as late as 1950		Open	
Currently Operating							
Boarding School Definition Criteria		Housing		Housing		Housing	
		Yes		Yes		Yes	
		Education		Education		Education	
		Yes		Yes		Yes	
		Federal Support		Federal Support		Federal Support	
		Yes		Yes		Yes	
		Timeframe		Timeframe		Timeframe	
		Yes		Yes		Yes	
School Type		Government, Industrial, Vocational, Training		Government, Industrial, Vocational, Training		Government, Industrial, Vocational, Training	
General Notes		<p>The Industrial and Reformatory School, starting out at Keoneula, Kapalama, O'ahu, is a well-documented residential boarding and reform school for troubled youth. The school moved and changed names several times and changed from co-ed to boys only in 1870, but, in parallel, a girl's school, initially eliminated, reappeared in 1904 and then ultimately merged in location and management with this boys school in the early 1950s, all while both were experiencing several more name changes and moves. A simple timeline for the perspective of the co-ed to boy's school transition and operations appears in an Inventory of Records of the Department of Human Services, Hawaii State Archives, Iolani Palace Grounds, Honolulu, Hawaii (April 2003) as follows:</p> <p>1865-Industrial and Reformatory School (as a co-ed school) opens in Keoneula, Kapalama, O'ahu</p> <p>1870-Girls' portion of the school is discontinued</p> <p>May 1903-Boys school moves to Waialeale, Waialeale</p> <p>May 1, 1929-School renamed "Waialeale Training School for Boys"</p> <p>Sept. 15, 1950-Boys school relocates to Kawaihou</p> <p>May 10, 1951-School renamed to "Koolau Boys' Home"</p> <p>May 28, 1951-School consolidates again with the parallel girls Industrial and Reformatory School.</p> <p>September 1953-Academic portions of operations consolidated in Olomana School</p> <p>May 17, 1963-School renamed Hawaii Youth Correctional Facility</p> <p>The Biennial Report of the President of the Board of Education for 1868, printed in the Hawaiian Gazette on May 20, 1868, described this school as a boarding school for Hawaiian youth under government supervision, as well as the funding provided from the Hawaiian government for operations. The 1959 Governor of Hawaii's Report to the Secretary of the Interior for 1959 (as well as the 1949 support) describes the vocational schooling efforts for residents of this school as well as the Federal support for education generally and vocational training for the Territory of Hawaii.</p>		<p>In addition to all the notes for the Industrial and Reformatory School (Keoneula, Kapalama, O'ahu) describing all the locations for that school, including this location, the 1959 Governor of Hawaii's Report to the Secretary of the Interior for 1959 (as well as the 1949 report) describes the vocational schooling efforts for residents of this school as well as the Federal support for education generally and vocational training for the Territory of Hawaii.</p>		<p>In addition to all the notes for the Industrial and Reformatory School (Keoneula, Kapalama, O'ahu) describing all the locations for that school, including this location, the 1959 Governor of Hawaii's Report to the Secretary of the Interior for 1959 (as well as the 1949 report) describes the vocational schooling efforts for residents of this school as well as the Federal support for education generally and vocational training for the Territory of Hawaii.</p>	

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Institute of American Indian Arts

Summary Elements

Element		
Name:	Institute of American Indian Arts	
Possible Other Name(s):		
Associated School(s):		
School Address	Santa Fe, New Mexico	
Start Date:	1962	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, College	
General Notes	The Institute of American Indian Arts (IAIA) was established in 1962 and opened on the campus of the Indian School in Santa Fe, New Mexico. It was first a high school formed under the Department of Interior's Bureau of Indian Affairs. IAIA is listed as a boarding school in the Statistics Concerning Indian Education for FY 1965. In 1975, IAIA became an two-year college offering associate degrees in Studio Arts, Creative Writing, and Museum Studies. In FY 1986, IAIA received \$450,000 in funds from the federal government.	

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Intermountain Indian School

Summary Elements

Element		
Name:	Intermountain Indian School	
Possible Other Name(s):	Bushnell Hospital, Intermountain Inter-Tribal School	
Associated School(s):		
School Address	Brigham, Utah	
Start Date:	1950	
End Date:	1984	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Government, Boarding School	
General Notes	The Intermountain Indian School is documented as a nonreservation, boarding school in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1950. A BIA document titled "You asked about the Navajo" describes that in the spring of 1949 an appropriation was made to remodel the hospital into a boarding school. This represented a \$1,875 expenditure per pupil, in contrast to the \$7,000 per pupil cost that would be the cost for construction of a new boarding school. The school opened its doors in January 1950 to 500 Navajo students. Educational goals were to teach English and basic academic disciplines as well as vocational skills. Renamed the Intermountain Inter-Tribal School in fall 1974, the school enrolled students from 26 other tribes. The Intermountain Indian School closed its doors on May 17, 1984.	

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International School of Blind and Deaf

Summary Elements

Element		
Name:	International School of Blind and Deaf	
Possible Other Name(s):	Lura A. Lowrey School for the Blind, Oklahoma School for the Blind	
Associated School(s):		
School Address	Fort Gibson, Oklahoma	
Start Date:	1898	
End Date:	1908	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Boarding School	
General Notes	<p>The International School of Blind and Deaf is mentioned or listed in some of the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1899 and as late as 1908. The 1899 IA Report includes the Cherokee Agreement (Five Civilized Tribes) General Allotment of Land for “ten acres of land at or near Fort Gibson, to be selected by the board of education, shall be donated to the U.S. free of charge, and the U.S. shall make appropriations for the erection of suitable buildings thereon for a school for the education of blind and deaf and dumb children of all classes within Indian Territory, and for maintaining a school for such purposes, until such time as there may be a separate school established for either class so provided for.” (p. 55) The IA reports list the school as a Tribal school under both the Choctaw and Cherokee Nations and having been supported by appropriations under the Cherokee National Council and the Choctaw Nation. Other sources indicate the school became a state-supported institution in 1907 or 1908.</p> <p>This school was started by Mrs. Lowery for the education of the blind Indian children of the Five Civilized Tribes. She received no federal funding but was given the use of Fort Gibson Old Barracks Building on Cherokee land being leased to Federal Gov from 1898 to 1913. The School became state funded in 1907 and moved to Muskogee in 1913.</p>	

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Iowa and Sac and Fox Indian Mission School - KS

Summary Elements

Element		
Name:	Iowa and Sac and Fox Indian Mission School - Kansas	
Possible Other Name(s):	Iowa and Sac Mission; Orphan Indian Institute; Iowa, Sac, and Fox Presbyterian Mission; Highland Presbyterian Mission	
Associated School(s):		
School Address	Highland, Kansas	
Start Date:	1846	
End Date:	1868	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School, Orphanage	
General Notes	The National Register of Historic Places (NRHP) has listed the Iowa, Sac, and Fox Presbyterian Mission since 12/2/1970 and it has been a Native American Heritage Museum State Historic Site. The NRHP describes the mission as opening its first building in 1846 and a school which could handle 100 students, but seldom had more than 40. The Indian Tribes reportedly funded some of the mission initially but that was discontinued in 1860. The Mission was inactive after 1863 and the missionaries changed the building to the Orphan Indian Institute until that too closed in 1866 and the building was sold in 1868. A US Survey in the NRHP form also described the site as the Highland Presbyterian Mission and stated that Kansas Legislature appropriated funds for restoration. Ownership eventually transferred to the Kansas Historical Society.	

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Iowa and Sac and Fox of Missouri Boarding School

Summary Elements

Element		
Name:	Iowa and Sac and Fox of Missouri Boarding School	
Possible Other Name(s):	Great Nemaha Boarding and Day School, Great Nemaha Industrial Orphans' Home, Great Nemaha Indian School	
Associated School(s):		
School Address	White Cloud, Kansas	
Start Date:	1871-06-01	
End Date:	as late as 1916	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1882 (page 95) documents that the Iowa and Sac and Fox of Missouri Tribes were previously using two schools, but that the Sac and Fox decided to consolidate with the Iowas because they were such a small Tribe. The 1883 IA Report (page 93) documents that the Iowa and Sac and Fox of Missouri are under the Great Nemaha Agency and are on adjoining reserves in Kansas and Nebraska. This report also documents a school being attended by both Tribes. The 1886 IA Report (page 162) documents the school building as being located near the center of the Iowa Reservation. The 1888 IA Report (page 143) indicates that an industrial boarding school for the Iowa and Sac and Fox of Missouri was located on the Iowa Reservation - 6 miles from White Cloud, Kansas. The 1892 IA Report reaffirms that the school is still located on the original reservation of the Iowa Tribe and that a new schoolhouse was being erected (page 273-274). For the first time, the 1895 IA Report refers to the joint boarding school as Great Nemaha (page 172). In later years it is reported that many families have moved away and it is recommended to substitute a day school. In the 1902 IA Report (page 220) it is confirmed the boarding school was abolished at the close of the fiscal year, 1901, in favor of the Iowa Day School. The 1903 IA Report confirms the Iowa Day School, now called the Great Nemaha Day School is being operated in the abandoned boarding school buildings.</p>	

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Iowa Industrial School

Summary Elements

Element		
Name:	Iowa Industrial School	
Possible Other Name(s):	Orphans Industrial Home, Iowa Industrial Home	
Associated School(s):		
School Address	Nohart, Nebraska	
Start Date:	as early as 1873	
End Date:	at late as 1881	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Orphanage	
General Notes	In the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1875, the Great Nemaha Agency in Nebraska documents the Iowa Tribe as having one school (page 112-113). The 1875 IA Report goes onto describe that they are operating the Iowa Industrial Home which is a "government institution" in which they are boarding students at the day school in a home, describing teachers and matrons that work at both the school and the home (page 316). The 1876 IA Report still describes this institution for the Iowa as a boarding home. In the 1877 IA Report and continuing into the later years the facility is referred to as the Iowa Industrial School or a manual labor school. Building appears to have burned down circa 1879 and is described as rebuilt in 1881 [likely in the same location, but this is not able to be confirmed]. The IA Reports describe the location as being in Nohart, Nebraska. Nohart is described in supplemental research as a historical community on the Iowa, Sac and Fox Reservation.	

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Iyanbito Boarding School

Summary Elements

Element		
Name:	Iyanbito Boarding School	
Possible Other Name(s):	Iyanbito Day School	
Associated School(s):		
School Address	Fort Wingate, New Mexico	
Start Date:	1935	
End Date:	as late as 1970	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	<p>Iyanbito Boarding School is listed in the Report with Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school with an opened date of 1935. Iyanbito started out as a day school and is indicated as a day school in a 1936 Survey of Conditions report; it was converted to a partial boarding school around 1950. According to "Statistics Concerning Indian Education" reports, Iyanbito was a day school between 1935-1950, it was a boarding school between 1951-1956 and then resumed operating as a day school only again in 1957. It is last captured in the statistical reports in 1965. A document entitled "You Asked About the Navajo!", p. 35, noted a Navajo chapter house was used as classroom space. It also stated the former school's building is used as Iyanbito Chapter House, which is a Navajo Nation government office.</p>	

Jesse Lee Home for Children

Summary Elements

Element						
Name:	Jesse Lee Home for Children - Unalaska		Jesse Lee Home for Children - Seward		Jesse Lee Home for Children - Anchorage	
Possible Other Name(s):					Alaska Children's Services	
Associated School(s):	Jesse Lee Home for Children - Seward, Jesse Lee Home for Children - Anchorage		Jesse Lee Home for Children - Unalaska, Jesse Lee Home for Children - Anchorage		Jesse Lee Home for Children - Unalaska, Jesse Lee Home for Children - Seward	
School Address	Unalaska, Alaska		Seward, Alaska		Anchorage, Alaska	
Start Date:	1890		1926		1965	
End Date:	1924		1964		1970	
Currently Operating						
Boarding School Definition Criteria	Housing	Yes	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes	Education	Yes
	Federal Support	TBD	Federal Support	Yes	Federal Support	TBD
	Timeframe	Yes	Timeframe	Yes	Timeframe	Yes
School Type	Orphanage		Orphanage		Orphanage	
General Notes	<p>The Jesse Lee Home for Children had 3 locations. The first was established at Unalaska in the Aleutian Islands in 1890. Not only were the orphanage buildings (in Unalaska) aging and in disrepair, but it had become very expensive to transport children and necessary supplies to the remote Aleut village, so they decided to move the orphanage to Seward in 1925. The home was officially moved to Seward on Resurrection Bay in 1926. Following damage to the home in the 1964 earthquake, the Jesse Lee Home was relocated to its present location in Anchorage in 1965.</p>		<p>The Jesse Lee Home for Children had 3 locations. The first was established at Unalaska in the Aleutian Islands in 1890. The home was moved to Seward on Resurrection Bay in 1926. Famously, a 13-year-old Alutiiq boy named Benny Benson won a statewide contest to design Alaska's flag while living at the home and this was the first place to fly it. The federal government donated 100 acres on the west side of Resurrection Bay for the project; it was 1½ miles north west of downtown Seward. Following damage to the home in the 1964 earthquake, the Jesse Lee Home was relocated to its present location in Anchorage in 1965.</p>		<p>The Jesse Lee Home for Children had 3 locations. Following damage to the home in the 1964 earthquake, the Jesse Lee Home was relocated to its present location in Anchorage in 1965. The Jesse Lee Home merged with Lutheran Youth Center and Anchorage Christian Children's Home in 1970. The resulting organization was named Alaska Children's Services and is a mission of the United Methodist Church, Evangelical Lutheran Church in America and American Baptist Churches USA.</p>	

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Jicarilla Apache Boarding School

Summary Elements

Element		
Name:	Jicarilla Apache Boarding School	
Possible Other Name(s):	Jicarilla Apache Indian Boarding School, Jicarilla Indian School, Jicarilla Boarding School, Jicarilla Training School, Jicarilla (Southern Mountain) Sanatorium, Jicarilla Dormitory	
Associated School(s):		
School Address	Dulce, New Mexico	
Start Date:	as early as 1903	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Dormitory, Sanatorium	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1904, pg. 250, notes "[t]he Jicarilla training school opened October 19, and by January 15, there were 130 pupils in attendance, 5 more than the rated capacity of the school." The school operated as a day school from Jan. - June 1903 (footnoted on p. 40). Jicarilla Boarding was still operational in 1919, however, due to the high rate of tuberculosis among the students, Jicarilla Boarding School closed that year and the dormitory was converted into a sanatorium. Children who tested positive for tuberculosis were sent to the Jicarilla Southern Mountain Sanatorium. Most were under 10 years old. "In 1958, the Jicarilla Apache Indian Boarding School closed its doors when the State of New Mexico took over the academic portion of the education of Jicarilla children." (see "The Jicarilla Apache of Dulce"). Appears to be currently operational as a Bureau of Indian Education school.	

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Jones Male Academy

Summary Elements

Element		
Name:	Jones Male Academy	
Possible Other Name(s):	Jones Academy	
Associated School(s):		
School Address	Hartshorne, Oklahoma	
Start Date:	1891	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School, Tribal	
General Notes	Jones Academy was opened in 1891 by the Choctaw General Council (the school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) with an opened date of 1891). Jones Male Academy is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1899-1931 as a Tribal Reservation Boarding school. The school is also listed in the 1907 IA Report as Jones Academy (male) having received Federal Funding as a Tribal boarding school for the benefit of Choctaw Nation. Wheelock was merged into Jones in 1955. Jones Academy is presently maintained under the direction of the Choctaw Nation as a residential care center for elementary and secondary age children. Youths residing there attend the Hartshorne public schools.	

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Judson College

Summary Elements

Element		
Name:	Judson College	
Possible Other Name(s):		
Associated School(s):		
School Address	Henderson County, North Carolina	
Start Date:	1860s	
End Date:	as late as 1886	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886, pages XCIV-XCV, shows this school under government contract with the Eastern Cherokee Agency for 18 boarding students. Page 161 states that besides the students as day schools, there 18 girls at Judson College in North Carolina. The agent for the Eastern Cherokee describes it as a training school for girls. An article from the Encyclopedia of North Carolina describes Judson College as a nineteenth-century academy located in the mountain town of Hendersonville. Construction of the college's main building was begun in 1860, but slowed by the Civil War. The article describes that the incomplete structure housed a variety of ventures until 1879, when a high school was opened on the site. A six-year "common school" course of study was available to students, preparing them for "entrance to high school or academic work." The Preparatory Department was a three-year course for individuals interested in attending the University of North Carolina or another college in the state. Finally, the Normal Department offered its graduates either a teaching certificate or a Bachelor of Divinity degree, depending on the length of the course. Tuition for these courses ranged during the 1890s from 24 cents to \$1.00 per week; for students boarding at the school, an additional \$2.50 per week was charged.</p>	

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Kaibeto Boarding School

Summary Elements

Element		
Name:	Kaibeto Boarding School	
Possible Other Name(s):	Kaibeto Day School	
Associated School(s):		
School Address	Page, Arizona	
Start Date:	1935	
End Date:	Open	
Currently Operating	BIE-operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School	
General Notes	<p>First opened in 1935 as a day school only, with 45 enrolled students in a group of stone buildings after the area community asked for a local school from the federal authorities. The average daily attendance was 19. A boarding facility opened in former army barracks after the area residents requested boarding circa 1940. Kaibeto boarding school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a Boarding and Day school, with an opened date of 1935. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1936 report lists the school as a day school. The 1968 and 1974 Oversight Hearings reports list the school as a boarding school operated by the Bureau of Indian Affairs. The school currently operates as a bureau operated boarding school under the Bureau of Indian Education.</p>	

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Kamehameha Schools

Summary Elements

Element		
Name:	Kamehameha Schools	
Possible Other Name(s):	Bishop School	
Associated School(s):		
School Address	Honolulu, Hawaii	
Start Date:	1887	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding and Day School	
General Notes	<p>Kamehameha Schools is open today and its current address and history section demonstrate this is the same school. The December 31, 1910 – December 31, 1912 Report of the Superintendent of Public Instruction to the Governor of the Territory of Hawaii describes open date for the schools combined at Kamehamea as follows - March 4, 1887, Sept. 1888 Boys College Prep, and Dec. 19, 1894, the Girls' school. A prominent Hawaiian photo repository includes a picture of a flyer for the opening describes the boarding school accommodations. Appears to be primarily privately funded and operated by a Board of Trustees - mostly members are politically affiliated and are appointed by the Hawaiian supreme court. Located evidence that the federal government provided military staff to teach courses at the school in the 1890s. Documenting this institution as qualifying for federal support based on the use of military staff as teachers and additional research would be required to identify additional federal support.</p> <p>Originally established in 1887 as an all-boys school for native Hawaiian children, it shared its grounds with the Bishop Museum. After it moved to another location, the museum took over two school halls. Kamehameha Schools opened its girls' school in 1894. It became coeducational in 1965. The 600-acre Kapalama campus opened in 1931, while the Maui and Hawaii campuses opened in 1996 and 2001, respectively.</p>	

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Kanakanak Hospital, Orphanage, and School

Summary Elements

Element		
Name:	Kanakanak Hospital, Orphanage and School	
Possible Other Name(s):		
Associated School(s):		
School Address	Kanakanak, Alaska	
Start Date:	1910s	
End Date:	as late as 1932	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type		
General Notes	In 1913, the Kanakanak hospital was moved into one of two school buildings at Kanakanak on the Nushagak River, six miles downriver from Dillingham and was the first permanent medical facility in the region. In the Interior Department Appropriation Bill, 1934, dated November 21, 1932 states "The school at Kanakanak was closed during the year in order that funds would be available with which to open the new school at Shoemaker Bay, now known as Wrangell Institute. The pupils at Kanakanak have been distributed, some among the day schools in that region, others to Eklutna, and still others to Wrangell-Institute."	

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Kate Drexel Industrial Boarding School

Summary Elements

Element		
Name:	Kate Drexel Industrial Boarding School	
Possible Other Name(s):	Kate Drexel Boarding School, Kate Drexel Industrial School, Kate Drexel Mission Boarding	
Associated School(s):		
School Address	Pendleton, Oregon	
Start Date:	1847	
End Date:	as late as 1929	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1897 (page 512) indicates that the Kate Drexel Industrial Boarding School on the Umatilla Reservation was receiving a government contract for operation. Bureau of Catholic Missions records mention a Kate Drexel school at Pendleton from 1900 to 1942. Additional research may confirm the wider range of dates noted.	

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Kaw Boarding School

Summary Elements

Element		
Name:	Kaw Boarding School	
Possible Other Name(s):	Kaw Training	
Associated School(s):		
School Address	Wahunga, Oklahoma	
Start Date:	1882	
End Date:	1910	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding and Day School	
General Notes	The Kaw Boarding School is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1897-1908 as a Government Reservation Boarding school and then listed as a Day school in the 1911 IA Report. The school is listed as operated by Government in the School Statistics section from the 1894 IA Report (page 504). It is also listed in the 1886 IA Report as a contract boarding school funded by the federal government (pg. XCIV). The school may also be referred to in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), but is listed as Kaw Training, with opened and closed dates of 1873-1910. The school was in operation as early as 1882 per the 1907 IA Report.	

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Kaw Methodist Mission School

Summary Elements

Element		
Name:	Kaw Methodist Mission School	
Possible Other Name(s):	Kaw Manual Labor School	
Associated School(s):		
School Address	Council Grove, Kansas	
Start Date:	1851	
End Date:	1854	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding	
General Notes	The National Register of Historic Places (NRHP) has listed the Old Kaw Mission, or Kaw Methodist Mission since 3/24/1971. The NRHP application states that in 1850 the Methodist Episcopal Church signed a contract with the government to establish a mission and school for the Kaw Indians at Council Grove. The government paid for the building which was finished by February 1851. The building was large enough to house 50 students in addition to teachers and other mission workers. The school opened in May 1851, with Thomas Sears Huffaker in charge. One reason for closing the school was the high cost of \$50 a year per pupil. Another reason was the lack of response by the Kaw Indians. The only children sent to the school were orphaned and dependent boys. In May 1851, Huffaker established a white-school department in part of this building with 12 to 15 white pupils. This was one of the first schools for white children in Kansas territory. When the federal government withdrew its financial support in 1854, the school for the white children of Council Grove continued. The Kansas Historical Society documents that the mission building and grounds were sold to Thomas Huffaker in 1865, and he continued in possession for 14 years. Thereafter, several individuals owned the property until 1926 when Carl I. Huffaker, one of Thomas' sons, bought the land on which the mission building stands. In 1951 the Kansas Legislature authorized the purchase of the mission property from Huffaker, and the Kansas Historical Society, as trustee for the state.	

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Kayenta Indian School

Summary Elements

Element		
Name:	Kayenta Indian School	
Possible Other Name(s):	Kayenta Day School, Kayenta Community School*	
Associated School(s):		
School Address	Kayenta, Arizona	
Start Date:	1935	
End Date:	Open	
Currently Operating	BIE-operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School	
General Notes	Kayenta Indian School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school that opened in 1935. The school is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1936 as a day school under the Navajo Agency - Tuba City Area. The school is listed in the 1951-1961 Navajo Year Book as completed in 1955, possibly implying that boarding facilities were constructed and indicates boarding enrollment was authorized. The school is listed in the 1968 and 1974 Oversight Hearings reports as a boarding school operated by the Bureau of Indian Affairs. The school currently operates as a bureau operated school under the Bureau of Indian Education.	

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Keams Canyon Boarding School

Summary Elements

Element		
Name:	Keams Canyon Boarding School	
Possible Other Name(s):	Moquis Indian School, Moqui Industrial School, Moquis Boarding School, Keam's Canyon (Moqui Boarding), Keam's Cañon, Keam's Canyon (Hopi), Hopi Boarding School, Hopi (Moqui) Training School, Keams Canyon Elementary School	
Associated School(s):		
School Address	Keams Canyon, Arizona	
Start Date:	as early as 1875	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Keams Canyon Boarding School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school that opened in 1887. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1887-1906 use the following school names interchangeably for the school: Keams Canyon, Moqui Boarding School, and Hopi (Moqui) Training School; all were supported by the government. In the 1887 IA Report, the "Statistics relating to Indian Schools" report indicates that students didn't arrive at the school until after July 1, 1887. The 1890 IA Report stated that the Moqui boarding school was opened in June 1887 in dilapidated buildings previously occupied by a trading post. The Indian Appropriation Act of March 2, 1889, appropriated \$10,000, to purchase for Indian industrial school purposes the buildings and other improvements in what is known as Keam's Cañon, within the reservation in the Territory of Arizona. The 1904 IA Report indicates a new school building/plant was completed 1.5 miles from the former school. Therefore, the school may have a second location where it was originally established. The 1929-1934 IA Reports list the school as Hopi Agency School; the Bureau of Indian Affairs (BIA) Hopi Agency was located at Keams Canyon. The 1968 and 1974 Oversight Hearings reports as a boarding school operated by the BIA. The school currently operates as a Tribally controlled day school under the Hopi Tribe.	

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Kickapoo Boarding School

Summary Elements

Element		
Name:	Kickapoo Boarding School	
Possible Other Name(s):	Kickapoo Industrial School, Kickapoo Training School, Kickapoo Rising Mission School	
Associated School(s):		
School Address	Horton, Kansas	
Start Date:	1871-10-01	
End Date:	as late as 1931	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1871 documents a new mission and industrial school that has opened for the Kickapoo (page 460). The Kickapoo agency states that it was decided to open a boarding and industrial school and a building was purchased for this that is known as the Rising Station, near the western boundary of the diminished reserve in Brown County. A National Park Service post describes a mission and station on the Kickapoo Reservation that was maintained by Noble Rising and WW Letson that may be associated with this building. The 1872 IA Report describes the Kickapoo treaty stipulations that include a contract between the government and the Board of Foreign Missions of the Presbyterian Church to erect educational buildings for the Kickapoo (page 102). Further, the report states that the Kennekuk Mission Day School was closed to use lumber in the building for the completion of the new Kickapoo rising mission that was not ready to occupy until November 27, 1871. The Kickapoo school continues to be documented in the 1891-1930 IA Reports.	

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Kinlichee Indian School

Summary Elements

Element		
Name:	Kinlichee Indian School	
Possible Other Name(s):	Kinlichee Day School, Kin Dah Lichi'i Olta', Kin Dah Lichii Olta' School	
Associated School(s):		
School Address	Ganado, Arizona	
Start Date:	1932	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School	
General Notes	Kinlichee School was a Bureau of Indian Affairs operated school up to June 30, 1999. The original school was a Pueblo Revival Style building founded in 1932. Around 1959, the school expanded to a Tribally controlled K-8th school that included a dormitory to serve 200 students. In 1999, a new school was constructed and was converted from a Bureau of Indian Affairs school to a K-6th Grant school. The name of the school was also changed from Kinlichee School to Kin Dah Lichi'i Olta', and is located in Ganado, AZ according to the current BIE directory.	

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Klagetoh Boarding and Day School

Summary Elements

Element		
Name:	Klagetoh Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Klagetoh, Arizona	
Start Date:	1932	
End Date:	1966	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School	
General Notes	<p>Started out as a day school and was converted to a boarding school. Listed as a boarding and day school in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). The BIA boarding school was constructed in the 1930s and served the community until it was forced to close in 1959 due to severe water shortages. (Source: "Native American children, youth, and families", p. 168). According to the 1963 DOI appropriations bill, Klagetoh was one of the schools included in the construction program for FY 1963; the school was going to be expanded and remodeled, fitted with new kitchen-dining facilities, a library, a multipurpose room, two 128-pupil dormitories, etc.</p>	

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Klamath Agency Boarding School

Summary Elements

Element		
Name:	Klamath Agency Boarding School	
Possible Other Name(s):	Klamath Indian School	
Associated School(s):		
School Address	Chiloquin, Oregon	
Start Date:	1874-02-01	
End Date:	1927	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>There were two boarding schools on the Klamath Reservation, this school at the Agency headquarters and another at Yainax. Location is approximate and address is at Klamath Agency: "Klamath Agency Headquarters, 30 miles north from Klamath Falls." Multiple Annual Reports of the Commissioner of Indian Affairs note the existence and management of the Klamath boarding schools, for example, the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895 shows the Federal funding expended (p. 498-99) in addition to operational timeframes. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) listing of open and closed schools notes Klamath was operational from 1875 to 1927.</p>	

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Kodiak Aleutian Regional High School

Summary Elements

Element		
Name:	Kodiak Aleutian Regional High School	
Possible Other Name(s):	Kodiak Aleutian Regional School	
Associated School(s):		
School Address	Kodiak, Alaska	
Start Date:	1967	
End Date:	1973	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	To serve the rural students from Kodiak, the Alaska Peninsula and the Aleutian Islands, the Kodiak-Aleutian Regional High school was built by the state of Alaska in 1967. Along with the regional high school, the State operated a dormitory to house the rural students.	

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Lac du Flambeau Boarding School

Summary Elements

Element		
Name:	Lac du Flambeau Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Lac du Flambeau, Wisconsin	
Start Date:	1895-07-01	
End Date:	1932	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>The Lac du Flambeau Boarding School opened in 1895, with a capacity of 200 students. By 1899, there were 150 students and 5 staff members. Prior to its closing in 1932, there were around 300 students. The original complex consisted of 18 structures along with a farm and forest. While most of the original buildings have been torn down, the boy's dormitory has been in use almost continually; as Bureau of Indian Affairs (BIA) housing, as a BIA office, a tribal government building, and as a homeless shelter. The building was closed in 1999 and the boy's dormitory was added to the National Register of Historic Places in 2005. The 2017 Annual Report of the Tribal Historic Preservation Program by the National Park Service documents a restoration project. The report states that the housing provides an Ojibwa Language Program and an exhibit space for visitors and school groups.</p>	

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Laguna Sanatorium

Summary Elements

Element		
Name:	Laguna Sanatorium	
Possible Other Name(s):		
Associated School(s):		
School Address	Laguna, New Mexico	
Start Date:	1911	
End Date:	1933	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Sanatorium, School	
General Notes	The Laguna Sanatorium was established in 1911 at Laguna, New Mexico to treat Indians with tuberculosis. From 1911 through July 1929, it also treated general patients. It operated under the supervision of Pueblo Day Schools, the Pueblo Agency, and the Southern Pueblos Agency until 1924. From 1924 to 1933, it was independent. It closed in 1933. Education services were provided at the sanatorium. In 1927, Dr. John W. Elder, the superintendent at the Laguna Sanatorium, seeing that most of the patients were of school age, announced that a room was "being fitted up" for use as a classroom and a teacher would be hired.	

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Lahainaluna Seminary

Summary Elements

Element		
Name:	Lahainaluna Seminary	
Possible Other Name(s):	Lahainaluna High School, Lahainaluna Trade School	
Associated School(s):		
School Address	Maui, Hawaii	
Start Date:	1831	
End Date:	Open	
Currently Operating	Contract or Mission	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding and Day School	
General Notes	A 1920 DOI Survey of Education in Hawaii Report describes Lahainaluna as founded by missionaries in 1831, taken over by the Board of Missions in 1849, taken over by the Territorial Education Department in 1900, and then turned over to a separate board in 1916 and called a Trade School. This report describes the Territory as funding the school with \$25,000-\$30,000 annually. In the 1868 Biennial Report of the President of the Board of Education, published in the Hawaiian Gazette on May 20, 1868, Lahainaluna is listed as a high school conducted in the Hawaiian language assisted by the government. The school still operates today, and its website provides that the first boy boarders arrived in 1836, that the school welcomed co-ed public day students in 1923, and welcomed female boarders in 1980.	

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Lake Valley Navajo School

Summary Elements

Element		
Name:	Lake Valley Navajo School	
Possible Other Name(s):	Lake Valley	
Associated School(s):		
School Address	Lake Valley, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Lake Valley started out as a day school and was converted into a boarding school around 1950. It is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day school opened in 1935 and still operational as of date of report data collected in 1951. The report 'Statistics Concerning Indian Education' for 1955 lists Lake Valley as a reservation boarding school.	

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Leech Lake Indian Boarding School

Summary Elements

Element		
Name:	Leech Lake Indian Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Walker, Minnesota	
Start Date:	as early as 1867	
End Date:	1921	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School	
General Notes	<p>This school operated under both the White Earth and Leech Lake Agency. The initial Leech Lake Agency that operated between 1874 and 1879, does not appear to have any records among the Bureau of Indian Affairs records now in the National Archives. Sometime between 1879-1899 the Tribes were under White Earth Agency. The new Leech Lake Agency was established in 1899, for the Leech Lake Pillager, Cass and Winnibigoshish Pillager, White Oak Point Mississippi, and Red Lake bands of Chippewa living on reservations in Minnesota. Page 595 of the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1871 written by the Indian Teacher J.C. Strong discusses that there are 24 pupils total (21 boarded at the school, and 3 living at home with their parents). He also states that it would be recommended to close this school and move the students to the White Earth Reservation (also states in the same year that a new White Earth School was built). Leech Lake Boarding School was listed as being funded by both the government and "religious societies" in the 1882 IA Report. Some miscellaneous school records for the Leech Lake Boarding School, 1902-1920, are among the records of the Leech Lake Agency in the Great Lakes Regional Archives of the National Archives and Records Administration (NARA) in Chicago.</p>	

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Lemhi Boarding School

Summary Elements

Element		
Name:	Lemhi Boarding School	
Possible Other Name(s):	Lemhi Boarding School Girls Dormitory	
Associated School(s):		
School Address	Lemhi, Idaho	
Start Date:	1885	
End Date:	1907	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	<p>A government-sponsored school opened on the reservation in 1881. The school was sparsely attended due to poor conditions and its suppression of the native culture and language. A new girls dormitory opened in 1903 to address the original dormitories overcrowding and poor ventilation. The dormitory did not serve the reservation for long, as the government dissolved the reservation in 1907 and relocated its residents to Fort Hall. The dormitory building later served as a Grange Hall and a community center for the area.</p> <p>Conflicting open and closure dates information found. Alternate dates are available on the National Register of Historic Places Registration Form.</p>	

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Leupp Boarding and Day School

Summary Elements

Element		
Name:	Leupp Boarding and Day School	
Possible Other Name(s):	Leupp Schools, Inc.	
Associated School(s):		
School Address	Leupp, Arizona	
Start Date:	1909	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School	
General Notes	<p>Leupp Boarding School is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1908 and as late as 1936 and listed as a reservation boarding school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a Boarding School, with an opened date of 1909. The school is listed in the 1968, Oversight Hearings Reports, as a boarding school operated by the BIA located in Leupp, AZ and then listed in the 1974 Oversight Hearing Report as a boarding school operated by the BIA located in Winslow, AZ. The school serves the communities of the identified three chapters: Birdsprings, Leupp and Tolani Lake as well as surrounding communities such as Dillon and Navajo families living in Flagstaff and Winslow who prefer to have their children stay in the dormitory rather than attend border town schools. The Old Leupp Boarding School (OLBS), is a historic archaeological site in Leupp, Arizona on the Navajo Reservation.</p>	

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Lincoln Institution for Boys and Lincoln Institution for Girls

Summary Elements

		Element		
Name:	Lincoln Institution for Boys	Lincoln Institution for Girls		
Possible Other Name(s):	Boys' Home of the Lincoln Institute, Educational Home for Boys	Girls' Home of the Lincoln Institute, Lincoln Institute		
Associated School(s):	Lincoln Institution for Girls	Lincoln Institution for Boys		
School Address	Philadelphia, Pennsylvania	Philadelphia, Pennsylvania		
Start Date:	1866-05-09	1884-08-29		
End Date:	1926	1926		
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Semi-government, Independent, Contract, Mission, Boarding School		Semi-government, Independent, Contract, Mission, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1885 identifies the Lincoln Institute in Philadelphia, PA, as a federally funded boarding school or semi-government school. The report states "this school is conducted by a religious society which employs the teachers. The Government assists the school without formal contract by issuing rations and clothing for pupils." The 1885 IA Report states that the Lincoln Institution has "special appropriations for 1886." The 1902 IA Report lists the school as a Boarding School sustained by voluntary contributions and the 1907 describes it as an independent mission. A newspaper article from The Philadelphia Times in Aug. 1881 describes severe punishment and disciplinary methods used at the Institution. A 2012 online article by The Hidden City Philadelphia of Culture Trust, describes the original intention of the Institute was to house and educate "100 soldier-orphaned orphans boys, ages 12-21" from the Civil War and states that private funds were raised to make additions and alterations to a mansion to be used for the school. In 1871, a separate home under the same administration was set up for veteran-orphans aged 3-12 who would transfer to the Lincoln Institute when they came of age. They called it the Educational Home for Boys. By the end of the 1870s, there were few Civil War orphans left young enough to qualify for the Institute. In 1881, the school transferred its remaining residents and put the 11th street building up for sale. On August 29, allocation re-opened as the Girl's Home of the Lincoln Institution and the 49th and Greenway campus became the Boy's Home. In 1902, the federal government stopped funding Indian boarding schools. The 49th and Greenway campus was sold off to enable the Lincoln Insitute's Girl's Home and Pomonah summer retreat to continue. Mary McHenry and her estate would fund the school for the rest of its existence. The Lincoln Institution is described as finally closing its doors to children when it sold to a hotel circa 1926.</p>			

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Low Mountain Boarding School

Summary Elements

Element		
Name:	Low Mountain Boarding School	
Possible Other Name(s):	Low Mountain Boarding School, Low Mountain Day School	
Associated School(s):	Jeehdeez'a Academy	
School Address	Low Mountain, Arizona	
Start Date:	1953	
End Date:	2007	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	<p>Low Mountain Boarding School is listed in the 1969 Senate Subcommittee Report entitled, "Indian Education: A National Tragedy" and the 1975 Oversight Hearing on Laws Affecting Indian Education. The school was originally located at the Navajo chapter community of Low Mountain. Low Mountain is reported to be first established and operated as a "trailer" (temporary) day school during the 1952-1953 SY. The 1954 Statistics Concerning Indian Education, Low Mountain is listed as a participant in the "Hogan Program," a type of day school. The 1958, Navajo Yearbook, 1958, indicates that in the fall of 1957 Low Mountain became a combination day and boarding operation (p. 13). Research likely indicates the school closed in 2007. In 2008, Jeehdeez'a Academy, a replacement school and dormitory was built and opened in Pinon, AZ.</p>	

Lower Brule Boarding and Day School and Lower Brule Industrial Boarding School

Summary Elements

Element	
Name:	Lower Brule Industrial Boarding School
Possible Other Name(s):	Lower Brule Boarding and Day School
Associated School(s):	Lower Brule Day School; Lower Brule Schools; Lower Brule Elementary School; Lower Brule Jr. High; Lower Brule High School*
School Address	Lower Brule Industrial Boarding School
Start Date:	Lower Brule, South Dakota
End Date:	Spring, 1895
Currently Operating	Open
Boarding School Definition Criteria	Housing Yes
	Education Yes
	Federal Support Yes
	Timeframe Yes
School Type	Reservation, Government, Boarding School
General Notes	Government, Boarding School, Day School
	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1881 states "[a] new boarding, industrial, and day school will be ready this autumn that can accommodate 50 boarders and nearly as many more day scholars." (p. 42) The 1882 IA Report notes "[t]he school was opened about January 15, 1882..." (p. 30). The school was closed during the 1882-1883 school year. The 1883 IA Report states a new agent took over a consolidated agency for Crow Creek and Lower Brule. It also describes the industrial school as being reopened. Location explained as the west side of Missouri nearly directly across from Chamberlain. An 1884 IA Report describe this school as an industrial school. Day schools are described in the 1890 IA Report, but also still describes this location as an industrial school.</p> <p>A series of letters describe the transition plans of the old agency and school buildings for this school to the new agency (present day location) in the document entitled "Removal of Lower Brule Agency and erection of new buildings." A letter from the Secretary of the Treasury to the Secretary of the Interior provides an estimate of \$54,900 for the construction of agency and school buildings at a point on the Missouri River near the Crow Creek Agency for Lower Brule Indians. The 1894-95 IA Reports note that in 1894, the agent describes the building of a new agency/buildings/school about 30 miles north (likely the current site of the Lower Brule Elementary Schools). In 1895, the new school is described as opened in the Spring and they are closing down the old agency.</p>
	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895 describes a new Lower Brule Agency location - 30 miles north of Chamberlain, South Dakota, on the west bank of the Missouri River. The school is moved to its new agency location, 30 miles up the Missouri River from the old Lower Brule agency location. (p. 290). This is a currently operating school, likely near the original Boarding School and agency location. A series of letters describe the transition plans of the old agency and school buildings to the this new (present day) agency location in the document entitled "Removal of Lower Brule Agency and erection of new buildings."</p>

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Lukachukai Boarding and Day School

Summary Elements

Element		
Name:	Lukachukai Boarding and Day School	
Possible Other Name(s):	Luki Chuki Day School, Lukachukai Community School	
Associated School(s):		
School Address	Lukachukai, Arizona	
Start Date:	1936	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Day School	
General Notes	Lukachukai Boarding and Day School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1936 as Reservation Day School. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a Boarding and Day school with an opened date of 1915. Research was unable to identify earlier reports to confirm an opened date of 1915 or operated prior to 1936. The school is listed in the 1951-1961 Navajo Yearbook as Lukachukai with a date completed of 1959, possibly referring to boarding facilities constructed as it also lists authorized enrollment for boarding. The 1968 and 1974 Oversight Hearings reports as a boarding school operated by the BIA.	

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Mackinac Mission School

Summary Elements

Element		
Name:	Mackinac Mission School	
Possible Other Name(s):	Mission House, Michilimackic or Michillimackinac School, Mackinaw Mission School for Native American and Metis Children	
Associated School(s):		
School Address	Mackinac Island, Michigan	
Start Date:	1823	
End Date:	1837	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1826-1839 as an Indian school with government funding of \$300 and 50 pupils. The NRHP nomination form states that the mission contained boarding Mission House, Registered Site S0313. In 1823, the Reverend William Ferry founded a Mission on Mackinac Island on the land now known as Mission Point. Two years later he and his wife, Amanda, erected a building as a boarding school for Indian children. Documented in an 1827 War Department document as Michilimackinac with 50 pupils, \$300 annual by government; Michilimackinac later became Macknicac. The majority of the resident pupils were Metis, children of Indian and Euro-American parents. The mission closed in 1837. In 1849 Edward Franks opened the Mission House Hotel after adding a third story to the structure. The Franks family operated the hotel until 1939 when it was sold and converted into a rooming house. In 1946, Miles and Margaret Phillimore bought the property, which provided a base for the Moral Re-Armament movement. Around 1971 the Cathedral of Tomorrow purchased the site.	

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Maddock Agricultural and Training School

Summary Elements

Element		
Name:	Maddock Agricultural and Training School	
Possible Other Name(s):	Benson County Agricultural and Training School, Maddock Public School	
Associated School(s):		
School Address	Maddock, North Dakota	
Start Date:	1914	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	<p>Maddock Agricultural and Training School, also known as Benson County Agricultural and Training School (BCATS), was designed generally to provide high school agriculture training at multiple sites across North Dakota. When the school opened its doors in 1914, it housed hundreds of students, of which dozens were Indian students. The school included boarding for boys and girls. For the federal funding aspect, a 1967 Appropriations hearing document discussing a request for school construction funds pointed out that the school had already been receiving Federal Johnson O'Malley funds for the Indian students in attendance. Because many students were not from Maddock, the school tried to provide housing. Boys lived in a building the school rented, until 1948 when a wing was added to the school which included a boy's dorm on the second floor. In 1922, the board of trustees purchased the former Maddock Hospital (built in 1906) to house girls.</p> <p>During the 1930s, BCATS had to cut salaries and positions but was able to remain open. The school admitted American Indian students from Fort Totten (today this reservation is called Spirit Lake) and Turtle Mountain Reservations in the 1930s and again in the 1950s. The curriculum expanded to a full four-year course of study in both agriculture and home economics (formerly called domestic science). Business courses were later added to the curriculum. The faculty expanded from four to nine teachers. BCATS was established to promote agriculture education and was funded by a county mill levy, initially \$3,000 annually. The building and grounds were paid for by contributions from the Maddock area of \$25,000 and \$20,000 from the county. BCATS was in operation from 1917 to 1959 and the buildings were used by the Maddock School District until a new building was dedicated in 1969.</p>	

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Many Farms Community School

Summary Elements

Element		
Name:	Many Farms Community School	
Possible Other Name(s):		
Associated School(s):	Chinle Boarding School	
School Address	Many Farms, Arizona	
Start Date:	1943	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Contract, Reservation, Boarding School, Day School	
General Notes	<p>Many Farms is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a day school opening in 1943. By 1967, Many Farms is listed as a reservation boarding school. In the 1968 Senate Subcommittee Report entitled, "Indian Education: A National Tragedy", both Many Farms and Chinle Boarding School are both listed as boarding schools operating under the federal government on the Navajo reservation. The 1976, Navajo Education Newsletter, reports that Chinle Boarding School was moved to Many Farms, occupying the old Many Farms Elementary School Facility, while retaining the Chinle name. The facilities at the former Chinle Boarding School location were then used by the BIA Chinle Agency and Chinle Public Schools.</p> <p>Many Farms Community School, Inc. (MFCS), is currently operated as a tribally controlled K-8 school in Many Farms, Arizona, by the Navajo Nation. It is funded by the Bureau of Indian Education (BIE). MFCS has a boarding program to serve students who live at a distance from this community. Due to overcrowding, the Chinle School was relocated to Many Farms, Arizona in 1976, where it took over a former elementary boarding school. By 2012, the Navajo Nation had renamed the K-8 school as the Many Farms Community School.</p>	

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Many Farms High School

Summary Elements

Element		
Name:	Many Farms High School	
Possible Other Name(s):		
Associated School(s):		
School Address	Many Farms, Arizona	
Start Date:	1969	
End Date:	Open	
Currently Operating	BIE-operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	Many Farms High School (MFHS) is located in the heart of the Navajo reservation in Many Farms, Arizona, 15 miles (24 km) northeast of Canyon De Chelly National Monument. It has 445 (yearly average) students and 35 faculty members along with a large support staff. It is a boarding school operated by the U.S. Department of the Interior, Bureau of Indian Education, with separate dormitories for male and female students. It opened in 1969.	

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Mariano Lake Boarding School

Summary Elements

Element		
Name:	Mariano Lake Boarding School	
Possible Other Name(s):	Mariano Lake Community School	
Associated School(s):		
School Address	Crownpoint, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating	BIE Operated School	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	The school is listed in the 1936, Survey of Conditions report as a day school operating for the school year of 1935-1936. The Navajo Yearbook, 1955 (p.168) states that Mariano Lake Day school was discontinued in 1944 and is reflected in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a closed Indian School as of June 1951, with opened and closed dates of 1935-1951. A Contract was awarded July 1953 to build a new boarding school plant at Mariano Lake. As of 12/31/53 construction was 34% complete. Mariano Lake began operating as a boarding school during the 1954-1955 school year. The school is still active today and is listed on the Bureau of Indian Education directory.	

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Marsh Pass School

Summary Elements

Element		
Name:	Marsh Pass School	
Possible Other Name(s):	Marsh Pass Indian Boarding School, Kayenta Tuberculosis Sanatorium, Kayenta TB Sanatorium, Kayenta Sanatorium	
Associated School(s):		
School Address	Kayenta, Arizona	
Start Date:	as early as 1913	
End Date:	1927	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School, Sanatorium	
General Notes	Marsh Pass School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1914 as a reservation day school. The 1914 IA Report states that three cottage dormitories were constructed and completed. The 1915-1927 IA Reports list the school as a reservation boarding school under the Western Navajo Agency. The 1927 IA Report lists the school as closed. The 1929 and 1930 federal appropriations bills describe the school is being converted into a hospital to provide 40 beds for tuberculosis cases and 10 beds for general cases, known as Kayenta Tuberculosis Sanatorium.	

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Martinsburg School

Summary Elements

Element		
Name:	Martinsburg School	
Possible Other Name(s):	Juniata Institute, Juniata Collegiate Institute, Martinsburg Indian School	
Associated School(s):		
School Address	Martinsburg, Pennsylvania	
Start Date:	1885	
End Date:	1888	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Contract, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1885-1887 list Juniata Institute in Martinsburg, PA, as a boarding school, under government contract. The Carlisle Indian School Digital Resource Center includes a photograph and narrative on an image from the Martinsburg Indian School at the Juniata Collegiate Institute. The images describes that some students attended after being transferred from the Carlisle Indian School, while others were sent from their reservations. The school operated under a federal contract from 1885 to 1888, at which time some students were returned home and others were transferred back to the Carlisle Indian School.	

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Martyn Mission School

Summary Elements

Element		
Name:	Martyn Mission School	
Possible Other Name(s):		
Associated School(s):		
School Address	Holly Springs, Mississippi	
Start Date:	1824	
End Date:	1832	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>Martyn Mission School is listed in an 1827 Department of War document as having 2 teachers, 18 pupils, but no dollar amount listed in the columns for this report. The 1829 and 1830 Annual Report - American Board of Commissioners for Foreign Missions states that this school boarded students "in the mission family." A Chickasaw Press article describes this school as near Pigeon Roost Creek or near modern day Holly Springs for this school's location. An 1828 Annual Report - American Board of Commissioners for Foreign Missions states that this school receives funds from the United States for paying for building construction and operations funds for Martyn.</p> <p>Supplemental Research states that it is situated about 60 miles northwest of Monroe Mission and 40 miles southeast of Memphis, on the Mississippi. This is close to Holly Springs, MS, where it is reported that in 1826, a Presbyterian missionary located a station they called Martyn Station near Henry Love's home at the crossing of two Indian trails. One report indicates that the Martyn mission school, established in 1825, under the support of Chickasaw leader Henry Love, was designed exclusively to be a boarding school. The Reverend Hugh Wilson, who administered Caney Creek, made it a practice to place his students in the homes of American families in both Tennessee and Alabama, and this continued until 1833. During that year, the Reverend Holmes and the Reverend Wilson decided to break ties with the ABCFM and relocate both the Martyn school and the Caney Creek school to Tipton County, Tennessee.</p>	

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Mary Gregory Memorial Mission School

Summary Elements

Element		
Name:	Mary Gregory Memorial Mission School	
Possible Other Name(s):	Mary Gregory Memorial	
Associated School(s):		
School Address	Anadarko, Oklahoma	
Start Date:	1896	
End Date:	1909	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School	
General Notes	<p>Mary Gregory Memorial Mission School is mentioned or listed in Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1896 and as late as 1909 as a Mission Boarding school, under the Presbyterian Church. The 1896 -1901 IA Reports indicate the school was support by both the government and a religious society.</p> <p>Boarding School Status and Federal funding verified in the Abridgment: Containing Messages of the President of the United States, Volume 2, 1908. The Mary Gregory Memorial School was a Presbyterian mission sponsored, supported and maintained school by the Presbyterian Board of Home Missions, for Indian children and underprivileged whites of that area. Its founder and first superintendent was the Reverend Silas Valentine Fait. The school consisted of a large three story dormitory, one wing of which housed the girls and the other provided quarters for the younger boys. The older boys were housed in the cottage nearby. The lower floor of this dormitory was used for a dining room, library, kitchen, chapel and sitting rooms. From fifty to seventy-five students were in attendance, ranging in ages from six to twenty-one.</p>	

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Mary Immaculate School at the Mission of the Sacred Heart of DeSmet

Summary Elements

Element		
Name:	Mary Immaculate School at the Mission of the Sacred Heart of DeSmet	
Possible Other Name(s):	Sisters Building, De Smet	
Associated School(s):		
School Address	De Smet, Idaho	
Start Date:	1878	
End Date:	1974	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School	
General Notes	On February 10, 1908, the Reservation Agent was in Washington, D. C., to negotiate building a public school for Coeur d'Alene children. Members of the Coeur d'Alene Tribe were also there, to argue against the public school and to state their wish for the sisters to continue to educate their children. In response, the agents dropped the public school project and gifted the mission 800 tillable acres and 460 acres of timber land "for the duration and support of the school." After the General Council gave permission to rebuild, construction on a new convent and school began in June 1908 and was completed a year later. A Sisters of Providence website caption allegedly of a photograph of students of this school notes the operational timeframes.	

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Mauna Loa Forestry Camp School

Summary Elements

Element		
Name:	Mauna Loa Forestry Camp School	
Possible Other Name(s):		
Associated School(s):		
School Address	Mountain View, Hawaii	
Start Date:	1952-04-02	
End Date:	1953-09-30	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type		
General Notes	<p>The Inventory of Records of the Department of Human Services, Hawaii State Archives, Iolani Palace Grounds, Honolulu, Hawaii (April 2003) describes Mauna Loa Forestry Camp as a boarding training school for boys which operated from April 2, 1952 to September 30, 1953. A September 2013 Pu'u Maka'ala Natural Area Reserve (NAR) Management Plan, in a historical section on p. 28, notes this same description and general timeframe, but also adds some general information about the location of the site and that operations were modeled after the national Civilian Conservation Corps program, but with not as much success, which resulted in the school shutting down for ineffectiveness.</p> <p>The 1951 Governor of Hawaii's Report to the Secretary of the Interior describes the initial construction of this camp as well as the Federal funding issued to the state of Hawaii for education purposes.</p>	

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Mayhew School

Summary Elements

Element		
Name:	Mayhew School	
Possible Other Name(s):	Mayhew Mission School; Mayhew Station School	
Associated School(s):	Mayhew School - OK	
School Address	Starkville, Mississippi	
Start Date:	1820	
End Date:	as late as 1832	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The Mayhew School is described in Arthur H. DeRosier's "Cyrus Kingsbury—Missionary to the Choctaws" in the Journal of Presbyterian History (1972) as a boarding school opened in April 1819 with Federal government funding and also the assistance of the American Board of Commissioners for Foreign Missions (ABCFM). "Mayhew, Choctaw Nation" Listed in Department of War document from 1827 with 6 teachers, 54 pupils, and \$1000 paid annually by the Government. An 1832 Annual Report - American Board of Commissioners for Foreign Missions describes school operations as being wrapped up generally at all Choctaw mission schools and that Mayhew's teachers were leaving, accordingly.</p> <p>"The original Mayhew was a mission to the Choctaw Indians that was established in 1820...." according to the 1972 document about Cyrus W. Kingsbury. At that time, the Choctaw domain encompassed about 17,200 square miles and was the home of some 20,000 Indians. The Rev. Kingsbury had previously set up a mission on the Yalobusha River in Mississippi, then scouted south and found a satisfactory spot in the northeast corner of Oktibbeha county. He named the location for the Mayhews, a respected missionary family from Massachusetts. There he and his wife, Sarah, along with several other families and three other women, established a mission that existed for about ten years. They built a boarding school for Indians where the Bible, reading, writing and the "arts for making a living" were studied.</p>	

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McCabe Boarding

Summary Elements

Element		
Name:	McCabe Boarding	
Possible Other Name(s):	Pawhuska Boarding	
Associated School(s):	Osage Boarding School	
School Address	Pawhuska, Oklahoma	
Start Date:	1889	
End Date:	as late as 1893	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	McCabe Boarding (Pawhuska) is mentioned or listed in some of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1889 and as late as 1892. The 1889-1891 IA Reports indicates the school incurred costs to the government and classifies the school as a contract boarding under contract with the Indian Bureau. The 1892 IA Report indicates the school was supported by contract for 6 months and supported by government for 4 months. The 1892 IA Report of the Osage Agency indicates that, in February the girls' school, which had for some years been conducted by the Women's Home Missionary Society, was formally transferred to Government control, and will be merged into the Government or agency (Osage) school (pg. 391).	

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Mekusukey Academy

Summary Elements

Element		
Name:	Mekusukey Academy	
Possible Other Name(s):		
Associated School(s):	Wewoka Mission School	
School Address	Seminole, Oklahoma	
Start Date:	1891	
End Date:	1930	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Boarding School	
General Notes	<p>Mekusukey Academy is listed or mentioned in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years of 1899-1927 as a tribal boarding school and listed in the and 1907 IA Report as Mekusukey Academy (male), having received Federal Funding as a Tribal boarding school for the benefit of Seminole Nation. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>It is reported that the Wewoka, or Ramsey Mission, was closed circa 1889 and a new building was being constructed to house the students; this building would become the Mekusukey Academy. Mekusukey Academy was built in 1890 by the Seminole Indians as part of their Tribal school system and supervised by the Presbyterian Church, until the Federal government took over Indian schools in 1906. In 1911, Mekusukey Academy (a boys academy) combined with the Emahaka Academy (a girls academy), and the school become coeducational. The school was closed in 1930 when integration required students to attend newly established public schools. It was destroyed by fire in 1935. Today the site is home to the Seminole Nation Business and Corporate Regulatory Commission, which uses the only remaining building of the original structure (former steam room) as its office.</p>	

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Menominee Boarding School

Summary Elements

Element		
Name:	Menominee Boarding School	
Possible Other Name(s):	Green Bay Boarding School, Keshena School, Keshema, Menomonee Industrial School, Menominee Tribal School	
Associated School(s):		
School Address	Keshena, Wisconsin	
Start Date:	as early as 1876	
End Date:	as late as 1938	
Currently Operating	Tribally-Controlled, BIE School	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	The Menominee Tribe were listed as having the Menomonee Industrial School, operated by government in an Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1885. This school continues into the 1895 IA Report and is listed as the Menomonie Boarding School. Later years appear to also use the term Green Bay and Keshena when describing this school. The Bureau of Indian Education still maintains a tribally-controlled school known as the Menominee Tribal School. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) listing of open and closed schools lists the operational dates for Keshena as 1880 to 1933.	

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Mescalero Boarding School

Summary Elements

Element		
Name:	Mescalero Boarding School	
Possible Other Name(s):	Mescalero Apache School	
Associated School(s):		
School Address	Mescalero, New Mexico	
Start Date:	1877	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Mission, Boarding School, Day School	
General Notes	The first day school on the Mescalero Reservation was established in January of 1877 and continued on a regular basis until about 1884 when the agency boarding school was opened. Mescalero Boarding School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a day school with an opened date of 1884. It is listed in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the year as early as 1883, where it is listed as an agency day school under the Mescalero Agency. In 1886, the first superintendent of the Mescalero Boarding School was appointed to serve under the general direction of the agent. The school is then listed in the 1890 IA Report as Mescalero Boarding School, supported by the Federal Government and indicates their boarding facilities. In the 1902 IA Report, the school is listed as a mission school in 1890 and a reference is made about the condition of the "dormitory, dining hall, kitchen, and laundry." The school currently operates as a Tribally controlled school under the Mescalero Apache Tribe.	

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Mexican Springs Boarding School

Summary Elements

Element		
Name:	Mexican Springs Boarding School	
Possible Other Name(s):	Mexican Springs Day School, Mexican Springs Dormitory	
Associated School(s):		
School Address	Mexican Springs, New Mexico	
Start Date:	1935	
End Date:	1963	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School, Dormitory	
General Notes	Mexican Springs started out as a day school, but was converted to a boarding school around 1950. In the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), the school type is listed as "boarding and day" opened in 1935. The school was discontinued sometime after 1953, the final year it was reported as being an operational boarding school in the annual Statistics Concerning Indian Education reports. Per the 1960 Statistics Concerning Indian Education report, Mexican Springs was serving as a dormitory for Indian children attending public schools. It appears the dormitory was last operational in 1963; it was no longer included in the annual statistical reports beyond that year.	

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Middletown Training School

Summary Elements

Element		
Name:	Middletown Training School	
Possible Other Name(s):		
Associated School(s):		
School Address	Middletown, California	
Start Date:	1885	
End Date:	as late as 1887	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1885 at page CXCXIV and pages 118-145 describe the Middletown Training School in Middletown, Lake County with 12 pupils "paid from schools in states," \$167 per annum. The report of the agent in California states that efforts for education have been very difficult at the Tule River Agency and opening a boarding school would be too challenging so students are being placed at the training school at Middletown (page 13). Middletown shows up with an average attendance of 19, capacity of 35 in the 1886 IA Report (page LXXXVIII - LXXXIX) and again in the 1887 IA Report with an attendance of 14, capacity of 20. No mention of the school was identified after 1887.	

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Molokai Forestry Camp School

Summary Elements

Element		
Name:	Molokai Forestry Camp School	
Possible Other Name(s):		
Associated School(s):		
School Address	Molokai, Hawaii	
Start Date:	1953-10-05	
End Date:	1967-01-31	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type		
General Notes	The Inventory of Records of the Department of Human Services, Hawaii State Archives, Iolani Palace Grounds, Honolulu, Hawaii (April 2003) describes Molokai Forestry Camp as a boarding training school for boys which operated from October 5, 1953 to January 31, 1967. Described as being located in a former Civilian Conservation Corp Camp.	

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Montana Industrial School for Indians

Summary Elements

Element		
Name:	Montana Industrial School for Indians	
Possible Other Name(s):	Bond's Mission School	
Associated School(s):		
School Address	Custer, Montana	
Start Date:	October, 1886	
End Date:	1897	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Industrial School	
General Notes	Supplemental research describes the school as run by Unitarians on the Crow Indian Reservation near Custer Station, Montana, 1886–97. Documented as government funded in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895. A news article from the Unitarian Universalist World circa 1986, documents the school as established in October, 1886 by the American Unitarian Association and it was also called Bond's Mission. The school was reported as closed after losing federal funding.	

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Morris Industrial School for Indians

Summary Elements

Element		
Name:	Morris Industrial School for Indians	
Possible Other Name(s):		
Associated School(s):	St. Paul's Industrial School	
School Address	Morris, Minnesota	
Start Date:	1887	
End Date:	1908	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	<p>The Morris Industrial School for Indians (1887–1909) was a Native American boarding school in Morris, Minnesota. The school was founded and run by Roman Catholic nuns of the Sisters of Mercy order from 1887 until 1896. After that, the school was run by the Office of Indian Affairs of the United States Federal Government from 1898 until 1909.</p> <p>St. Paul Industrial School in Clontarf, MN and Morris may have later merged with Morris. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p>	

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Mount Pleasant Indian Industrial Boarding School

Summary Elements

Element		
Name:	Mount Pleasant Indian Industrial Boarding School	
Possible Other Name(s):	Michigan Indian Industrial Boarding School, Mount Pleasant Indian School, Mount Pleasant Training	
Associated School(s):		
School Address	Mt Pleasant, Michigan	
Start Date:	1893	
End Date:	1934	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Government, Boarding	
General Notes	The Mount Pleasant: Training is documented as a nonreservation government funded boarding school in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1893 (pg. 614 and 6188) with 59 boarders and federal funds of \$4.694.14. In 1891 Congress established the Mount Pleasant Indian Industrial School and appropriated \$25,000 for land and buildings. Local citizens contributed an additional \$3,400 for the land. First occupied on June 30,1893, the school building contained eight classrooms and an auditorium. The school, emphasizing academics and vocational training, operated until 1934, with an average enrollment of three hundred. That year the property was transferred to the State of Michigan becoming the Mount Pleasant branch of the Michigan Home and Training School.	

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Mt. Edgecumbe Boarding School

Summary Elements

Element		
Name:	Mt. Edgecumbe Boarding School	
Possible Other Name(s):	Mount Edgecumbe, Mt. Edgecumbe High School	
Associated School(s):		
School Address	Sitka, Alaska	
Start Date:	1947	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	This school was established in 1947 after the military abandoned the area. The school was originally operated by the Bureau of Indian Affairs (BIA) as part of a network of boarding high schools, which included schools in Eklutna and Wrangell. After several decades of operation by the BIA, the school was briefly closed in the 1980s before being reopened by the Alaska Department of Education, which operates it today.	

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Murray State School of Agriculture

Summary Elements

Element		
Name:	Murray State School of Agriculture	
Possible Other Name(s):	Murray State Agricultural College, Murray State College of Agriculture and Applied Science, Murray State College	
Associated School(s):		
School Address	Tishomingo, Oklahoma	
Start Date:	1908	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding, Private, State	
General Notes	<p>Murray State School of Agriculture is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1912 and as late as 1931. The 1912 IA report classifies the school as a Mission Boarding school and also as a contract school in the Statistics of Contract School table. The 1916-1917 IA Reports classify the school as contract. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>In fall 1908, the school opened its doors to 100 students, primarily Chickasaw and Choctaw. In 1916 U.S. Rep. William H. Murray obtained federal appropriations for the construction of two new dormitories to house Indian students. The Oklahoma Legislature has changed the institution's name three times since 1908 - Murray State Agricultural College (1955), Murray State College of Agriculture and Applied Science (1967) and Murray State College (1972).</p>	

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Murrow Orphan Home

Summary Elements

Element		
Name:	Murrow Orphan Home	
Possible Other Name(s):	Murrow Indian Orphanage	
Associated School(s):		
School Address	Muskogee, Oklahoma	
Start Date:	as early as 1902	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Boarding School	
General Notes	<p>Murrow Orphans' Home is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1906 as a Tribal school. The school is listed as Murrow Orphan Home in the 1907 IA Report as having received Federal funding as a Tribal boarding school for the benefit of Choctaw Nation. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>Classified in 1906 IA Report of the Indian Inspector for the Indian Territory as an "academy" under superintendent Edwin H. Rishel with 82 students in average attendance. The school was started on lands donated by the Choctaw tribe 10 miles north of Coalgate Oklahoma. In 1910, it moved to the Bacone College campus.</p>	

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Naschitti Boarding School

Summary Elements

Element		
Name:	Naschitti Boarding School	
Possible Other Name(s):	Naschiti Day School, Naschiti Dormitory, Naschitti Elementary School	
Associated School(s):		
School Address	Tohatchi, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School, Dormitory	
General Notes	Naschiti started out as a day school in 1935, but was converted into a partial boarding school around 1950. It is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day school. The Statistics Concerning Indian Education reports for 1952-1957 list Naschiti as a reservation boarding school. The 1956-1957 Navajo Yearbook refers to Naschiti school as an community boarding school. The 1958 Navajo Yearbook states during the 1957-58 school year, "[a]t Naschitti and Huerfano, 156 children were housed in dormitories operated by the Bureau of Indian Affairs (BIA) in order to permit their attendance at the Naschitti and Bloomfield Public Schools." The Statistics Concerning Indian Education reports from 1958-1965 state the Naschitti operated as a reservation dormitory providing housing for children attending nearby public schools.	

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Nava Boarding and Day School

Summary Elements

Element		
Name:	Nava Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Newcomb, New Mexico	
Start Date:	1929	
End Date:	as late as 1955	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	The Nava School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day school, as of June 1951 and having opened in 1929. It also shows up as a day school in all Statistics Concerning Indian Education reports since the school's opening in 1929. The "Statistics Concerning Indian Education" report for 1952 also lists Nava as a day school. Possible the school closed at the end of the 1954-55 school year, because 1955 is the last year it is included in the statistical reports. In the Navajo and Hopi Rehabilitation Hearings, Nava Day School was not listed as one of the schools to be converted to a boarding school.	

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Navajo Faith Mission

Summary Elements

Element		
Name:	Navajo Faith Mission	
Possible Other Name(s):	Navajo Mission Boarding, Aneth (Navaho Mission)	
School Address	Aneth, Utah	
Start Date:	1899	
End Date:	1919	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Government, Boarding and Day School	
General Notes	<p>A Utah Historical Quarterly from 1997 describes that the Navajo Faith Mission opened in Aneth, Utah around 1899 by Howard Antes. A smaller school building and several wooden shelters completed the structures comprising the Navajo Faith Mission. The facility persisted for eight years with its highest enrollment reaching fifteen students. By 1904 the site included the Ledyard Home, a smaller school building, and surrounding farmlands and orchards located on the river's flood plain. The new superintendent of the Shiprock Agency, William Shelton, was reported to have considered purchasing the Navajo Faith Mission as a nucleus for a tentative boarding school. Two years Antes closed and then temporarily reopened the facility, actions taken in part because it was financially impossible to staff it adequately. Sometime before 1916, Antes sold the Navajo Faith Mission for \$1,200 to the government for a boarding school. After the renovations were completed, an inspector reported that the home had been remodeled for employees' quarters and a new building constructed for dorms and classrooms. The inspector stated that there could not be "a worse site selected for a school at Aneth" since all the land that had been there a few years ago was now washed down the river. Without riprapping along the riverbank, the inspector believed, the buildings would be swept away which is what happened in 1919.</p>	

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Navajo Jewett Mission School

Summary Elements

Element		
Name:	Navajo Jewett Mission School	
Possible Other Name(s):	Navajo Methodist Mission School, Navajo Presbyterian Mission School, Liberty (Jewett), Liberty Indians Boarding School, Navaho Mission School	
Associated School(s):	Navajo Farmington Methodist Mission School	
School Address	Waterflow, New Mexico	
Start Date:	as early as 1899	
End Date:	as late as 1915	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Hospital	
General Notes	<p>A Presbyterian missionary named Eldridge who operated the boarding school arrived in Jewett in 1891. Eldridge received a government paycheck and was petitioning for reservation land and money for an industrial school. The hospital and school operated under the Methodists until 1903 when it was sold to the Presbyterian Synod and they established their own school and mission.</p> <p>The school is mentioned in Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1905, 1906 and 1907. The 1907 IA Report includes the school in the table of Mission Schools under Government Contract. The last reference to the school is in a 1915 IA Report.</p>	

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Navajo Mountain Boarding and Day School, AZ

Summary Elements

Element		
Name:	Navajo Mountain Boarding and Day School, AZ	
Possible Other Name(s):	Navajo Mountain Community School, Naa Tsis'Aan Community School*	
Associated School(s):	Navajo Mountain Day School, UT	
School Address	Tonalea, Arizona	
Start Date:	as early as 1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>The Navajo Mountain Day School and Community Center Historic District was constructed between 1934 and 1946. The original site of the Navajo Mountain Day school had inadequate water supply. On July 15, 1976, the Navajo Tribal Council approved the withdrawal of land for a new school to be located north of the old site. In 1981, construction of a new campus for the Navajo Mountain Day School was underway. Once completed the old school was closed.</p> <p>NaaTsis'Aan Community School is listed on the Bureau of Indian Education 2009 school directory as Naa tsis'aaan (Navajo Mountain Boarding) and is currently operating as a Tribally Controlled School under the Navajo Nation. The Region for this school is the Navajo Schools and the Education Resource Center is Tuba City. Presently, the NaaTsis'Aan Community School is recognized as a Grant School by the Division of Diné Education of the Navajo Nation with four Board of Directors elected by the Navajo Mountain Chapter community. The NaaTsis'Aan Community School has on average of one hundred ten to one hundred thirty students. Some of the students are in the residential program setting and others are bused in on daily basis.</p> <p>Navajo Mountain Day school was to be converted to a boarding school (see information about the Navajo and Hopi Rehabilitation Hearings).</p>	

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Nazareth Institute

Summary Elements

Element		
Name:	Nazareth Institute	
Possible Other Name(s):	Nazareth College, Nazareth Institute and Academy for Girls	
Associated School(s):		
School Address	Muskogee, Oklahoma	
Start Date:	1896	
End Date:	1932	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding and Day School	
General Notes	Nazareth Institute was established in 1896 as a Female Boarding School. Nazareth Institute is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1898 and as late as 1904 as Denominational and Private Schools established in 1891 under the Sisters of St. Joseph and the Creek Nation. The 1899 IA Report (p.46) documents a special land allotment and patent as part of an agreement between the federal government and the Tribe for land to be given free of charge to the mission for the operation of a school. The 1903 IA Report listed this as a denominational boarding school run by the Catholic church. In 1903, the name changed to Nazareth College. In 1909, the school moved locations to Muskogee suburb Alamo Heights and became St. Joseph's College. Catholic history states this school was operational until 1932.	

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Nazlini Boarding School

Summary Elements

Element		
Name:	Nazlini Boarding School	
Possible Other Name(s):	Nazlini Community School, Inc.	
Associated School(s):		
School Address	Golden Valley, Arizona	
Start Date:	1952	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	The first community school was originally constructed as a day school in 1952. Since then, it has operated as a boarding school. The current location of the school was formerly an alfalfa field owned by the late Clitso Dedman. He envisioned a future of great leaders through education and designated his field for a permanent school building. The school is listed in the 1968 and 1974 "Oversight Hearings" reports as a boarding school operated by the BIA. The school currently operates as tribally controlled school under the Navajo Nation.	

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Neah Bay Boarding and Day School

Summary Elements

Element		
Name:	Neah Bay Boarding and Day School	
Possible Other Name(s):	Neah Bay Industrial Boarding School, Neah Bay Training School	
Associated School(s):		
School Address	Neah Bay, Washington	
Start Date:	as early as 1868	
End Date:	as late as 1933	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	<p>The Neah Bay School is documented as a reservation boarding school in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1885, 1886, 1893, 1895, and 1896. The school is then listed as a government day school in the 1897-1931 IA Reports.</p> <p>This school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Neah Bay Training school and classified as a boarding school with opened and closed dates of 1872 -1895. The boarding school is being reported as still being open in the 1896 IA Report of the Commissioner of Indian Affairs.</p>	

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Nenahnezad Boarding School

Summary Elements

Element		
Name:	Nenahnezad Boarding School	
Possible Other Name(s):	Nenah-Nezad School, Nenannezed School, Fruitland Day School, Nenahnezad Community School	
Associated School(s):		
School Address	Fruitland, New Mexico	
Start Date:	1937	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Shiprock Boarding School previously took care of N'enahnezad Boarding School students until such time that the Nenahnezad School was completed. Nenahnezad was converted into a partial boarding school around 1950. By 1951, according to the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) listing of all open and operational schools, it was operating as a boarding and day school, opened in 1937.	

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Nett Lake Boarding and Day School

Summary Elements

Element		
Name:	Nett Lake Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Nett Lake, Minnesota	
Start Date:	1907	
End Date:	1931	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	Nett Lake Boarding School reported in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1911. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) shows an open date of 1907 and a closing date of 1931.	

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New L'Arbre Croche Mission School

Summary Elements

Element		
Name:	New L'Arbre Croche Mission School	
Possible Other Name(s):	Holy Childhood of Jesus Catholic Church and Indian School, Holy Child Harbor Springs Boarding School, Holy Childhood of Jesus Church	
Associated School(s):		
School Address	Harbor Springs (L'Abre Croche), Michigan	
Start Date:	1829	
End Date:	as late as 1983	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	In 1827, a Catholic mission was built in the "New L'Arbre Croche" or "Little Traverse" as it was called, at the site of what is known today as the City of Harbor Springs. Father de Jean and Native Americans built a log church and a rectory and school. The school was both a boarding and day school, with twenty-five boarders in its initial enrollment of sixty-three, who were taught in French reading, writing, arithmetic, and vocational skills. Harbor Springs Boarding is documented as a contract boarding school in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1893 (pg. 614, 626) with 140 boarders and federal funds of \$10,220. Also documented in 1931 (pg. 64) IA Report of the Commissioner of Indian Affairs (IA) as Holy Child (Harbor Springs). The first of Michigan's three federally run boarding schools, the Holy Childhood of Jesus Catholic Church and Indian School in Harbor Springs, initially opened as the small "New L'Arbre Croche" mission in 1829. It later reopened in the 1880s with a new name and larger complex. This is believed to be "Holy Childhood of Jesus Catholic Church and Indian School," which is at the site of the currently operating Holy Childhood of Jesus Church.	

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Nez Perce Boarding School

Summary Elements

Element		
Name:	Nez Perce Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Lapwai, Idaho	
Start Date:	1868-10-27	
End Date:	1893	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding	
General Notes	<p>This school is shown as operational in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1891-1892. Page 285 of the 1869 IA Report shows the school opened on 10-27-1868 in one of the agency buildings at the original "Nez Perces Agency" with 15 students.</p> <p>The original Nez Perce agents were living at the Spalding Site, near a structure known as the "Green House;" it's reported this may have also been used for housing or a school.</p>	

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Norwalk Academy for Boys

Summary Elements

Element		
Name:	Norwalk Academy for Boys	
Possible Other Name(s):	Norwalk Academy, Norwalk School, Norwalk Boarding School	
Associated School(s):		
School Address	Fort Coffee, Oklahoma	
Start Date:	1846	
End Date:	as late as 1862	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	In 1846, near Wheelock Seminary, Norwalk Academy was opened as a boarding school for boys. Missionaries originally ran these institutions. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1849 (pg. 937-1178) reports the school was constructed and funded through Tribal funds and religious societies. The 1853 IA Report (p. 243-48) states the Norwalk School is under the care of the American Board of Commissioners for Foreign Missions - \$300 of funding. The report also requested the U.S. Government consider funding a school system in the Choctaw nation. The 1854 IA Report (p.145) states that the Norwalk Boarding School is sustained with money from the United States Government, the Choctaw Government and the American Board of Commissioners for Foreign Missions.	

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Nunapitsinghak Moravian Children's Home

Summary Elements

Element		
Name:	Nunapitsinghak Moravian Children's Home	
Possible Other Name(s):		
Associated School(s):		
School Address	Kwethluk, Alaska	
Start Date:	1926	
End Date:	1973	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	The Moravian Childs home opened in 1926, near the village of Kwethluk, Alaska. Moravian missionaries founded the facility. Eventually the orphanage took on the role of a boarding school and foster home. The home ceased operations in 1973.	

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Nuyaka School and Orphanage

Summary Elements

Element		
Name:	Nuyaka School and Orphanage	
Possible Other Name(s):	Nuyaka Boarding School, Nuyaka Mission School	
Associated School(s):		
School Address	Nuyaka, Oklahoma	
Start Date:	1882	
End Date:	1933	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Contract, Mission, Boarding School	
General Notes	Nuyaka Boarding School, situated about 15 miles west of Okmulgee, was established in 1882 by Alice Mary Robertson at the request of the Creek Indian Council, and initially operated by the Presbyterian Church. Nuyaka Mission was a boarding school for Boys and Girls by the Presbyterians from 1884 to 1899, and has been partially maintained since it was founded by the Board of Home Missions of the Presbyterian Church. The Creek Tribe operated the school for ten years (1899-1909). From 1909 until 1921 it was operated by the Bureau of Indian Affairs and then from 1921 to 1933 it was operated by the Baptists. Nuyaka Boarding School is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1899-1932. The school's name varies in these reports from Nuyaka, Nuyaka Boarding School, and Nuyaka School and Orphanage. The school is classified as a Tribal boarding school for the years of 1899-1922 and then listed as a contract mission boarding school in 1931-1932. A 1907 IA Report notes that the Indian Inspector for Indian Territory lists this as a Boarding School receiving Federal Funding for benefit of Creek Nation. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).	

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Oahe Boarding School

Summary Elements

Element		
Name:	Oahe Boarding School	
Possible Other Name(s):	Oahe Industrial School, Oahe Indian Mission School	
Associated School(s):		
School Address	West Hughes, South Dakota	
Start Date:	1874	
End Date:	1914	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	A missionary named Riggs opened the mission to Peoria Bottoms and referred to this new mission as the Oahe Indian Mission. The Oahe Industrial School opened in 1883 as a boarding school for Indian children as well as a second boarding school for young girls in the 1890s. The mission school served students from Standing Rock, Cheyenne River, and Rosebud until it closed in 1914. Completion of the Oahe Dam led to the flooding of the original site of the Oahe Chapel. On weekdays, the chapel was still used for academics, with English the language of the home and school. However, most religious and moral instruction was given in Dakota. The South Dakota Historical Society describes the opening and closing dates of 1874 to 1914.	

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Oklahoma Presbyterian College for Girls

Summary Elements

Element		
Name:	Oklahoma Presbyterian College for Girls	
Possible Other Name(s):	Calvin Institute, Durant Presbyterian College	
Associated School(s):		
School Address	Durant, Oklahoma	
Start Date:	1894	
End Date:	1966	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract Mission Boarding School	
General Notes	<p>Oklahoma Presbyterian College for Girls is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1911 and as late as 1932 as a Contract Mission Boarding school.</p> <p>The 1921 IA Report shows the school as Contract, Mission, Boarding School. The 1931 IA Report at pg. 40,67 listed this as a contract boarding school. Formerly Calvin Institute, location was Choctaw Nation's administrative headquarters from 1975 -2018. Several sources, including one from the Choctaw Nation, outline the open and closed dates above.</p>	

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Old Goodland Indian Orphanage

Summary Elements

Element		
Name:	Old Goodland Indian Orphanage	
Possible Other Name(s):	Old Goodland Indian Orphanage, Goodland Academy and Indian Orphanage, Old Goodland Indian Orphan Industrial School, Old Goodland Boarding School	
Associated School(s):		
School Address	Hugo, Oklahoma	
Start Date:	as early as 1848	
End Date:	as late as 1931	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Contract Mission, Boarding & Day School	
General Notes	<p>Old Goodland Indian Orphanage is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1905-1931 as Old Goodland, and depending on the year of the report, is classified as Tribal, Mission Boarding, Small Boarding, Contract Mission Boarding, and Contract Boarding school. The 1858 IA Report mentions a day school in operation at the Goodland Mission. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>School and children's home - Goodland School – known in those days as "Goodland Academy" – originated primarily as a boarding and day school with an average attendance of 40 boys and girls. Oldes Private boarding school in Oklahoma is noted as still in Operation as of the 1931 IA Report. This report also states this is to be a contract boarding school.</p>	

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Omaha Indian School

Summary Elements

Element		
Name:	Omaha Indian School	
Possible Other Name(s):	Omaha Boarding School, Omaha Industrial School	
Associated School(s):		
School Address	Macy, Nebraska	
Start Date:	as early as 1873	
End Date:	as late as 1906	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School	
General Notes	The Omaha Industrial School is documented as a government, boarding school receiving federal funding in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1904 (pg. 40).	

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Omaha Mission Boarding

Summary Elements

Element		
Name:	Omaha Mission Boarding	
Possible Other Name(s):		
Associated School(s):		
School Address	Omaha, Nebraska	
Start Date:	1886	
End Date:	as late as 1891	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Mission, Boarding School	
General Notes	The Omaha Mission is documented as a Contract Mission Boarding School in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886 (pg. XCIV). The Presbyterian Board of Foreign Missions (only girls admitted at that time), notes that a government-supported boarding school for children of the Omaha Tribe, was constructed near Bluebird Creek in 1856-1857.	

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Oneida Boarding and Day School

Summary Elements

Element		
Name:	Oneida Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Oneida, Wisconsin	
Start Date:	1893-03-27	
End Date:	as late as 1918	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1893 indicates this is Oneida Boarding School's first year in operation. The Superintendent requests another building as there are many children on the Oneida Reservation that would likely attend. Additionally, it was requested that the school become a bonded school since the Green Bay Agency is 50 miles away from the school (page 343-344). In 1984, the Oneida Tribe took total ownership of the school site by purchasing it from the Diocese of Green Bay. They renamed the facility as the Norbert Hill Center and turned the boarding school into a day school.	

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Osage Boarding School

Summary Elements

Element		
Name:	Osage Boarding School	
Possible Other Name(s):		
Associated School(s):	McCabe Boarding	
School Address	Pawhuska, Oklahoma	
Start Date:	1872	
End Date:	1922	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	<p>Osage Boarding School is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1896-1922, as a government reservation boarding school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school with opened and closed dates of 1872-1922.</p> <p>Per the 1898 IA Report, pg. I-II, Osage Boarding School was listed as a boarding school and received federal support. Opened by the Federal Government January 1, 1874 near the Osage Agency Headquarters in Pawhuska, Oklahoma strictly for Osage children (Indian Territory until 1907). This federal boarding school was a roughly T-shaped structure of local sandstone, standing four stories high from basement laundry to attic. The building was separated by partitions into two sets of classrooms, dining rooms, and dormitories - one for boys and one for girls. In January 1906, the capacity at the school was 100 boys, 80 girls, 180 children total with an enrollment of 147. By 1911, the school had added a boiler house, an extensive laundromat, and a power house. The Osage Boarding School closed in December 1921 due to declining enrollment - the remaining pupils were transferred to public and private schools.</p>	

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Osage Manual Labor School for Boys and Osage School for Girls

Summary Elements

Element		
Name:	Osage Manual Labor School for Boys and Osage School for Girls	
Possible Other Name(s):	Osage Catholic Mission and Schools, St. Francis Institute, St. Ann's Academy, St. Paul	
Associated School(s):		
School Address	St. Paul, Kansas	
Start Date:	1847-05-10	
End Date:	1870	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Contract Boarding School	
General Notes	<p>The Osage Mission was established by Jesuit and Loretto missionaries during 1847. A private website documents that Superintendent, Major Thomas H. Harvey, convinced President Tyler to try a Catholic Osage Mission in July of 1844 under Father Schoenmaker. It states that the Osage Manual Labor School for Boys opened on May 10, 1847, but the government contract included girls, so additional efforts went into staffing nuns for the girls and their school opened on October 10, 1847. The Marquette University archives contains records with pupils' names, dates of attendance, and handwritten copies of outgoing letters and reports about the school by Father Schoenmaker and U.S. Indian Agent Andrew J. Dorn to the Commissioner of Indian Affairs and the School Office of the U.S. Indian Department. This information supports findings that this institution was receiving federal support. A National Register of Historic Places (NRHP) Application Form for the Osage Mission Infirmary, which was located at the Jesuit complex, west of St. Francis Church and across from St. Ann's Academy, as documented by additional history. The NRHP document goes on to say that Schoenmaker arrived at Osage Mission on April 29th, 1847, and took possession of two buildings then being constructed by the Indian Department. When completed, one building was used for the education of Osage boys. With the arrival of Mother Bridget Hayden and the Sisters of Loretto at the Foot of the Cross from St. Louis in October 1847, a school for Osage girls was established in the other building. Both schools were known as Manual Labor Schools. As the Manual Labor Schools had been the central focus of the settlement at Osage Mission, the schools adapted to service the needs of the incoming white settlers. In the 1870s, the school for boys was chartered as the St. Francis Institute, and the school for girls was chartered as St. Ann's Academy. The NRHP describes the Osage selling their land to the government and relocating to Oklahoma around 1870 and possibly discontinuing attendance at the school. However, the 1891 Annual Report of the Commissioner of Indian Affairs documents the Neosho County St. Ann's Academy as receiving a government contract with an average attendance of 3 Native American boarding school students (page 4-5 of Volume 2). A government contract was also documented in the 1866-1890 for St. Ann's. The NRHP documents the Jesuits leaving the mission in 1892 and in 1895, the name changed again to St. Paul.</p>	

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Otoe Boarding School

Summary Elements

Element		
Name:	Otoe Boarding School	
Possible Other Name(s):	Oto Boarding School, Otoe Missouri Indian Mission School	
Associated School(s):		
School Address	Red Rock, Oklahoma	
Start Date:	1880	
End Date:	1919	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	Otoe Boarding school is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1891-1919, as a government reservation boarding school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school with opened and closed dates of 1880-1919. Per the 1898 IA Report, pg. I-II, Otoe Boarding was listed as a boarding school and received federal support. In its nearly 40-year history, the Otoe Boarding School burned down twice before finally closing in 1919.	

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Otoe Missouria Indian Mission School

Summary Elements

Element		
Name:	Otoe Missouria Indian Mission School	
Possible Other Name(s):		
Associated School(s):	Otoe Boarding School	
School Address	Barneston, Nebraska	
Start Date:	1854	
End Date:	1881	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Mission, Boarding School	
General Notes	The Tribe's website describes the original school for the Otoe as being located on the Big Blue Reservation near Ashland, Nebraska which opened around 1854. The school was moved with the Tribe from Nebraska to Red Rock, Oklahoma in 1881. The location in Oklahoma is believed to have operated from 1881 - 1919 under the name Otoe Boarding School. The Cherokee Strip Museum, operated by the Oklahoma Historical Society, describes that the "Quakers originally established the Otoe-Missouria Boarding School on the Big Blue reservation." The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1879 describes one school operating for the Otoe Missouria and it was an industrial, boarding school receiving federal funding (page 104). Research suggests that the Industrial School discussed in the IA Report was the same school being operated by the missionaries.	

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Ouray Indian School

Summary Elements

Element		
Name:	Ouray Indian School	
Possible Other Name(s):	Ouray Boarding School, Uncompahgre Boarding School	
Associated School(s):		
School Address	Randlett, Utah	
Start Date:	1885	
End Date:	1905	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School	
General Notes	<p>The Ouray Indian School is documented as a reservation, boarding school throughout the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1893-1905 Annual Report of the Commissioner of Indian Affairs (IA), noting "...the Uintah Boarding School, or Ute Indian Boarding School, was established in 1881 by the Episcopal Mission, as was the Ouray Boarding School in 1885." "The Uncompahgre Utes were removed from western Colorado to the Ouray-Uintah Reservation in 1887, and an Indian school was operated by the U.S. Bureau of Indian Affairs at Randlett, then known as Leland, about four miles south of Fort Duchesne. The school was later moved north to White Rocks, as water at Leland was bad and scarce." Research indicates that Leland and Randlett names were used interchangeably for the same place. The 1897 IA Report states that the "Uncompahgre Utes residing on the Uncompahgre Reservation attended a boarding school located at the Ouray Agency (p. 285). The Ouray Boarding School closed in 1905, and its students next attended the White Rocks School.</p>	

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Panguitch Boarding School

Summary Elements

Element		
Name:	Panguitch Boarding School	
Possible Other Name(s):	Southern Utah (Panguitch) Boarding School, Orton, Panguitch Boarding	
Associated School(s):	St. George Southern Utah Boarding School	
School Address	Panguitch, Utah	
Start Date:	1904	
End Date:	1909	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	<p>The Panguitch Boarding School is documented as a government, reservation boarding school in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1907. Described in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school operating from 1901-1909.</p> <p>The Superintendent of the former Southern Utah Boarding School in St. George, UT appeared to be spearheading a move to a new and better location for the school that likely did not occur until 1904. The 1904 IA Report describes the Superintendent's work as the "School Superintendent in Charge of the Shivwits" at the Indian School in Southern Utah. However, the location is listed as Panguitch and it is likely the Superintendent is describing the school as physically located in Panguitch. The Superintendent states "the school has found its home" and that the progress was slightly hampered "this first year by late moving" (pages 345-346). The Panguitch school is also listed as receiving a larger appropriation that year for education and the purchase of new land. The 1904 and 1905 IA Reports list "St. George: Southern Utah Boarding" (page 590), but the Superintendent continues to describe the school as being in Panguitch. The first year Panguitch appears is in the 1906 IA Report as Orton, Panguitch boarding in Orton, UT and the Southern Utah name no longer appears. Researchers used 1904 as the likely opening of this school with the St. George school closing the same year. The 1908 IA Report states that Panguitch will be closed and a day school will be opened (page 42). The 1909 IA Report shows no students in the statistics table for that year and an act of Congress giving the Panguitch School to the State of Utah (page 20). Utah State University (USU), which currently leases the land from the state, is said to be organizing work through its anthropology department and with the Paiute Indian Tribe of Utah. It plans to survey and map the grounds of the school. Judson Finley, head of the anthropology department at USU, said the college will also excavate the site — but only if the tribe wants it done.</p>	

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Pawnee Boarding and Training School

Summary Elements

Element		
Name:	Pawnee Boarding and Training School	
Possible Other Name(s):	Pawnee Indian Agency, Pawnee Indian School, Pawnee Indian Boarding School, Pawnee Industrial Boarding School	
Associated School(s):		
School Address	Pawnee, Oklahoma	
Start Date:	as early as 1878	
End Date:	1958	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	Pawnee Boarding and Training School is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1891-1932 as a Government Reservation Boarding School. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Pawnee, with an opened date of 1874. In the 1893 IA Report (pg.618), Pawnee Boarding school was a federally funded boarding school. The Pawnee Indian Agency and an Indian boarding school, named the Pawnee Industrial School, were established just east of the present site of the City of Pawnee. The school was closed in 1958 and the land was returned to the Pawnee Nation in 1968. Many of the former Industrial School buildings now serve as Tribal offices and as a home for the Pawnee Nation College. The area is on the National Register as a Historic District.	

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Pecan Creek Mission School

Summary Elements

Element		
Name:	Pecan Creek Mission School	
Possible Other Name(s):	Pecan Creek Boarding School	
Associated School(s):		
School Address	Muskogee, Oklahoma	
Start Date:	1898	
End Date:	as late as 1911	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Mission, Boarding School	
General Notes	Pecan Creek Boarding School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1898 and as late as 1909. The school is listed in a 1912 IA Report under the Sale of Tribal Buildings under the Creek Nation, therefore the school may have closed between the years of 1910-1912. The school is listed in the 1907 IA Report as a Tribal Boarding school having received Federal Funding for the benefit of Creek Nation. A 1902 IA Report (pg. 172) with notes by the Indian Inspector for Indian Territory lists this as a Boarding School receiving Federal Funding for benefit of Creek Nation.	

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Perris Indian School

Summary Elements

Element		
Name:	Perris Indian School	
Possible Other Name(s):		
Associated School(s):	Sherman Institute	
School Address	Perris, California	
Start Date:	1891	
End Date:	1904	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Boarding School	
General Notes	<p>Perris appears in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, and 1902 as a government funded boarding school. Perris also appears in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as operational from 1891 to 1903 in Perris, California. Perris Indian School was established in 1892 under the direction of Mr. M. S. Savage. This was the first off-reservation Indian Boarding School in the state of California. Due to an inadequate water supply to conduct these subjects at the school a better location was sought. Perris Indian School remained in operation until December 1904 when the remaining students were transferred to the Riverside School site. The Indian Appropriation Act of March 3, 1891, appropriated \$25,000 for the erection of buildings for an industrial school for the Mission Indians near the village of Perris, in California, upon a tract of land of not less than 80 acres, to be donated for that-purpose (26 Stat., pg.1012).</p>	

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Phoenix Indian Industrial School

Summary Elements

Element		
Name:	Phoenix Indian Industrial School	
Possible Other Name(s):	Phoenix Training School, Phoenix Training and Industrial School, Peel Institute, Phoenix School, Phoenix Boarding School	
Associated School(s):		
School Address	Phoenix, Arizona	
Start Date:	1891-09-03	
End Date:	1990	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Nonreservation, Boarding School	
General Notes	<p>Phoenix Indian School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school that opened around 1891. Per the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1892, the Phoenix Boarding School was first established at an abandoned military post of Fort McDowell, but was moved to Phoenix when Fort McDowell was found to be an unsuitable place for a school. A hotel building was leased and used for school purposes while awaiting the construction of new school buildings on the site, situated 3 miles north of the city. The construction contract was signed on December 9, 1891 and the project completed on April 24, 1892. The school was transferred to its permanent quarters on May 6, 1892, but construction didn't conclude until June 25, 1892. By the Indian Appropriation Act approved on March 3, 1891, Congress made an appropriation for the purchase of land or improvements and construction of buildings for this school not to exceed \$6000. In the 1930s, Phoenix Indian School discontinued the lower grades, which moved to on-reservation schools, and began to serve only students in grades 9-12. As attitudes about American Indian education changed and with the Johnson-O'Malley Act of 1934, more tribes started building schools and taking control of the educational needs of their students. This shift lead to a decline in enrollment and the Phoenix Indian School closed in 1990.</p>	

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Pierre Indian School

Summary Elements

Element		
Name:	Pierre Indian School	
Possible Other Name(s):	Pierre Indian School Learning Center, Pierre Indian Learning Center, Pierre Indian Learning Center	
Associated School(s):		
School Address	Pierre, South Dakota, 57501	
Start Date:	as early as 1891	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Boarding School, Day School	
General Notes	In 1888, the South Dakota Livestock Association of Pierre, in the Dakota Territory, gave a 20-acre tract of land to the United States Government (Bureau of Indian Affairs), for an Indian Industrial School. The school, known as the Pierre Indian School, later purchased an additional 160 acres. Original school buildings were constructed in time for the 1890-91 school year and featured separate dormitories for boys and girls with bathrooms and iron bedsteads. The initial enrollment was five students. In 1972, the Bureau of Indian Education began to reexamine the Pierre Indian School. Today, the school continues to serve Indian children from fifteen tribes in the tri-state area.	

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Pima Boarding and Day School

Summary Elements

Element		
Name:	Pima Boarding and Day School	
Possible Other Name(s):	Pima Agency Boarding School, Pima Central Day School, Sacaton Boarding School, Sacaton Central School	
Associated School(s):		
School Address	Sacaton, Arizona	
Start Date:	as early as 1880	
End Date:	as late as 1970	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>Pima Boarding School is listed, in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953)(BIA Investigation Report), as Pima Central and classified as a day school with an opening date of 1932. Also, refers to this school as "boarding, 1881," referring to its former name of Pima Boarding School. The Pima Boarding school is listed in the IA Reports from 1880-1932 as a reservation boarding school and then listed from 1934-1936 as Pima (Central), classified as a day school. The 1968 Oversight Hearings reports the school as Pima Central a day school operated by the BIA.</p> <p>Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1882, p. 8, notes that "[a] boarding school with 75 scholars enrolled, and an average attendance of 67, has been in successful operation at this agency the past year. This being the first regular boarding school that was ever attempted here...."</p> <p>The 1889 IA Report, p. 120, states the main Pima boarding school building at the agency burned in the fire in Nov 1888. May have been in Sacaton originally and moved to Phoenix. Pima Central Boarding School opened in 1881 while the day school opened in 1932, as indicated in the BIA Investigation Report.</p> <p>The 1892 IA Report, p. 51, also describes that Pima opened in Sept. 1881</p> <p>The 1894 IA Report, p. 104, describes that the Pima agency and boarding school are located on the Gila River Reservation, 15 miles north of Casa Grande, AZ.</p> <p>The 1896 IA Report, p. 118, shows overcrowding conditions at the Pima boarding school were relieved at intervals by transferring pupils to other schools.</p>	

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Pine Point Boarding and Day School

Summary Elements

Element		
Name:	Pine Point Boarding and Day School	
Possible Other Name(s):	Pine Point Experimental School	
Associated School(s):		
School Address	Ponsford, Minnesota	
Start Date:	1892	
End Date:	1936	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Pine Point was operational in early 1900s as a Federal boarding school and at some point may have transitioned to the Pine Point Experimental School, a K-8 school and an alternative high school ran by Tribal members to improve education on the Reservation. Listed as a reservation boarding school in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1911, page 173. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) listing of open and closed schools lists Pine Point as operational from 1892 to 1936.	

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Pine Ridge Boarding School

Summary Elements

Element		
Name:	Pine Ridge Boarding School	
Possible Other Name(s):	Oglala Pine Ridge Boarding School; Oglala Indian Training School; Oglala Community School; Pine Ridge School*	
Associated School(s):		
School Address	Pine Ridge, South Dakota	
Start Date:	December, 1883	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Training School	
General Notes	<p>Review of the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the Pine Ridge Agency only ever document two instances of boarding schools-- one the contract mission boarding School - Holy Rosary; and one reservation boarding school. In the 1930-1932 IA Reports, it is the first time the school is referred to as Oglala. Therefore, it is documented that Pine Ridge and Oglala are one boarding school. The current Pine Ridge school is believed to be constructed in 1995 and the school's current website states that the original schoolhouse was built in 1879. The 1880 IA Report describes the agent's intention to establish a boarding school for 100 (page 41). The 1881-1883 IA Reports describe day schools, but no progress in a boarding school. The 1884 IA Report states that the boarding school opened in December last with 80 children (page 39). The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as "Oglala Community" a boarding and day school with the post office at Pine Ridge. This report also listed the open date of the school as 1883. The 1900, 1902, 1907, 1911, 1929, and 1932 IA Reports note Pine Ridge boarding is operated by Pine Ridge Agency as a government funded boarding school. It is listed as Pine Ridge (Oglala) on the 1932 IA Report and Oglala on the 1929 IA Report.</p>	

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Pine Springs Boarding School

Summary Elements

Element		
Name:	Pine Springs Boarding School	
Possible Other Name(s):	Pine Springs Day School	
Associated School(s):	Fraziers Well Day School	
School Address	Houck, AZ	
Start Date:	1930s	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Pine Springs Boarding School is listed, in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), as a boarding and day school that opened in 1935. The school is listed in the 1951-1961 Navajo Year Book as completed in 1953, possibly implying that boarding facilities were constructed and indicates boarding enrollment was authorized. The 1968 and 1974 Oversight Hearings reports as a boarding school operated by the BIA. The school currently operates as a bureau operated day school under the BIE.	

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Pinedale Boarding School

Summary Elements

Element		
Name:	Pinedale Boarding School	
Possible Other Name(s):	Pinedale School, Pinedale Day School	
Associated School(s):		
School Address	Pinedale, New Mexico	
Start Date:	as early as 1917	
End Date:	as late as 1975	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1921 (p. 52) states that the day school was not in operation during the 1920-1921 school year. Pinedale started out as a day school but was converted to a boarding school in the early 1950s. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists Pinedale as an operational boarding and day school. The "Statistics Concerning Indian Education" reports identify Pinedale to be a reservation boarding school starting in 1952. It is shown to be a community boarding school in The Navajo Yearbook during the 1956-1957 and 1957-1958 school years. By 1959, community boarding schools became referred to as reservation boarding schools. The school is listed in the 1969 Indian Education hearing report.	

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Pinon Boarding School

Summary Elements

Element		
Name:	Pinon Boarding School	
Possible Other Name(s):	Pinon Dormitory, Pinon Day School, Pinon Community School*	
Associated School(s):		
School Address	Pinon, Arizona	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Pinon Boarding School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school that opened in 1935. The school is listed in the 1951-1961 Navajo Year Book as completed in 1954 and indicates boarding enrollment was authorized. The wings of Building 316 are the two original dormitory buildings built in 1935 at the Pinon Boarding School. The school currently operates as a tribally controlled school under the Navajo Nation.	

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Pipestone Indian School

Summary Elements

Element		
Name:	Pipestone Indian School	
Possible Other Name(s):		
Associated School(s):		
School Address	Pipestone, Minnesota	
Start Date:	1893	
End Date:	as late as 1959	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Boarding School, Day School	
General Notes	The Pipestone Indian Boarding School in Pipestone, Minnesota was established in 1892 and the first students arrived there shortly after the completion of the first building. Children from several states and tribes of the Midwest were students there, including those from the Dakota, Oneida, Pottawattomie, Arikara, Sac and Fox, and other tribes. The Pipestone School supervised the Birch Cooley Day School from 1899 to 1920. It also had agency duties and operated as the Pipestone Agency beginning in 1914. As with all Indian boarding schools, the typical schedule was for the students to spend half the day in classes and the other half day in vocational training. This school appears on the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) listing of open and closed schools as still open as of the date of the report and first opened in 1893.	

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Plum Creek Boarding School

Summary Elements

Element		
Name:	Plum Creek Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Plum Creek, South Dakota	
Start Date:	1895	
End Date:	1902	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, and 1902 note this school is operated by contract and boarding in 1895 and by religious and government in 1900 "[l]ocated about 80 miles southwest of the agency" - listed in the 1890s as being under contract, but in 1902 with only private dollars.	

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Ponca Boarding School

Summary Elements

Element		
Name:	Ponca Boarding School	
Possible Other Name(s):	Ponca Industrial Boarding School	
Associated School(s):		
School Address	White Eagle, Oklahoma	
Start Date:	1882	
End Date:	1919	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	Ponca Boarding school is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1896-1919 as a government reservation boarding school. There is also a separate Ponca Agency school that is listed in the IA Reports as Ponca, Oakland, also listed at Oakland Day which operated as a day school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a Day school with opened and closed dates of 1882-1919.	

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Pottawatomie Boarding School

Summary Elements

Element		
Name:	Pottawatomie Boarding School	
Possible Other Name(s):	Potawatomi Boarding School	
Associated School(s):		
School Address	Hoyt, Kansas	
Start Date:	as early as 1866	
End Date:	as late as 1908	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1886-1890 describe the school as being in existence although generally described as struggling with operations. The 1891 IA Report documents the Potawatomi Boarding School being in existence however, the new superintendent reports that he can find no records pertaining to the school history, but he is certain it has been established and conducted about the same as the present for 18-20 years</p> <p>Therefore, the starting date is around 1870 based on this information. The 1896 IA Report documents the school as being 10 miles from Hoyt, Kansas notes it was erected in 1892. School appears in IA Reports through 1908. The Superintendent in the 1902 IA Report describes a festival being held at the beginning of the year for the "spell of cheer and goodwill the Indian parents cheerfully gave up their children to the school employees" which resulted in the best enrollment numbers, 51 girls and 72 boys (page 221).</p>	

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Pottawatomie Mission Boarding School

Summary Elements

Element		
Name:	Pottawatomie Mission Boarding School	
Possible Other Name(s):	Potawatomi Baptist Manual Labor School, Pottawatomie Training School, Baptist Mission School	
Associated School(s):		
School Address	Topeka, Kansas	
Start Date:	1848-07-24	
End Date:	1873	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Contract, Boarding School	
General Notes	<p>The Treaties of 1846 led to the establishment of the second Baptist Pottawatomie station in Kansas, later known as the Pottawatomie Baptist Manual Labor Training School. A 1977 document states "the selection of the Baptists for the establishment of a school was acknowledged by the American Indian Mission Association on July 24, 1848." It further describes correspondence from Superintendent Harvey to Agent Cummins, instructing him to advise both the Catholics and Baptists that "they will be allowed \$50.00 for each child they board, clothe, and educate, and a reasonable compensation for day scholars." There is mention that, in 1855, this school and mission was transferred to the Southern Baptist Convention which was documented in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1855. In 1856, school officials had concerns about funding repairs and requested additional allowances per pupil that they were unsure the government would cover. The school was described in 1860 as still receiving government funding, but that this was not enough to sustain school debts. The Pottawatomie agent reported that the Baptist Mission School was disbanded on June 21, 1861, at the request of a Mr. Jackson who had been managing the school for the last 6 years, due to a lack of funds. A complication arose as an 1861 Pottawatomie treaty granted 320 acres for the Baptist Manual Labor School as well as a Catholic-operated school, St. Mary's. The Baptists are said to have reclaimed the property and reopened the school in 1866. In 1867, the boarding school was kept until the two bands of the Pottawatomie were moved to Indian territory. In June 1869, floor plans and specifications outlining a prospective hospital and other buildings were planned, but never built. It is unclear when exactly the school closed, but the property was sold to a horse breeder in 1873 (date to be used for end date). Site last reported to be used for offices of the Kansas Historical Society.</p>	

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Presbyterian School for Indian Girls

Summary Elements

Element		
Name:	Presbyterian School for Indian Girls	
Possible Other Name(s):	Henry Kendall College, Minerva Home	
Associated School(s):		
School Address	Muskogee, Oklahoma	
Start Date:	1891	
End Date:	1907	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding, College	
General Notes	<p>The Presbyterian School for Indian Girls is listed as Henry Kendall College in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1891 and as late as 1906, as a Denominational and Private Schools under the Presbyterian Board of Home Missions and the Creek Nation. The school was established in 1891 as a home training school for Indian girls, and then in 1894 it was organized as a college and opened to both Indian and white students. The 1899 IA report (p.46) documents a special land allotment and patent as part of an agreement between the federal government and the tribe for land to be given free of charge to the mission for the operation of a school. This federal action being used to document federal support to the institution. Due to the Curtis Act, we are assuming the school received federal funding.</p> <p>In 1882, the Creek Nation chartered Presbyterian School for Indian Girls. In 1894, at the request of the Synod of Indian Territory, the Board of Home Missions of the Presbyterian Church elevated the academy's status and chartered it as Henry Kendall College. Its original location was in downtown Muskogee and classes were held in the Minerva Home school for girls. But in 1898, Creek nation donated 20 acres of land where dorms were constructed. Financial difficulties prompted school officials to ask the Synod of Indian Territory to assume control, sell the school's land and seek a new location. Now University of Tulsa, Henry Kendall College moved to Tulsa in 1907.</p>	

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Pryor Creek Boarding School

Summary Elements

Element		
Name:	Pryor Creek Boarding School	
Possible Other Name(s):	Pryor Boarding School	
Associated School(s):		
School Address	Pryor, Montana	
Start Date:	1903	
End Date:	1920	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1902, Part I, describes the construction of a new school for the Crow on the western edge of the reservation near Pryor (page 442). The 1903 IA Report describes two Government schools, one at the Pryor Substation and one at the Agency (page 191). The school was described in research as opening on February 12, 1903, with 60 students (1903 IA Report, pg. 193). The Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Report from 1920 shows the school as still in existence (page 8). The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) shows the school as operational as a mission in 1887 and then open and closed dates of 1901-1920. Documenting this school as opening in 1903 per the IA Reports. Supplemental research indicates that the school likely transitioned to a day school in 1912-1913 and again in 1920-1921.	

Pueblo Bonito School, Crownpoint Boarding School, and T'iis Ts'ozí Bi' Olta'

Summary Elements

Element							
Name:	Pueblo Bonito School		Crownpoint Boarding School		T'iis Ts'ozí Bi' Olta'		
Possible Other Name(s):	Crownpoint Community School, Pueblo Bonito Boarding School, Eastern Navajo		T'iis Ts'ozí Bi'Olta', Crownpoint Community School		Crownpoint Community School		
Associated School(s):	Crownpoint Boarding School, T'iis Ts'ozí Bi' Olta'		Pueblo Bonito School, T'iis Ts'ozí Bi' Olta'		Crownpoint Boarding School, Pueblo Bonito School		
School Address	Crownpoint, New Mexico		Crownpoint, New Mexico		Crownpoint, New Mexico 87313		
Start Date:	1912		1963		2010		
End Date:	1962		2010		Open		
Currently Operating					BIE-operated		
Boarding School Definition Criteria	Housing	Yes	Housing	Yes	Housing	Yes	
	Education	Yes	Education	Yes	Education	Yes	
	Federal Support	Yes	Federal Support	Yes	Federal Support	Yes	
	Timeframe	Yes	Timeframe	Yes	Timeframe	No	
School Type	Reservation, Boarding School, Day School		Reservation, Boarding School, Day School		Reservation, Boarding School, Day School		
General Notes	<p>Pueblo Bonito Boarding School opened in 1912 and is mentioned or listed in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1910 and as late as 1932, as a reservation boarding and day school. The school is also referred to as Crownpoint Boarding School from 1941 – 1951. The boarding school had a "small, modern hospital" built in 1939 to replace the original facility, which had been constructed in 1914. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as Crownpoint, classified as an boarding and day school, and established in 1912. In 1947, Congress wanted to expand the school's capacity from its current 200-300 students to 750. Around 1962, the Pueblo Bonito school closed and a new school named Crownpoint Boarding School was built in a different location</p>		<p>The Crownpoint School was built in 1962 and served as a replacement facility for the Pueblo Bonito School, which closed at the end of the 1960-1961 school year. The elementary school opened in the fall of 1963 and had a 600-capacity facility. The school is located on the eastern border of New Mexico's Navajo Nation, in a region that is remote, distant, and rural. After 35 years of operation, the school facilities were in need of major repair and improvement. It would be more cost efficient to build a new school than to repair and maintain one that was built in the 1960s. Funds for the construction of a replacement facility were appropriated by Congress in 2006 and the construction project was expected to be completed in 2009. It is reported that a new school facility was built and opened in another location, now named T'iis Ts'ozí Bi' Olta' (Crownpoint Community School).</p>		<p>The T'iis Ts'ozí Bi' Olta' (Crownpoint Community School) opened in its current location around 2010, when the old Crownpoint Boarding School was demolished.</p>		

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Pueblo Pintado Boarding School

Summary Elements

Element		
Name:	Pueblo Pintado Boarding School	
Possible Other Name(s):	Pueblo Pintado School, Pueblo Pintado Day School, Pueblo Pintado Community School	
Associated School(s):		
School Address	Cuba, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School, Residential	
General Notes	Pueblo Pintado is a reservation boarding school; it was originally constructed as a day school and was later converted to a boarding school due to the scattered population and poor roads. It is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day School as of June 1951 that opened in 1935. Pueblo Pintada had been given appropriations by Congress on several occasions to undergo several expansions over the years (e.g. 1950s, 1980s) to accommodate more day students. Today Pueblo Pintado Community School is a day and residential school that serves 250 students in grades FACE (Family and Child Education) through 8th. The school is located in an rural community within the Navajo reservation in the middle area of Cuba, Grants, Crownpoint, and Bloomfield, New Mexico. Pueblo Pintado has a residential hall where the students are able to stay overnight during the week and go home on the weekends.	

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Puyallup Indian School

Summary Elements

Element		
Name:	Puyallup Indian School	
Possible Other Name(s):	Puyallup Industrial School; Cushman Indian Trades School; Puyallup Indian School; Puyallup Boarding School	
Associated School(s):	Cushman Indian School	
School Address	Squaxin Island, Washington	
Start Date:	as early as 1857	
End Date:	as late as 1869	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	Puyallup is documented as a government reservation boarding school in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1891-1908. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a Puyallup and classified as boarding school with opened and closed dates of 1857-1920. The first Puyallup primary school is identified as operating in 1858 on the south end of Squaxin Island, but was soon terminated because of low attendance at that location. In 1869, the school was resumed on the Puyallup Reservation.	

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Pyramid Lake Boarding and Day School

Summary Elements

Element		
Name:	Pyramid Lake Boarding and Day School	
Possible Other Name(s):	Pyramid Lake Sanatorium, Nevada Day School, Pyramid Lake High School	
Associated School(s):		
School Address	Nixon, Nevada	
Start Date:	1879	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding and Day School	
General Notes	The Pyramid Lake Boarding School is documented as a Government, or Reservation Boarding in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1891-1899. A Nevada Department of Education document states that the "[d]ay school operated between September 1, 1879 – December 31, 1882. The school changed to a boarding school in January 1, 1883, then later changed back to a day school. Pyramid Lake Boarding School was also known as Nevada Day School from 1885-1948. The school was accepted into State system in 1948. The present day Pyramid Lake School aka Pyramid Lake Jr. Sr. High School (PLJSHS), is a tribal secondary school in Nixon, Nevada, funded by the Bureau of Indian Affairs on the Pyramid Lake Indian Reservation.	

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Quapaw Boarding School

Summary Elements

Element		
Name:	Quapaw Boarding School	
Possible Other Name(s):	Quapaw, Ottawa Industrial Boarding School, Quapaw Mission School, Quapaw Manual Labor School	
Associated School(s):		
School Address	Quapaw, Oklahoma	
Start Date:	1872-09-01	
End Date:	1900	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Government, Boarding School	
General Notes	<p>The Quapaw Boarding School is listed in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years of 1880-1900. The 1880 IA Report (pg.89) indicates by narrative that the school was operated by the Mission and is listed as Quapaw, Ottawa Industrial Boarding School. Although the school is listed in the 1883-1885 IA Reports, it is unclear when the school transitioned operations from Mission to Government; however, this transition may have occurred in 1884 where the school is then listed as Quapaw Boarding School and not Quapaw Mission School. This school is also then documented in the 1886-1897 IA Reports as supported by the Government. The 1891-1900 IA Reports classifies the school as a government, reservation, boarding school. The 1900 IA Report indicates that the school was closed in 1900 (p.224). The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>Although various sources have placed the Quapaw School in or near Missouri, Kansas, and Oklahoma, it was determined to be on the Quapaw Reservation. The Department's Organization Authority Record for the Quapaw Agency states it was established in 1871 for Indians in both Oklahoma and Kansas and that a group of Modoc were transferred there in 1873. In the 1873 IA Report, there is a beginning section that documents the Modoc War and states that the Modoc Band have been transferred to the Quapaw Reservation, where their children were enrolled in the school there. An Oklahoma State Department of Education document describes the Modoc as arriving in Baxter Springs, Kansas, where it was decided by Hiram W. Jones to locate them on Eastern Shawnee land, where the Quapaw Agency was in what is now Ottawa County, Oklahoma. It is further described as being bound on the north by the Kansas state line and on the east by the Missouri. The 1886 IA Report lists the location as using Seneca County, Missouri post office and telegraphic address and describes how close the agency is to Baxter Springs, KS. It is also documented as being located 10 miles north of the agency which is near Seneca, Missouri.</p>	

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Quinaielt Boarding and Day School

Summary Elements

Element		
Name:	Quinaielt Boarding and Day School	
Possible Other Name(s):	Quinailt School, Taholah (Quinaielt) Day School, Taholah Day School, Tahola Day School	
Associated School(s):		
School Address	Taholah, Washington	
Start Date:	1870	
End Date:	1920	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding, Day School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1885 lists the school as Quinaielt Boarding School under the Quinaielt Agency. (pg. CCXXIV). The Quinaielt Boarding School is also listed as a Government Reservation Boarding school in the 1895-1896 IA Reports. Then listed in the 1897-1919 IA Reports as a Government Day school. The IA Reports list the school as Quinaielt from 1895-1908 and from 1911-1919 it is listed as Taholah. Addendum III, Table 4 of the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), lists Quinailt as a boarding school with a post office address of Taholah, WA, and opened and closed dates of 1870-1890 (p.1576).	

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Rainy Mountain Boarding School

Summary Elements

Element		
Name:	Rainy Mountain Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Gotebo, Oklahoma	
Start Date:	1893	
End Date:	1920	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding and Day School	
General Notes	<p>Rainy Mountain Boarding school is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1892-1919 and classified as a government reservation boarding school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a Day school with opened and closed dates of 1893-1920.</p> <p>In 1893, the Rainy Mountain Boarding School opened south of Gotebo at the Kiowa-Comanche-Apache Reservation. The school operated until 1920 when it was closed down and abandoned. Rainy Mountain Boarding School was close by and therefore mostly had the support of the Kiowa people. By the turn of the twentieth century, annual enrollment averaged 130, exceeding the school's capacity. The 1907 IA Report to the Commissioner stated it was a Government funded boarding school. Per the 1898 IA Report of the Commissioner of the Office of Indian Affairs to the Secretary of the Interior, pg. 12, Rainy Mountain Boarding School was listed as a government reservation boarding school.</p>	

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Ramona Indian School

Summary Elements

Element		
Name:	Ramona Indian School	
Possible Other Name(s):	Ramona Indian Girls School, Ramona Industrial School for Indian Girls, Ramona Boarding School, Ramona School, University of New Mexico	
Associated School(s):		
School Address	Santa Fe, New Mexico	
Start Date:	as early as 1885	
End Date:	1895	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Contract, Boarding School	
General Notes	Horatio Ladd founded the Ramona Indian Girls School in Santa Fe. Ladd was a member of the Congregational Ministry, receiving a significant amount of support from New England church groups to pursue missionary endeavors, including the establishment of the school. Ramona School was established as a special section of the Old University of New Mexico, Santa Fe. The Ramona School was not at the university, but rather located on property obtained from J. H. Taylor. The land included 5 acres and 60 fruit trees and also formerly was the site of an "adobe" plant. The school is mentioned in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1887 to 1896 as a contract boarding school for the benefit of Navajos, Apache, and other Indians at Santa Fe, receiving support from the federal government. The 1895 IA Report states the Ramona Boarding school was discontinued in 1895. The school was in session only 1 month during the 1894-1895 school year (see pg. 496-497).	

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Rapid City Indian School

Summary Elements

Element		
Name:	Rapid City Indian School	
Possible Other Name(s):	Rapid City Indian School and Sanatorium, Rapid City Training, Sioux Sanatorium, Sioux San Hospital*	
Associated School(s):		
School Address	Rapid City, South Dakota	
Start Date:	1898	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Boarding School, Sanatorium	
General Notes	<p>The Rapid City Indian School operated from 1898 until 1933. In 1939, the Sioux Sanitarium was built on the site. It treated Native Americans with tuberculosis. That institution closed in the 1960s. The grounds are currently home to the Sioux San Hospital. In 2017, efforts were initiated to convey land back to trust for the Rapid City Indian Boarding School Lands Project. Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1900, 1902, 1907, 1911, 1929, and 1932 note that Rapid City Indian School was initially a non-reservation government boarding school before it converted to a tuberculosis sanatorium. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) notes Rapid City Indian School was operating from 1898 to 1934. The 1910, 1912, and 1920, and 1941 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports (RIA) show this location as Rapid City, SD. Also, the 1941 RIA supports the information about the transition of the school closure to the sanatorium, with the 1941 RIA showing only "Sioux Sanatorium."</p>	

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Red Cloud Indian School*

Summary Elements

Element		
Name:	Red Cloud Indian School*	
Possible Other Name(s):	Holy Rosary Mission, Holy Rosary Mission Boarding School, Holy Rosary Mission School	
Associated School(s):		
School Address	Pine Ridge, South Dakota	
Start Date:	1888	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>Red Cloud appears on the 1910, 1912, and 1920 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports. The nearest post office is listed as Pine Ridge, SD. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, 1902, 1907, 1929, and 1932 note that Red Cloud Indian School/Holy Rosary Mission was originally a Catholic boarding school operated by the Catholic church with some resources from the Federal government. Red Cloud is listed under Pine Ridge Agency in the 1895 IA Report and this report also notes that the school is by contract. The school's own website shows the school actually started in 1888, so that date will be used for the open date. The school is still open, but not as a boarding school. The school campus is located about 4 miles north of Pine Ridge, SD on Highway 18.</p>	

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Red Lake Boarding and Day School

Summary Elements

Element		
Name:	Red Lake Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Red Lake, Minnesota	
Start Date:	as early as 1877	
End Date:	1935	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	<p>School is documented in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1884 as all government funding with no cost to religious societies.</p> <p>In 1900, Oscar H. Lipp is listed as Principal and head of the school. This appears to be different school from Red Lake School ran by the sisters at St. Mary Mission Boarding School with a capacity of 100 Students in 1902, with 77 students boarded. Red Lake became Day School in 1934.</p>	

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Red Moon Boarding School

Summary Elements

Element		
Name:	Red Moon Boarding School	
Possible Other Name(s):	Red Moon Day School	
Associated School(s):		
School Address	Hammon, Oklahoma	
Start Date:	as early as 1897	
End Date:	as late as 1922	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding and Day School	
General Notes	<p>Red Moon Boarding school is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1898-1925. The school is classified as a government reservation boarding school for the dates of 1898-1907 and then classified as a Day school for the years of 1911-1925. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a day school with opened and closed dates of 1898-1925. The 1907 IA Report lists the school as a government boarding school (p. 164).</p> <p>This school was also a mission for the Mennonite faith. The Red Moon School was established in 1897 near Hammon, Oklahoma. It was under the jurisdiction of the Cheyenne and Arapaho Agency until 1903 when it came under the newly created Seger Agency at Colony, Oklahoma. In December, 1909, the school became an independent separate agency. The Red Moon Agency was abolished on May 16, 1917 and the school was transferred back to the jurisdiction of the Seger Agency. The Red Moon School ceased functioning by 1922, but a sub-agency remained in operation there. The building burned on December 18, 1965.</p>	

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Red Rock Boarding School

Summary Elements

Element		
Name:	Red Rock Boarding School	
Possible Other Name(s):	Red Rock Day School*	
Associated School(s):		
School Address	Red Valley, Arizona	
Start Date:	as early as 1932	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Red Rock Boarding school is listed in the 1951-1961 Navajo Year Book as being completed in 1935 and indicates boarding enrollment was authorized. The school started out as a day school, but was converted to a partial boarding school around 1950. The school is listed in the 1968 Oversight Hearing report as a boarding school operated under the BIA with a post office of Shiprock, NM. The school currently operates as a bureau operated day school under the BIE. The school was called a boarding school in National Gazetteer - Arizona 1986.	

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Rice Station Boarding and Day School

Summary Elements

Element		
Name:	Rice Station Boarding and Day School	
Possible Other Name(s):	Rice Indian School, Rice Station Day School	
Associated School(s):	San Carlos Boarding and Day	
School Address	San Carlos Indian Reservation, Gila Co., Arizona	
Start Date:	1900	
End Date:	1941	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>Rice Station Boarding School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), as a day school with opened and closed dates of 1900-1941. The school was established as a Boarding School in 1900 and reported to be located at Talkai, AZ, 12 miles north of San Carlos Agency. The school is listed in the 1900 - 1930s as San Carlos Rice Station and then listed as San Carlos in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1931-1936. All IA Reports classify the school as a reservation boarding school.</p> <p>Microfilm at the National Archives shows a transfer to San Carlos, 1 April 1919. A list of Cartographic Records of the BIA from 1977 lists a plat of the Rice Station Boarding School buildings on San Carlos Indian Reservation and mentions missions; no date provided.</p>	

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Riverside Indian School

Summary Elements

Element		
Name:	Riverside Indian School	
Possible Other Name(s):	Riverside Boarding, Wichita Caddo School	
Associated School(s):		
School Address	Anadarko, Oklahoma	
Start Date:	1871	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding and Day School	
General Notes	Riverside Indian School is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1891-1906, and classified as a government reservation boarding school. The school is listed in the 1951 Investigation of the BIA Report as a boarding school with an opened date of 1872. The school is currently operating as a Bureau Operated school under the Bureau of Indian Education. "Organized in 1871 at the old Wichita Indian Agency commissary with Thomas C. Battey as principal, it became the Wichita-Caddo School in 1872." Around 1878 - 1879, the facility was relocated about one mile west to a location along the Washita River and named Riverside Indian School.	

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Rock Point Boarding and Day School

Summary Elements

Element		
Name:	Rock Point Boarding and Day School	
Possible Other Name(s):	Tsé Nitsaa Deez'áhi Diné Bi'ólta', Rock Point Community School*	
Associated School(s):		
School Address	Rock Point, Arizona	
Start Date:	1935	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Contract, Boarding School, Day School	
General Notes	<p>Rock Point boarding and day school is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1936 as a day school under the Navajo Agency: Chin Lee Area and then listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school that opened in 1935. It is also listed as a reservation boarding school in the 1951-1961 Navajo Year Book, completed in 1935, and indicates boarding enrollment was authorized. In the 1968 Oversight Hearings report, the school is listed in the as a boarding school operated by the BIA.</p> <p>In 1935, a school was established and built by the Bureau of Indian Affairs (BIA). The governing board in 1972 established a contract with the BIA after the Public Law 93-638 went into effect where local communities took control their own school. Rock Point became an Indian contract boarding school and day school in 1973.</p> <p>The Bureau of Indian Affairs (BIA) established the school in 1935. The school previously functioned as a boarding school. As of 2021, the school only takes day students.</p>	

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Rocky Ridge Boarding School

Summary Elements

Element		
Name:	Rocky Ridge Boarding School	
Possible Other Name(s):	Rocky Ridge Day and Boarding School	
Associated School(s):		
School Address	Kykotsmovi Village, Arizona	
Start Date:	as early as 1968	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Rocky Ridge Boarding School is listed in the 1968 and 1974 Oversight Hearings reports the school as a boarding school operated by the BIA. The school currently operates as a bureau operated boarding school under the BIE.	

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Rosebud Agency Boarding and Day School

Summary Elements

Element		
Name:	Rosebud Agency Boarding and Day School	
Possible Other Name(s):	Rosebud Day School, Rosebud Community	
Associated School(s):		
School Address	Mission, South Dakota	
Start Date:	1895	
End Date:	as late as 1951	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	The Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, 1902, 1907, 1911, 1929, and 1932 alternately list Rosebud Agency as operating a day and/or boarding school on subsequent reports. The 1907 and 1911 IA Reports have separate boarding and day schools listed. The 1895 IA Report refers to it as a day school, but the 1900 IA Report lists a boarding school. The 1929 and 1932 IA Reports list a reservation boarding school. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) notes that this school was also called "Rosebud Community" and that the boarding portion was operated from 1897 and was still open as of the report and the day portion was opened in 1935 and was still open as of the report. The 1910, 1912, 1920 and 1941 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports (RIA) show a boarding school all four entries and a day school on the 1920 report. The 1941 RIA shows this school as Mission, SD for the nearest post office.	

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Rough Rock Demonstration School

Summary Elements

Element		
Name:	Rough Rock Demonstration School	
Possible Other Name(s):	Rough Rock Day School; Rough Rock Community School*	
Associated School(s):		
School Address	Chinle, Arizona	
Start Date:	1935	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE School	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Grant, Boarding School, Day School	
General Notes	Rough Rock is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school that opened in 1935. The 1951-1961 Navajo Year Book lists the school as being completed in 1935 and having boarding facilities. Rough Rock Demonstration School was established in 1966 as the Rough Rock Demonstration School (RRDS). It was the first Bureau of Indian Affairs (BIA) school to be directly operated by American Indians and the first Navajo-operated BIA school. Unlike BIA schools, the school taught Navajo culture, history, traditions, or code of ethics. In 1994, the school was incorporated as a nonprofit and changed its name as it was not a demonstration school anymore. The school currently operates as a tribally controlled school under the Navajo Nation.	

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Round Valley Boarding School

Summary Elements

Element		
Name:	Round Valley Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Covelo, California	
Start Date:	1860	
End Date:	1924	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
General Notes	<p>Round Valley is listed as a government funded and operated boarding school on the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the Year 1895, 1900, 1902, 1907, and 1911. By the date of the 1929 IA Report (See Tule River day school), it appears that Round Valley combined with Tule River and had ceased operation as a boarding school. Round Valley is listed on the Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports (RIA) for 1912 and 1920. On the 1910 RIA, the closest post office is listed as Covelo, California. No other town location could be determined. Round Valley is also listed on the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), but the years of operation are only listed as 1860-1924.</p>	

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Sac and Fox Indian Boarding School

Summary Elements

Element		
Name:	Sac and Fox Indian Boarding School	
Possible Other Name(s):	Sac and Fox Mission School, Sac and Fox Manual Labor School, Sac and Fox Industrial and Boarding, Sac and Fox of the Mississippi Government Boarding School	
Associated School(s):		
School Address	Stroud, Oklahoma	
Start Date:	1872	
End Date:	1924	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Mission, Boarding School	
General Notes	The Sac and Fox Boarding School is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1893 - 1898 as Sac and Fox and classified as a Government Reservation Boarding School. The school also appears in the 1883-1886 IA Reports as a boarding school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a Boarding school with opened and closed dates of 1876-1924. The Sac and Fox Indian Boarding School, begun by Quaker missionaries in 1872, was located on the eastern edge of the reserve land and many Sac and Fox children were forced to attend. "Many wagon loads of nearly 100 children are expected to attend the Sac and Fox Mission School," reported a Stroud newspaper in September of 1901. The first school building was a three-story brick structure, built at a cost to the tribe of \$9,500. Other school buildings included a girls' dormitory, boys' dormitory, a laundry, a large barn, and a water tower and sewer system.	

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Sacred Heart Mission (St. Mary's and St. Benedict)

Summary Elements

Element				
Name:	Sacred Heart Mission (St. Mary's)		Sacred Heart Mission (St. Benedict's)	
Possible Other Name(s):	St. Mary's Academy, St. Mary's Boarding, Sacred Heart Mission Boarding, St. Mary's Convent		St. Benedict's Industrial School, Sacred Heart Mission Boarding, St. Benedict's College, Sacred Heart College	
Associated School(s):				
School Address	Sacred Heart, Oklahoma		Sacred Heart, Oklahoma	
Start Date:	as early as 1880		as early as 1880	
End Date:	1946		1926	
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Reservation Contract, Mission, Boarding and Day School		Reservation, Contract, Mission, Boarding School	
General Notes	<p>According to the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1890 and 1891, Sacred Heart Mission (also referred to as Sacred Heart Mission Boarding) is a contract Catholic School consisting of two separate schools, St. Benedict's College for boys and St. Mary's Convent for girls, both under the supervision of the Benedictine Fathers and located 65 miles south of Sac and Fox Agency on the Pottawatomie Reservation (p.367). These Mission schools are listed as one entry, usually as Sacred Heart Boarding, in the IA Reports as early as 1884. Starting around 1895, the schools are listed in the IA Reports as two entries, St. Mary's Boarding or St. Mary's Academy, and Sacred Heart – St. Benedict's or St. Benedict's Boarding. For the years of 1884-1898 the schools are classified as contract and then listed as supported by the Catholic Church for the years of 1901-1926.</p> <p>January 15, 1901, a fire broke out in the dining room of the Indian Boys School and swept out of control. Before it was over the blaze had destroyed the monastery, boys' school, college, girls' school, convent, and the church. Historical news accounts report that no one was killed, but the entire mission was destroyed with the exception of a few small buildings. The bakery and the two-story log cabin are the only buildings that remain today. Temporary wooden buildings were set up to carry on the boys' school, while the Sisters of Mercy moved one-quarter of a mile southeast to create a new St. Mary's Academy. Sacred Heart reverted to use as a priory after all other functions had moved to St. Gregory's. The priory closed permanently in 1965. The church remains, but most other buildings have been demolished. Supplemental research indicated that the boys school closed in 1926. National Park Service records for historical places note the schools started around 1880 and the girls' school continued until around 1929 and the boys' school until 1946.</p>			

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Saint Mary's Catholic Indian Boarding School

Summary Elements

Element		
Name:	Saint Mary's Catholic Indian Boarding School	
Possible Other Name(s):	Odanah St. Mary's Mission Boarding School, Odanah Boarding and Day School, St. Mary's Catholic Church*	
Associated School(s):		
School Address	New Odanah, Wisconsin	
Start Date:	as early as 1883	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	Saint Mary's was listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895 as a contract boarding school. The 1902 IA Report and subsequent years it is shown as only operated by church. School may have closed in 1969, but the Church website appears to indicate it is still operational as a church.	

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San Carlos Boarding and Day School

Summary Elements

Element		
Name:	San Carlos Boarding and Day School	
Possible Other Name(s):	San Carlos Agency Boarding School, San Carlos Day School	
Associated School(s):	Rice Station	
School Address	San Carlos, Arizona	
Start Date:	as early as 1887	
End Date:	1929	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>San Carlos Boarding and Day School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) (BIA Investigation Report), as a boarding and day school with opened and closed dates of 1880-1929. Although the BIA Investigation Report indicates an opening date of 1880, the school was not completed until 1886 per the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886. The school is listed in the 1887-1905 IA Reports as a reservation boarding school and then only a day school in the 1905-1929 IA Reports.</p> <p>1899 Statistics of Indian tribes, Indian agencies, and Indian schools of every character lists San Carlos Agency Boarding School with capacity of 100 located 1/2 mile from San Carlos Agency. In 1899, it was reported that an entirely new school would be built as the buildings being used were "practically worthless."</p>	

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San Juan Training School

Summary Elements

Element		
Name:	San Juan Training School	
Possible Other Name(s):	San Juan Boarding School, San Juan Indian School	
Associated School(s):	Shiprock Boarding School	
School Address	Shiprock, New Mexico	
Start Date:	as early as 1906	
End Date:	as late as 1966	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	San Juan Training School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1904 and as late as 1923 as a reservation boarding school. The school is mentioned in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), however it is listed as San Juan (consolidated with Shiprock) without classification or opened and closed dates. The 1951-1961 A Decade of Progress – Navajo Yearbook lists both schools San Juan and Shiprock, as operating in 1960.	

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Sanostee Boarding School

Summary Elements

Element		
Name:	Sanostee Boarding School	
Possible Other Name(s):	Saynostee Day School, Sanostee Day School	
Associated School(s):		
School Address	Sanostee, New Mexico	
Start Date:	as early as 1933	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	The Sanostee boarding school was established as a day school and then converted to a partial boarding school in the early 1950s. A new school plant was built at Sanostee. Statistics Concerning Indian Education for 1955 list Sanostee as a reservation boarding school. It had both boarding and day students. Sanostee Boarding School was operational as late as 1960.	

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Santa Fe Indian School

Summary Elements

Element		
Name:	Santa Fe Indian School	
Possible Other Name(s):	Dawes Institute, Santa Fe Industrial Training School, Santa Fe Indian Industrial School, Santa Fe Training School	
Associated School(s):		
School Address	Santa Fe, New Mexico	
Start Date:	1890-11-15	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Non reservation, Government, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1892 states (pg. 682) "[t]he school was opened November 15, 1890, with 9 pupils." For the first few years, the school was named "Dawes Institute." It later became known as the Santa Fe Indian School. (See 1891 IA Report, pg. 55 - Table 2). The school is still open today and currently serves grades 7-12. It provides dormitories for the students as well as a health center, food services, student clubs, and multiple athletic programs.	

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Santa Rosa Boarding School

Summary Elements

Element		
Name:	Santa Rosa Boarding School	
Possible Other Name(s):	Santa Rosa Day School*	
Associated School(s):		
School Address	Sells, Arizona	
Start Date:	1916	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	<p>Santa Rosa Boarding School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1916 and as late as 1936 as a day school. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as Santa Rosa, and classifies it as a day school that opened in 1917. Based on these reports, the school operated primarily as a day school and then converted to a boarding and day facility. The 1968 Indian Education: A National Tragedy report lists the school as a boarding school operated by the BIE and the 1978 Indian Education – Oversight Hearing Report also lists the school as Santa Rosa Boarding School. The school currently operates as Santa Rosa Day School, a bureau operated school under the BIE.</p>	

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Santee Industrial School

Summary Elements

Element		
Name:	Santee Industrial School	
Possible Other Name(s):	Santee and Flandreau Boarding School, Santee Agency Boarding School	
Associated School(s):		
School Address	Niobrara, Nebraska	
Start Date:	1874	
End Date:	1909	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School	
General Notes	The Santee Agency Boarding School is documented as a Government reservation boarding school in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years from 1891 - 1908. Supplemental research describes that "government officials continued to recommend the establishment of a manual labor school at the Santee agency...recommended for the separation of church and state." In 1874, a Santee Industrial School was completed. It opened with thirty-six students and three teachers. Due to the presence of the Santee Normal Training School and several district schools on the reservation and the fact that the plant was in poor shape and "not well thought of by the Indians," the boarding school closed in 1909.	

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Santee Normal Training School

Summary Elements

Element		
Name:	Santee Normal Training School	
Possible Other Name(s):	Congregational Church and Manse, Santee Training School, Pilgrim Congregational Church*	
Associated School(s):		
School Address	Santee, Nebraska	
Start Date:	1870	
End Date:	1937	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The Santee Normal Training School (congregational) is documented as a contract, mission boarding school that can maintain 150 boarding scholars under Reverend Riggs in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1893 (pg. 201). The Congregational Mission Church - The Pilgrim Congregational Church and Manse, which is associated with the school, is on the National Register of Historic Places which describes the location.</p> <p>Supplemental research describes that the Santee Normal Training School was founded by Alfred L. Riggs, an American Board member, to train native teachers. As a boarding school, established in the winter of 1870-1871, it had an enrollment of 111 and an average attendance of 69. From 1870 - 1923, the school had 2,398 pupils on the roll. After 67 years, the school closed in 1937. In 1893, the strain of trying to accommodate the school and the government proved too great. The government contract was terminated and the American Missionary Association, a Congregational body, operated the school until the fourth decade of the twentieth century. At one time the institution consisted of 18 buildings, and 480 acres of land, and enrollment exceeded 200. The research further describes that the school taught the Dakota pupils in their native language and publish literature in the Dakota language that may have resulted in loss of funding.</p>	

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Seba Dalkai Boarding School

Summary Elements

Element		
Name:	Seba Dalkai Boarding School*	
Possible Other Name(s):	Seba Dalkai Day School, Seba Dalkai School	
Associated School(s):		
School Address	Winslow, Arizona	
Start Date:	1935	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	Seba Dalkai is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1936-1949 as a reservation day school. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as a boarding and day school with an opened date of 1935. The school is listed in subsequent federal reports through 1978. The school currently operates as a bureau operated boarding school under the BIE.	

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Seger Indian Training School

Summary Elements

Element		
Name:	Seger Indian Training School	
Possible Other Name(s):	Seger Colony Boarding	
Associated School(s):		
School Address	Colony, Oklahoma	
Start Date:	1893	
End Date:	as late as 1941	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	Per the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1898, pg. I-II, Seger Colony Boarding was listed as a boarding school and received federal support. John Seger built the federally funded Seger Industrial Training School (at present Colony) in 1893. This school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Seger and classified as a boarding school with opened and closed dates of 1893-1932. Seger Indian Training School, which operated through 1932 as a boarding school and into the 1940s as a day school, is listed in the National Register of Historic Places (NR 71001080).	

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Seneca Boarding School

Summary Elements

Element		
Name:	Seneca Boarding School	
Possible Other Name(s):	Seneca Indian School; Wyandotte Mission; Seneca, Shawnee, and Wyandotte Industrial Boarding School; Seneca Industrial Boarding School; Seneca, Shawnee, and Wyandotte Boarding; Seneca (Quapaw)	
Associated School(s):		
School Address	Wyandotte, Oklahoma	
Start Date:	1872	
End Date:	1980	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Mission, Boarding School	
General Notes	<p>The Seneca Boarding School is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1880-1921. The 1880 IA Report indicates that the school was operated by the Mission as a Reservation Boarding School. Although the school is listed in the 1883-1885 IA Reports, it is unclear when the school transitioned operations from Mission to Government; however in the 1886 IA Report (and subsequent reports) as supported by the Government and listed as a reservation boarding school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), as Seneca, Wyandotte (Quakers, 1872), as an Indian School still operating as of June 1951, with an opened date of 1883. Established by Society of Friends (Quaker) missionaries in 1872 for the Seneca, Shawnee and Wyandot Indians, by 1920 the school population was mostly Cherokee Indians. The school encompassed 160 acres on the Wyandot reservation.</p> <p>The Wyandotte Tribal Council donated land for the Quakers, with the approval of the commissioner of Indian Affairs, to operate a boarding school for Seneca, Wyandotte, and Shawnee children. In 1871, campus construction began, with classes beginning in 1872. The federal government continued to assert increasing control over the school, completely managing it by the twentieth century. It has had several names, including Wyandotte Mission, Seneca Indian School, Seneca, Shawnee, and Wyandotte Industrial Boarding School, and Seneca Boarding School. The school closed on June 15, 1980. The school's 189 acres of land were returned to the Wyandotte Tribe.</p>	

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Seneca Mission and School

Summary Elements

Element		
Name:	Seneca Mission and School	
Possible Other Name(s):	Buffalo Creek School, Buffalo Creek Mission	
Associated School(s):		
School Address	Buffalo, New York	
Start Date:	1818	
End Date:	as late as 1845	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	A report for the American Board of Commissioners for Foreign Missions (ABCFM) describes the school as open in 1818 and as being operated as a boarding school in 1827 (page 145 of Report of ABCFM). Documented in Department of War document from 1827 as receiving at least \$200 from government for 45 pupils. Listed in Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1842 through 1845 as a mission school. Supplemental research indicates that the Seneca mission, sometimes called the Buffalo Creek mission, was a Christian mission to the Seneca people living in and around the Buffalo Creek Reservation in western New York. Some research indicates it was a day school: "school children were coming every morning and returning again [to home] at night thereby affecting punctual attendance."	

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Sequoyah Orphan Training School

Summary Elements

Element		
Name:	Sequoyah Orphan Training School	
Possible Other Name(s):	Sequoyah Vocational School, Sequoyah Indian High School, Sequoyah Training	
Associated School(s):		
School Address	Tahlequah, Oklahoma	
Start Date:	1871	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Nonreservation, Boarding and Day School	
General Notes	<p>Sequoyah Orphan Training school is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1924-1932. The school is listed with several names in the reports such as: Cherokee Nation -- Sequoyah Orphan Training, (Five Civilized Tribes); Sequoyah Orphan Training; Sequoyah; and Five Civilized Tribes -- Sequoyah Orphan Training. It is also listed as a Tribal boarding school and a nonreservation boarding school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school with an opened date of 1872.</p> <p>Sequoyah School, an Indian boarding school, originated in 1871 when the Cherokee National Council passed an act setting up an orphan asylum to take care of the many orphans who came out of the Civil War. In 1914, the Cherokee National Council authorized Chief Rogers to sell and convey the property of the Cherokee Orphan Training School, including 40 acres of land and all the buildings, to the United States Department of Interior for \$5,000. In 1925, the name of the institution was changed to Sequoyah Orphan Training School. After being known as Sequoyah Vocational School for a time, it was named Sequoyah High School. In 2006, it added 7th and 8th grades and became known as Sequoyah Schools.</p>	

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Seward Sanitarium

Summary Elements

Element		
Name:	Seward Sanitarium	
Possible Other Name(s):		
Associated School(s):		
School Address	Seward, AK	
Start Date:	1946	
End Date:	as late as 1950s	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Health Facility	
General Notes	The Seward Sanitarium was built as a Tuberculosis hospice. While the Sanitarium treated tuberculosis patients, they also offered educational programs, with both vocational and other schooling subjects. An annual report of the Governor of Alaska to the Secretary of Interior in 1953 noted that two bedside teachers were located at the Seward Sanitarium with an enrollment of 50 students on site.	

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Shawnee Boarding School

Summary Elements

Element		
Name:	Shawnee Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Shawnee, Oklahoma	
Start Date:	as early as 1860	
End Date:	1921	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding school	
General Notes	Shawnee Boarding school is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1906 - 1921 as a government reservation boarding school. The Boarding House at the Shawnee Indian School burned down in 1904. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school with opened and closed dates of 1871-1917.	

Shawnee Methodist Indian Mission and Shawnee Methodist and Indian Manual Labor School

Summary Elements

Element				
Name:	Shawnee Methodist Indian Mission		Shawnee Methodist Mission and Indian Manual Labor School	
Possible Other Name(s):				
Associated School(s):	Shawnee Methodist Mission and Indian Manual Labor School		Shawnee Methodist Indian Mission	
School Address	Kansas City, Kansas		Fairway, Kansas	
Start Date:	1838		1839	
End Date:	1839		1862	
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Contract, Mission, Boarding School		Contract, Mission, Boarding School	
General Notes	<p>The Kansas Historical Society website documents that the Shawnee Methodist Indian Mission was originally located in present-day Kansas City, Kansas to teach English, manual arts, and agriculture to children of all Indian nations. A year later a manual, a manual labor school was begun at the new site of the mission in Fairway, Kansas.</p>		<p>The Kansas Historical Society website documents the Shawnee Mission as a manual training school attended by boys and girls from Shawnee, Delaware, and other Indian nations from 1839 to 1862. The Shawnee Methodist Indian Manual Labor School was the result of an agreement in 1838 between the United States Office of Indian Affairs (now the Bureau of Indian Affairs) and the Methodist Episcopal Church (now the United Methodist Church) to operate a central school at the Shawnee Methodist Indian Mission in Kansas City, Kansas. A year later a manual labor school was begun at the new site of the mission, now preserved as the Shawnee Indian Mission State Historic Site in Fairway, Kansas. At the height of its activity, the mission and school included sixteen buildings on 2,000 acres of land with an enrollment of nearly 200 children. The school was discontinued in 1862. Thomas Johnson, the school's founder, was also superintendent during the period. The Shawnee Indian Mission State Historic Site has been on the National Register of Historic Places (NRHP) since 1966 and a historic landmark since 1963.</p>	

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Sherman Institute

Summary Elements

Element		
Name:	Sherman Institute	
Possible Other Name(s):	Riverside, Sherman Indian High School*	
Associated School(s):	Perris Indian School	
School Address	Riverside, California	
Start Date:	1903	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Boarding School	
General Notes	Sherman/Riverside is listed on the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1907, 1911, 1929, and 1932 Annual Reports as a government funded boarding school. Sherman is listed on the 1910, 1912, 1920 and 1941 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports and the closest post office is in Riverside, California. Sherman is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as operational from 1905 in Riverside, California. Sherman Indian High School (SIHS) is an off-reservation boarding high school for Native Americans. Originally opened in 1892 as the Perris Indian School, in Perris, California, the school was relocated to Riverside, California in 1903, under the name The Sherman Institute. When the school was accredited by the Western Association of Schools and Colleges in 1971, it became known as the Sherman Indian High School.	

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Shiprock Indian Boarding School

Summary Elements

Element		
Name:	Shiprock Indian Boarding School	
Possible Other Name(s):	Shiprock Agricultural School, Shiprock Agricultural High School	
Associated School(s):	Shiprock Northwest High School, Atsá Biyáázh Community School, Shiprock Reservation Dormitory	
School Address	Shiprock, New Mexico	
Start Date:	1905	
End Date:	as late as 1980s	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School, Dormitory	
General Notes	<p>Shiprock Boarding School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1927 and as late as 1951 as reservation boarding and day school. The school is mentioned in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), as Shiprock Agricultural with an opened date of 1905. The 1951-1961 A Decade of Progress – Navajo Yearbook lists both schools San Juan and Shiprock, as operating in 1960. Shiprock Agricultural School was how the Shiprock boarding school was referred to in the 1940s. Part of the Shiprock Boarding school was closed in 1945 because "the school buildings have not been repaired in some number of years and they have become dangerous...." In 1947, Congress recommended that a new boarding school be constructed at Shiprock at a higher elevation to prevent flooding at the school from the San Juan River. Between 1952 and 1954, Shiprock underwent major expansion to increase the school's capacity, which allowed up to 750 pupils to be enrolled at the school at a time. The institution was expected to be fully operational in 1954. Shiprock Northwest High School, Atsá Biyáázh Community School, and Shiprock Reservation Dormitory are associated with Shiprock Boarding School because they occupy the old dormitory buildings of the boarding school, but are not a continuation of the boarding school.</p>	

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Shonto Boarding School

Summary Elements

Element		
Name:	Shonto Boarding School	
Possible Other Name(s):	Shonto Indian School, Shonto Day School, Shonto Preparatory School*	
Associated School(s):		
School Address	Shonto, Arizona	
Start Date:	1933	
End Date:	Open	
Currently Operating	Tribally Controlled	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>Shonto Boarding School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school that opened in 1935. The school originally was operated as a day school and is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1936 as a day school. The school is listed in the 1951-1961 Navajo Yearbook with a date completed of 1962, implying boarding facilities were likely constructed as it indicates boarding enrollment was authorized, and also reports students enrolled in school years 1959-1960 and 1960-1961. The school is listed in the 1968 Oversight Hearing report as a boarding school operated under the BIA with a post office of Tonalea, AZ. The school is listed in the 1974 Oversight Hearing report as a boarding school operated under the BIA with a post office of Shonto, AZ. The Shonto Boarding School, as it was called, became a BIA/charter school in 1996, and the charter high school was added in 1997. The school currently operates at Shonto Preparatory School, a tribally controlled school under the Navajo Nation.</p> <p>The Hogan BIA facilities were constructed in 1933-34 in the Shonto Canyon. Our elders wanted to have community children attend school nearby in Shonto rather than somewhere distant from home. In 1966-67, the school moved to its present location.</p>	

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Shoshone Boarding and Day School

Summary Elements

Element		
Name:	Shoshone Boarding and Day School	
Possible Other Name(s):	Shoshone and Bannock Boarding and Day School	
Associated School(s):	Arapaho Boarding and Day School	
School Address	Fort Washakie, Wyoming	
Start Date:	1878	
End Date:	1883	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>The 1878 Annual Report of the Commissioner of Indian Affairs (IA) Wyoming agent states that preparations are being made to open a boarding and industrial school (page 153). In 1878 the post office address of the agency is documented at Camp Brown with a telegraph near Camp Stambaugh, Wyoming. The Wyoming State Library archives describes Camp Brown as being near the upper end of the east bank of the Little Wind River Valley which was the name used for the Agency before being named Fort Washakie. The 1879 IA Report states that the Shoshone and Bannock Agency has two boarding schools, one for each tribe, the Shoshone and Bannocks, and the Northern Arapahos. The schools are reported to be sustained entirely by the government, except a portion of one of the teacher salaries that is paid by the church. The Shoshone Boarding School is reported to be under the direction of Mr. E. Ballou (page 166-167). However, in the 1880 IA Report there are very limited details from the Wyoming agent and the Agency statistics table reports no boarding schools and 2 days schools for the Tribes (page 255). In the 1881 IA Report there is limited information again and the Agency statistics table only report 1 day school for both Tribes (page 289). In the 1882 IA report there is a new Wyoming agent that states "there has been no effort in the last two years to keep up a school" (page 499). The 1883 IA Report documents the moving of employees for a new boarding school (Wind River Boarding School). Based on the indication that this school is operating in a new building it will be documented as a new school with the Shoshone Boarding School closing in 1883.</p>	

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Shoshone-Episcopal Mission Boarding School

Summary Elements

Element		
Name:	Shoshone-Episcopal Mission Boarding School	
Possible Other Name(s):	Shoshone-Episcopal Mission Boarding School, Shoshone School for Indian Girls, Robert's School, Shoshoni Mission School	
Associated School(s):	Wind River Boarding School; Shoshone Day School	
School Address	Fort Washakie, Wyoming	
Start Date:	1883-03-10	
End Date:	1945	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Government, Boarding School	
General Notes	<p>The 1883 Annual Report of the Commissioner of Indian Affairs (IA) Report of the Wyoming Indian Agency (James Irwin) states that a boarding school was needed so employees were moved into shared quarters and their homes were used for a boarding school for boys under the auspices of Reverend John Roberts on March 10, 1883 (page 314). The 1884 IA Report documents "Wind River Boarding School" at the Shoshone Agency with John Roberts as a teacher. The IA Reports through 1900 continue to document the schools ran by Roberts as the Wind River Boarding School. According to the Society of Architectural Historians by the University of Virginia Press, the Shoshone Episcopal Mission was the first Episcopal mission boarding school for girls established in the Wyoming Territory. The Reverend John Roberts came to the Wind River Indian Reservation in Wyoming in 1883, charged with establishing Episcopal churches and schools for the Shoshone and Arapahoe Indians. In the late 1880s, Shoshone Chief Washakie gave Roberts 160 acres of irrigated reservation land along Trout Creek southwest of Fort Washakie as the site for a girls' boarding school and supporting farm. In 1908–1909, by an act of Congress and by agreement of the Arapaho and Shoshone Tribal Councils, the Episcopal Church was given legal title to the land on which the mission was located. The building served as the school, boarding facility, and the home of Roberts and his wife. A large dining and classroom were on the north side of the central hall, with two smaller rooms on the south side for the Roberts family. Upstairs, the Roberts' family and mission employees occupied two bedrooms on the south side of the hall, while the boarding students shared a dormitory room on the north side. The building ceased to function as a school in 1945. Gwen Roberts, a daughter of Reverend Roberts, continued to live in the building until 1960, when it was converted to a parish center. The mission school building was destroyed by fire in 2016.</p>	

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Siletz Boarding School

Summary Elements

Element		
Name:	Siletz Boarding School	
Possible Other Name(s):	Liberty Industrial School, Siletz Industrial Boarding School, Siletz Training	
Associated School(s):		
School Address	Siletz, Oregon	
Start Date:	as early as 1873-10-01	
End Date:	1919	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Industrial School	
General Notes	Location is approximate and address is listed as Siletz Agency. Appears in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Siletz Training School with operational dates of 1878-1919 and a location of "Chemawa." The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895 states that the school is maintained on the reservation (page 271).	

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Silver Ridge Seminary

Summary Elements

Element		
Name:	Silver Ridge Seminary	
Possible Other Name(s):		
Associated School(s):		
School Address	Silver Ridge, Nebraska	
Start Date:	1874	
End Date:	as late as 1886	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	Page XCIV in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1885 documents this institution under a government contract for two Indian pupils boarding. Supplemental research shows this "institution of learning is situated at Silver Ridge P. O., six miles west of Ponca...it is conducted on the plan of the co-education of the sexes. Rev. Walter H. Clark, A. M., is Principal of the Seminary, and Mrs. Clark has special charge of the young ladies in attendance" (usgennet.org). The school is described as opening in 1874 and operating for several years before being discontinued for not being sufficiently patronized. Also described in text as existing through about 1886 (History of Dixon County).	

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Simnasho Boarding and Day School

Summary Elements

Element		
Name:	Simnasho Boarding and Day School	
Possible Other Name(s):	Sin-e-ma-sho Boarding School	
Associated School(s):		
School Address	Simnasho, Oregon	
Start Date:	1882-08	
End Date:	1896	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	Research indicates that during the latter decades of the nineteenth century, Warm Springs Agency officials slowly expanded educational instruction on the reservation, establishing a day and boarding school at the agency site, as well as a boarding school at Simnasho in the northern part of the reservation. Both boarding schools are said to be run in cooperation with Presbyterian Missions. Location is approximate - "55 miles from The Dalles, the nearest railway station."	

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Sisseton Agency Boarding and Day School

Summary Elements

Element		
Name:	Sisseton Agency Boarding and Day School	
Possible Other Name(s):	Sisseton Training School, Sisseton Industrial School	
Associated School(s):		
School Address	Sisseton, South Dakota	
Start Date:	as early as December, 1873	
End Date:	1920	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895 lists "Sisseton Industrial" and not the other name variations. The school is shown as a government boarding school operated under Sisseton Agency. This is the only reference to this variation name. Sisseton Agency Boarding School appears on the 1900, 1902, 1907, and 1911 IA Reports as government operated under Sisseton Agency. This school - Sisseton Agency Boarding School - appears on the 1910 and 1912 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports (RIA). Then, Sisseton only appears as a day school on the 1920 RIA and a boarding school is not listed separately. In addition, "Sisseton Training" appears in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) with no opening date, but closed as of 1918 with the closest post office as Peever, SD. Because the RIAs list the school location as Sisseton, SD as closest post office several times, that location will be used.</p> <p>Because of these name variations without overlaps on the main reports checked, it is presumed these variations all point to the same school. The boarding school also appeared on the 1919 IA Report at p. 27.</p>	

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Sisters of Loretto School

Summary Elements

Element		
Name:	Sisters of Loretto School	
Possible Other Name(s):	Bernalillo Boys' Boarding School, Bernalillo Girls' Boarding School, Sisters of Loretta, Loretto Indian School, Bernalillo Boarding School, Sisters of Loretto School at Bernalillo, Bernalillo, Loretto	
Associated School(s):		
School Address	Bernalillo, New Mexico	
Start Date:	1885-12-18	
End Date:	1937	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Loretto Indian School at Bernalillo, New Mexico was founded in 1885 by Rev. J. A. Stephan, Director of the Bureau of Catholic Indian Missions, for the training of girls. The pupils ranged in age from 7-17. It was a private school that operated under contract with the Bureau of Indian Affairs (BIA) until about 1891, when the government annulled its contract with the all-girls' school for lack of funds. The school eventually shut down in 1937 as a result of financial struggles. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1892 lists the Loretto School as a contract boarding school.	

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Sitka Industrial Training School

Summary Elements

Element		
Name:	Sitka Industrial Training School	
Possible Other Name(s):	Sitka Mission, Industrial Home for Boys, Sheldon Jackson Institute, Sheldon Jackson School, Sheldon Jackson College, Sitka No 2	
Associated School(s):		
School Address	Sitka, Alaska	
Start Date:	1878	
End Date:	as late as 2007	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Training School, Day School (1902)	
General Notes	<p>William A. Kelly, a lawyer from Puxatawney, PA, was appointed judge in southeast Alaska, circa 1893. He served as superintendent of the Sitka Training and Industrial School. It likely opened around 1878 in an old army barracks and offered carpentry, machine work and later included a program for girls. The original facility located over military barracks burned down. Reverend Sheldon Jackson arrived in Sitka ten years after the 1867 purchase of Alaska from Russia. In 1878, Jackson founded the Sitka Mission to instruct and assimilate indigenous boys, primarily sons of the Tlingit and Haida people of southeast Alaska. Jackson renamed the school several times: The Sheldon Jackson Institute in 1881; The Industrial Home for Boys in 1882; and The Sitka Industrial Training School in 1885. The school operated under his direction until his death in 1909. The school became a boarding high school in 1917, also known as Sheldon Jackson College. The Museum structure shown in National Register of Historic Places is not the school building. The boarding school pursued a strategy to claim legal custody of children attending the school and would not let families visit their children. When a judge was ruling in favor of family and individual and allowing the children to return home, but the missionary Sheldon Jackson lobbied for a new judge. Lafayette Dawson was installed as the new judge in Sitka and he eventually ruled in favor of the school, arguing that the boarding school needed authority to carry out its educational mission. Founded in 1878 as the Sitka Industrial, the school was closed in 1882 after original facilities located over military barracks burned down. Jackson paid between \$90 and \$150 per annum for each pupil boarded at the Sitka Industrial Training School, and an average of \$30 per annum to various mission societies for each day pupil.</p>	

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S'Kokomish Boarding and Day School

Summary Elements

Element		
Name:	S'Kokomish Boarding and Day School	
Possible Other Name(s):	Skokomish School	
Associated School(s):		
School Address	Olympia, Washington	
Start Date:	as early as 1866	
End Date:	1918	
Currently Operating	Government	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding, Day School	
General Notes	<p>Skokomish Day School appears in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1885, 1886, and 1891 through 1918. The school is listed as a government reservation boarding school for the years 1895-1896 and listed as at Government Day school for the years of 1897-1918.</p> <p>This school is listed without a type classification (i.e. boarding or day) in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) with opened and closed dates of 1896-1918.</p>	

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Southern Ute Boarding School (Ignacio)

Summary Elements

Element		
Name:	Southern Ute Boarding School (Ignacio)	
Possible Other Name(s):	Ignacio Indian Boarding School, Consolidated Ute - Ignacio, Ignacia, Ute Vocational, Southern Ute School, Southern Ute Agency Boarding School	
Associated School(s):		
School Address	Ignacio, Colorado	
Start Date:	as early as 1886	
End Date:	as late as 1981	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding, Day School	
General Notes	<p>The Southern Ute Boarding School is documented as a government, reservation, boarding school existing in Ignacio, Colorado in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1903-1918. Other IA Reports describe the school as starting to attempt to operate as early as 1885, but with little success in attracting students and teachers. Differing sources show the school as disrupted in operations in the early 1890s, with a gap on IA Reports from 1922, where it is referred to as Southern Ute, and the 1925 IA Report, where it reappears as operational. The Ignacio Indian School is documented as a reservation, boarding school in the 1925-1929 & 1930-1932 IA Reports instead of references to the Southern Ute School. No evidence to suggest that there were two boarding schools in Ignacio, Colorado, so the two names are documented together. Hearings in 1955 discuss the funding of school operations and the name "Ute Vocational" is used to refer to this school. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) makes the connection between Ute Vocational and the Consolidated Ute Agency School, listed as Boarding and Day as well as describing it as open from 1902 and still operational in 1951. There are numerous news stories discussing more recent efforts to preserve various older buildings on campus, including the girls' dorm and a head start building built in the late 1920s. No official school closing date found. 1979 is the last year that Ignacio is seen on IA Reports and a supplemental research document notes that it is closed for good in 1981.</p> <p>Supplemental research indicates that the initial buildings were constructed in 1901, after several unsuccessful education programs at Ute agencies between 1868 and 1877. In 1920, the school closed and, between then and 1956, the school underwent several developments over time that reflected changing educational, tribal, and governmental and community uses. At various times in its 79-year history, the campus housed and or educated Ute and other Indigenous students. Over the years, the school included a hospital, girl's dormitory, dining hall, classroom buildings, a vocational school, dairy barn, and silo before closure in 1981. Today, the Main School House, Dining Hall, Girl's Dormitory, Nurses Quarters, and the Park with the Center Flagpole are reported to be still standing.</p>	

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Spencer Academy

Summary Elements

Element		
Name:	Spencer Academy	
Possible Other Name(s):	National School of the Choctaw Nation, Choctaw Academy	
Associated School(s):		
School Address	Fort Townsend, Oklahoma	
Start Date:	1844	
End Date:	1900	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Mission, Boarding School	
General Notes	<p>Spencer Academy is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1843 and as late as 1901. The 1844 IA Report indicates that the school commenced in 1844 and, in 1846, the entire control of the school was to be transferred to the board of foreign missions of the Presbyterian church (Board) at the direction of the Choctaw Nation. Earlier, IA Reports describe the school as receiving funding through the tribe and the Board, but in the 1882 and 1883 IA Reports, the school is listed as incurring maintenance costs to the government. The Choctaw Nation appropriated annually \$6,000 for the board of the pupils, while the Presbyterian Board of Missions paid the salaries of the superintendent and teachers. The Curtis Act of 1898 put all Choctaw Nation schools under U.S. Government control.</p> <p>All Choctaw boarding schools were closed for the duration of the Civil War. Spencer Academy was reopened in 1871. In the fall of 1881, the Presbyterian Board of Foreign Missions re-established Spencer Academy in a new location where the post office was called Nelson, ten miles southwest of Antlers, and twenty miles west of old Spencer, now called Spencerville. Spencer Academy burned in 1896 and again in 1900. The 1900 IA Report includes enrollment information for Spencer Academy.</p>	

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Spring Place Mission School

Summary Elements

Element		
Name:	Spring Place Mission School	
Possible Other Name(s):	Springplace Moravian Mission School, Spring-place	
Associated School(s):		
School Address	Spring Place, Georgia	
Start Date:	1801	
End Date:	1833-01-07	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The 1820 Report to the Secretary of War describes Spring-place, three miles east of the Connesage River which leads from Georgia to West Tennessee. The establishment is described as open in 1801, with reports that 60-70 youths have been educated here using a yearly allowance of \$250 for the school (page 153-155). An 1827 War Department document, states that the school has 7 teachers, 11 pupils, with \$200 provided by government - the sheet indicates a repeat of the entry above it for the state location, which was for Alabama, but all other information for the school indicates its presence in Georgia. The school continued until 1833 (according to a plaque on site). Mission eventually transferred to Oklahoma with the Trail of Tears. Rowena McClinton's 2010 scholarly article entitled, "The Moravian Springplace Mission to the Cherokees" noted at pages 8-9 that the school included boarding for males.	

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St. Agnes Academy

Summary Elements

Element		
Name:	St. Agnes Academy	
Possible Other Name(s):	St. Agnes Academy and Boarding School, St. Agnes Boarding School for Boys	
Associated School(s):		
School Address	Ardmore, Oklahoma	
Start Date:	1897	
End Date:	as late as 1932	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Tribal, Contract, Boarding and Day School	
General Notes	<p>St. Agnes Academy is mentioned or listed as early as the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1907, but is listed in 1912 - 1916 IA Reports as a mission boarding school, and in the 1917-1927 IA Reports, as a contract mission boarding school. In the 1913, Indian Affairs, Laws and Treaties, Vol. III, p. 442, the school is described as authorized to receive funds of the Chickasaw Nation for the board and tuition of Chickasaw children for the year ending 1903. The 1907 IA Report lists the school as a Tribal school under the Chickasaw schools, and in the 1909 IA Report, as a boarding school under the Chickasaw Nation. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>The Academy was established as a day school in 1897. Boarding began in 1908. Average enrollment of 45+ Choctaws and Chickasaw students led to a Government Contract (The Indian Sentinel Bureau of Catholic Indian Missions, Pg 18-19). The remains of St. Agnes Academy and Boarding School, Ardmore, were located at St. Mary Church, Ardmore. Location is now St. Mary's Church.</p>	

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St. Agnes Mission

Summary Elements

Element		
Name:	St. Agnes Mission	
Possible Other Name(s):	St. Agnes Academy for Girls, St. Agnes', St. Agnes Mission and St. Agnes, Antlers	
Associated School(s):		
School Address	Antlers, Oklahoma	
Start Date:	1897	
End Date:	1945	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Contract, Boarding School	
General Notes	<p>St. Agnes Mission is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1901 and as late as 1931. The school is mentioned in the 1901-1906 IA Reports as a Denominational School in Indian Territory, established in 1897, and located in Antlers. For the years of 1912-1931, the school is listed as a Contract Mission Boarding school. It is difficult within the IA Reports to determine the exact year of this school's transition under contract with the Federal Government, however it is believed to be between the years of 1908-1912. The school's name varies by year within the IA Reports and are listed as St. Agnes', St. Agnes Mission and St. Agnes, Antlers. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>St. Agnes Mission was a Catholic mission school for the Choctaws. Originally called "Our Lady of the Angels School." Initially, the instructor's "sisters" were employed by the Choctaw government, their work supervised by a Choctaw trustee. In later years, after the tribal schools came under the supervision of the Federal Government, the mission or academy became a contract school. The site contained a church, boys' home, buildings for nuns and classrooms. None of the original buildings survived the tornado of 1945. The St. Agnes Catholic Church was built on the site. (The Chronicles of Oklahoma, St. Agnes Academy for the Choctaws (pg. 323).</p>	

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St. Anthony's Industrial School for Indians

Summary Elements

Element		
Name:	St. Anthony's Industrial School for Indians	
Possible Other Name(s):	San Diego: Industrial Training School, San Diego: Industrial Boarding School, San Diego, St. Anthony's Mission Boarding School	
Associated School(s):		
School Address	San Diego, California	
Latitude and Longitude		
Start Date:	1886	
End Date:	1907	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895 references "San Diego: Industrial training" as "by contract" with a notation as a boarding school as well as a stated cost to the government. The same school is listed as "San Diego: Industrial boarding" with the exact same "by contract" and same per capita rate in the 1900 IA Report. The same school listing in the 1902 IA Report shows the same per capita and same notation as a boarding school, but this time noted as operated "by Catholic church."</p> <p>The same school is listed in the 1907 IA Report as "San Diego: St. Anthony's Mission boarding." This closure date comports with the San Diego History Center's accounting. A Marquette document also mentions St. Anthony's starting in 1886 and operating through 1900, which is the end of the report. A "Letter from Father Stephan, Director of the Bureau of Catholic Indian Missions, to Mr. Atkins, Commissioner of Indian Affairs, July 1, 1886. Archives, Bureau of Catholic Indian Missions, Marquette University Library" references the exact dollar amount per pupil in the Commissioners Annual Reports.</p>	

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St. Augustine School for Apache Children at Fort Marion

Summary Elements

Element		
Name:	St. Augustine School for Apache Children at Fort Marion	
Possible Other Name(s):	St. Augustine Day School, Fort Marion, Castillo de San Marcos	
Associated School(s):		
School Address	Augustine, Florida	
Start Date:	1886	
End Date:	1887	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Prison, School	
General Notes	Fort Marion experienced various uses including the incarceration of members of various Tribes: Seminoles, Apache, and Plains Tribes. In 1886, many Apache were taken as prisoners in Arizona and transported for confinement in old Fort Marion. Colonel Langdon recruited the assistance of some local women to teach some of the young men and teenagers. Due to the crowded conditions at Fort Marion, Colonel Langdon invited the Superintendent of the Carlisle School to visit St. Augustine, assess the students, and determine if they would make good pupils for his off-reservation boarding school. In addition to recommending some students for Carlisle, nearly seventeen men had funds raised for travel and lodging to attend the Hampton Institute. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1887 documents "St. Augustine Day School" operating under a government contract with 34 day students.	

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St. Benedict Mission School

Summary Elements

Element		
Name:	St. Benedict Mission School	
Possible Other Name(s):	Indian Farm School, St. Benedict Mission Farm School, Martin Kenel Boarding School, Standing Rock Agricultural Boarding School, Kenel	
Associated School(s):		
School Address	Kenel, South Dakota	
Start Date:	1879	
End Date:	as late as 1961	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission School, Boarding School, Farm School	
General Notes	<p>The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) (BIA Investigation Report) lists both Martin Kenel (1879 - 1919) - on the closed schools list - and Kenel (1940 - illegible end date) - on the open schools list - on the report. Research identified the following quote "Under Marty's direction, St. Peter's Church had been established in 1876 at the reservation agency, Fort Yates, North Dakota. During the following year, the first mission school was established. Succeeding it was the Martin Kenel Boarding School (1879-1919), operating twenty miles south at the new St. Benedict's Mission, Kenel, South Dakota. For many years (1878-1961) Benedictine sisters staffed the boarding school (also known as the Indian Farm School) and other local schools." Research also identified this school was operated as part of the St. Benedict Mission under the direction of Abbot Martin Marty and Reverend Martin Kenel. The combination of these resources seem to support that these reference names all relate to one school. Further research needed to explain why the Martin Kenel and Kenel schools both appear on the BIA Investigation Report as separate open and closed schools. Students were transferred to other schools.</p>	

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St. Benedict's Academy at Saint Joseph

Summary Elements

Element		
Name:	St. Benedict's Academy at Saint Joseph	
Possible Other Name(s):	Saint Benedict's Monastery, St. Benedict Mission and School, College of Saint Benedict*	
Associated School(s):		
School Address	St Joseph, Minnesota	
Start Date:	1884	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Contract, Mission, Industrial School, Orphanage	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1887, page 316, documents the Saint Joseph: St. Benedict's Academy as operating under a government contract with an average attendance of 84.</p> <p>Saint Benedict's Industrial School was established in 1884, when the Sisters contracted with the U.S. government, through the Catholic Indian Bureau, for support of 30 girls. Pupils were taught academic subjects such as reading, spelling, grammar, penmanship, arithmetic, geography, and history. They also received instruction in sewing, ornamental needlework, cooking, baking, laundry, gardening and dairy-work. The 1887 catalog described the aim of the school as "the mental and moral training of Indian girls for that position in life, which they will be required to fill, namely to give them a Christian and polite education and to teach them all that is necessary for a woman to know of house-keeping and such like female duties." Federal funding ceased in 1896. The school remained open for two more years but then closed due to lack of funds.</p> <p>Listed as a "Catholic Mission" in The Aborigines of Minnesota: A Report Based on the Collections of Jacob Vradenberg. IA Reports show a St. Benedict's and a White Earth Boarding School. The entries for St. Benedict's over several years only show cost to the Catholic church, except in 1918, 1919, and 1922, for example, there are mentions of it being a "contract mission boarding."</p> <p>As early as 1875, the sisters had begun to care for orphans in an informal way, but in 1884, the orphanage was incorporated under the laws of the State. Overcrowded conditions forced the sisters to transfer them from St. Cloud to St. Joseph and back again until it was decided to move the girls to the sisters' quarters in Pierz, Minnesota, and the boys were moved back to the old log church and school in St. Joseph. When the fire of 1886 destroyed the orphan home in St. Joseph, the sisters made room for the 23 orphan boys in other buildings on the premises. Finally, at the request of Bishop Otto Zardetti in 1893, the orphans were given to the care of the newly-founded community of Sisters of St. Francis in Little Falls. The Sisters at St. Benedict's, however, retained the familial atmosphere experienced with the presence of the orphan children by opening the Bethlehem School for Little Boys as a department of St. Benedict's Academy.</p>	

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St. Benedict's at White Earth Mission

Summary Elements

Element		
Name:	St. Benedict's at White Earth Mission	
Possible Other Name(s):	White Earth Mission Boarding School, St. Benedict's Mission Boarding School, St. Benedicts Orphan School	
Associated School(s):		
School Address	White Earth, Minnesota	
Start Date:	1887	
End Date:	1945	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Contract, Mission	
General Notes	<p>Reservation Boarding and listed as White Earth in Annual Reports of the Commissioner of Indian Affairs (IA Report), however, known by the operators as St. Benedict's Mission. This school is different than St. Benedict's Orphan School in St. Joseph, MN.</p> <p>Listed as a "government school" in The Aborigines of Minnesota: A Report Based on the Collections of Jacob Vradenberg.</p> <p>Listed as a reservation boarding in the 1911 IA Report, page 173.</p> <p>There was both a government boarding school and a Catholic mission, St. Benedict's, on the White Earth reservation.</p> <p>The school may have opened in 1878 as a day school before becoming a boarding school.</p>	

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St. Boniface Indian School

Summary Elements

Element		
Name:	St. Boniface Indian School	
Possible Other Name(s):	St. Boniface Industrial, Saint Boniface Mission Boarding School	
Associated School(s):		
School Address	Banning, California	
Start Date:	1890	
End Date:	1974	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, 1902, 1907, 1929 and 1932 note that Saint Boniface was a government funded boarding school. The Bureau of Catholic Indian Missions Report indicates the school was operating into the 1950s. In 1888, with funding from the Office of Indian Affairs (OIA) and through the Bureau of Catholic Indian Missions, Los Angeles Bishop Frances Mora authorized the construction of St. Boniface. On July 26, 1890, less than five weeks before the scheduled opening, the school's first superintendent, Rev. George Willard, unexpectedly passed away. In 1969, the trade school portion of the school moved to Beaumont. In 1974, the remaining St. Boniface buildings were demolished.	

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St. Catherine Indian School

Summary Elements

Element		
Name:	St. Catherine Indian School	
Possible Other Name(s):	St. Catherine's Indian School, St. Catherine Industrial School, St. Catherine's Boarding School, St. Catherine's Mission Boarding School, Santa Fe Boarding School	
Associated School(s):		
School Address	Santa Fe, New Mexico	
Start Date:	1887	
End Date:	2006	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886 states "[t]he industrial school in Santa Fe, conducted by Prof. H.O. Ladd, did very well during the five months that the Pueblos attended it, but the children were withdrawn by their parents in April on account of a religious difficulty." The school operated from 1887 to 2006. The school operated as an contract school for some of the time and thus, received government funding. The former school grounds are owned by Santa Fe Civic Housing Authority.	

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St. Elizabeth's Boarding School

Summary Elements

Element		
Name:	St. Elizabeth's Boarding School	
Possible Other Name(s):	St. Elizabeth's Convent, St. Elisabeth's Academy	
Associated School(s):		
School Address	Purcell, Oklahoma	
Start Date:	1888	
End Date:	1948	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Contract, Boarding School	
General Notes	<p>St. Elizabeth's Boarding school is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1906 and as late as 1927. The 1906 IA Report lists the school as a Denominational and private school, established in 1889, and located in Purcell, Oklahoma. The 1912 IA Report classifies the school as a mission boarding school and as a contract school in the Statistics of Contract School table. The 1916 IA Report classifies the school as a Mission Boarding Catholic school and, for the years of 1917 - 1927, is classified as a Contract Mission Boarding school. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). In 1886, a church, St. Elizabeth Church, was built on the grounds later becoming Our Lady of Victory Church after the school's closing in 1948. Our Lady of Victory Church still stands and is an active Catholic Church. In 1887, a day school opened called St. Scholastica Day School and that school was open until 1890. St. Elizabeth's started as a co-educational school with a carpet used to partition off the one-room church for school, boys on one side and girls on the other. By 1891, over 100 girls and 57 boys were attending St. Elizabeth's. Ground was broken in 1891 for the new two-story day school. It was completed in 1892. The school suffered a fire in 1925 in the chemistry lab that destroyed part of the school. By 1926, the day school was for girls only. St. Elizabeth's closed Sept. 1, 1948. The 1911 IA Report listed the day school as a "Contract School."</p>	

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St. Elizabeth's School

Summary Elements

Element		
Name:	St. Elizabeth's School	
Possible Other Name(s):	St. Elizabeth's Mission School	
Associated School(s):		
School Address	Wakpala, South Dakota	
Start Date:	1886	
End Date:	1967	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1892 describes the Standing Rock Agency as providing rations and clothing to the students of St. Elizabeth's Mission School (page 364). The Smithsonian, National Museum for the American Indian, contains a collection for St. Elizabeth's with the following biographical and historical excerpt: The construction of St. Elizabeth's Mission, the first Episcopal mission on the Standing Rock Reservation, began in 1885 near Wakpala, South Dakota under the watch of Bishop William Hobart Hare. Reverend Philip J. Deloria (Dakota), originally from the Yankton band of Dakota, moved to Standing Rock once he was ordained, to take over the running of the mission and ministered the congregation at St. Elizabeth's until 1925. An enlarged boarding school opened in the fall of 1890 with Mary E. Francis appointed as Principal. Septima Koehler was appointed to St. Elizabeth's sometime around 1899, transferring from St. Mary's on the Rosebud Reservation. Koehler taught at St. Elizabeth's through 1905, teaching Native American students of all ages and taking a special interest in student health. In the fall of 1902 around 60 students, boys and girls, mainly Lakota children from the Standing Rock Reservation, were enrolled at the school. This included several of Philip Deloria's children. Bishop Hare was associated with this school as well.</p> <p>It has been documented that in the 1930s, the school closed, and students attended a local public school. However, the mission continued to board children. The mission is reported to have fully closed in 1967 (source Barrett, Carole A., ""Into the Light of Christian Civilization": St. Elizabeth's Boarding School for Indian Children (1886-1967)" (2005). Theses and Dissertations. 2708)</p>	

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St. Francis Indian Mission School

Summary Elements

Element		
Name:	St. Francis Indian Mission School	
Possible Other Name(s):	St. Francis Indian School*	
Associated School(s):		
School Address	St Francis, South Dakota	
Start Date:	as early as 1886	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, 1902, 1907, 1929, and 1932 show St. Francis as contract boarding school operated by the Catholic church. The 1895 IA Report shows this school under Rosebud Agency.</p> <p>NOTE: This school appears on the 1910, 1912, 1920, and 1941 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports with the closest post office in Rosebud, SD.</p> <p>Website for the modern school show St. Francis as transferred to a community corporation, St. Francis, Rosebud Reservation.</p>	

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St. Francis Xavier's Industrial School

Summary Elements

Element		
Name:	St. Francis Xavier's Industrial School	
Possible Other Name(s):	St. Francis Xavier's Academy	
Associated School(s):		
School Address	Avoca, Minnesota	
Start Date:	1884	
End Date:	1900	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The St. Francis Xavier's Academy is documented in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886, Page XCIV-XCV, as being located in Avoca, MN and under a government contract. Another boarding school for Indian girls is described as operating in Avoca, MN, Holy Child Academy. It is unclear if St. Francis and this other school are affiliated. Records at Marquette University indicate the Avoca, St. Francis Xavier's School, operated circa 1884-1900.	

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St. George Indian Residential School

Summary Elements

Element		
Name:	St. George Indian Residential School	
Possible Other Name(s):	St. George's Mission School; St. George's Industrial School; St. George's Boarding School; St. George's Catholic Boarding School	
Associated School(s):		
School Address	King County, Washington	
Start Date:	1888	
End Date:	as late as 1936	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>St. George Indian School appears in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1889-1932. For most years of the IA Reports, the school is listed as Mission, Boarding, Catholic, however, it is shown in the 1889 IA Report, Statistics as to all Indian Schools supported table as supported under contract (p. 388) with the Indian Bureau (page 391). A 2009 article prepared by the Historical Society of Federal Way states that the official name for the school was St. George's Industrial School, but it was normally just referred to as St. George's Indian School. The school officially opened on October 26, 1888. The instruction given at St. George's School was modeled on that given in the government school so that students could transfer from one to the other. Industrial training was an important feature (page 16). The article further states that in 1891, the government cancelled a contract with this school "owing to agitation against the Catholics and the school received no government money after that time. It was claimed by the government that the Agency school on the Puyallup Reservation had ample accommodations for all the Indians" (page 18). This is confirmed by the Superintendent and Acting Indian Agent, Frank Terry in the 1898 IA Report (p.303) where it states that the "St. George Mission Catholic school," which was located just outside Puyallup Reservation, had accommodated a number of Puyallup children during the past year. This has been done without remuneration from the Government, being supported wholly by missionary funds of the Catholic Church. In microfilm, the "George School" is listed under a Washington header that contains schools from both Idaho and Washington, as well as being associated with Nez Perce Reservation and Fort Lapwai Agency. "Camp Lapwai" was a United States Army encampment in Washington Territory, present-day Idaho. "Nez Percé," self-name Nimi'ipuu, North American Indian people whose traditional territory centered on the lower Snake River and such tributaries as the Salmon and Clearwater rivers in what is now northeastern Oregon, southeastern Washington, and central Idaho.</p>	

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St. George Southern Utah Boarding School

Summary Elements

Element		
Name:	St. George Southern Utah Boarding School	
Possible Other Name(s):	Shebit School, Southern Utah Boarding School	
Associated School(s):	Shivwits Indian School, Panguitch Boarding School	
School Address	St. George, Utah	
Start Date:	1901	
End Date:	1904	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>The Southern Utah Boarding School is documented as a Government, Reservation, Boarding School in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1901-1905. The 1901 IA Report states that the Southern Utah Boarding School, formerly Shebit School, is no longer a day school and now classified as a boarding school. The open date for the Southern Utah Boarding School is listed as 10-2-1900 (page 21-23). The Superintendent Laura B. Work, in her report of the school at St. George, Utah, describes plans for a new "big school" that will be opened. This is listed under the section "independent schools" but documented in the main table as a boarding school operated by the Government (page 571, page 682). The 1900 IA report lists the Shebit school as a day school under the other name Shivwits. Superintendent Work inquires whether it would be better to send the children to Panguitch (page 473-474). The 1904 IA Report now describes Superintendent Work as the "School Superintendent in Charge of the Shivwits" at the Indian School, Southern Utah, however the location is listed as Panguitch and it appears that she is describing the school in Panguitch. She states, "the school has found its home" and that the progress was slightly hampered "this first year by late moving" (page 345-346). The 1904 and 1905 IA Reports still list "St. George: Southern Utah Boarding" (page 590), but the Superintendent is always describing her location in Panguitch. The first year Panguitch appears is in the 1906 IA Report as Orton, Panguitch Boarding School and the Southern Utah Boarding School name no longer appears.</p>	

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St. Ignatius Mission and School

Summary Elements

Element		
Name:	St. Ignatius Mission and School	
Possible Other Name(s):	St. Ignatius Industrial School, Academy of the Holy Family for Young Ladies, Flathead Agency Boy's Boarding, Flathead Agency Girls' Boarding	
Associated School(s):		
School Address	St Ignatius, Montana	
Start Date:	1864-09-01	
End Date:	as late as 1973	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	<p>A graduate student thesis from the University of Montana in 1954 documents the history of the St. Ignatius Mission in Montana. The document describes the 1855 Treaty between the government and the Tribe that included the promise of schoolteachers. Soon after, the Governor and a missionary, Father Hoecken, reached an agreement to perform for the government the conducting of schools with government financial assistance (page 21). The document describes an initial school that opened and then closed due to a lack of money that stayed closed until 1864. Father Hoecken left the mission and opened another mission and school, St. Peter's, among the Blackfeet circa 1858 (page 24). Efforts for a school were taken up by the Sisters of Charity of the House of Providence who opened a girls boarding school almost immediately upon their arrival in 1864 (page 29). The mission hoped to open a boys' boarding school but this was not financially possible, so a day school was attempted. The document describes that year there was federal funding of \$1,800 provided (page 31). A theses states that in 1878 the school began accepting boys (page 37). The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1865 contains a narrative of the St. Ignatius Mission School teacher who says the school is the first boarding school of its kind operated by the government and it opened Sept. 1, 1863 (page 243). It also describes that the school, located 16 miles from the agency, closed in 1864 because funding was not being used well (page 248-249). The 1885 IA Report describes St. Ignatius as being previously under a contract, but in that year receiving an appropriation of \$22,500 for 150 Indian pupils on the Flathead Reservation (page CX). The 1881 IA Report describes the boys and girls as being taught and housed in separate buildings and under separate government contracts - it is believed the separate contracts are why the statistics table counts this as two schools at Flathead Reservation. The IA Reports continue to document a boarding school at St. Ignatius through 1932. In 1931-1932, St. Ignatius appears as a day school. A 1973 application form for the National Register of Historic Places documented that the "mission still operates for the Flathead Indian children". It is unknown if or when schooling discontinued at the mission.</p>	

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St. John's Indian Industrial School

Summary Elements

Element		
Name:	St. John's Indian Industrial School	
Possible Other Name(s):	St. John Abbey, College of St. John's, Saint John's University	
Associated School(s):		
School Address	Collegeville, Minnesota	
Start Date:	1885-01-01	
End Date:	1896	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School, Industrial School	
General Notes	In July 1884, at the request of Minnesota representative Knute Nelson, Saint John's Abbot Alexius Edelbrock worked with the Catholic Indian Bureau to secure a government contract for an Indian Industrial School in Collegeville. On January 1, 1885, "Abbot Alexius came over the hill at Collegeville with fifty Indian boys." By 1888, Industrial School students made up nearly half (47%) of the student enrollment at Saint John's. At its largest enrollments, the school had an average of 150 students from 1890-1896. In 1896, a combination of dwindling government funds, increased demand for space for other programs, and changes in attitudes about separation of church and state led to a decision to close the Indian Industrial School at Saint John's.	

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St. John's School for Girls

Summary Elements

Element		
Name:	St. John's School for Girls	
Possible Other Name(s):	St. John's William Welsh Memorial School, St. John's Boarding School, St. John's Mission	
Associated School(s):	Fort Bennett Boarding School	
School Address	North Stanley, South Dakota	
Start Date:	1889	
End Date:	circa 1902	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>This school appears throughout the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1890-1902. The 1892 IA Report notes it is operated by both the government and religious society (Episcopal and Protestant). The 1894 IA Report notes the alternate "William Welsh" name for this school. The 1896 IA Report describes this school as being located at Fort Bennett (where the Cheyenne Agency or Fort Bennett Agency was located at that time) and that it is exclusively for girls, owned by the Domestic and Foreign Missionary Society of the Protestant Episcopal Church, maintained in part by the government, under Superintendent E. J. Warner. The IA Report further states that school leadership was discouraged when the new Cheyenne River Agency was moved further away (presumably to its new location in Forest City, SD). The 1889 IA Report documents Rev. W. H. Hare operating the school 3 miles north of the agency, with a new building completed last fall and receiving a government contract (page 131). Hare was also involved in several other Dakota mission schools.</p>	

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St. John's School for Osage Indian Boys

Summary Elements

Element		
Name:	St. John's School for Osage Indian Boys	
Possible Other Name(s):	St. John's Boarding	
Associated School(s):		
School Address	Blackburn, Oklahoma	
Start Date:	1888	
End Date:	1913	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Contract, Boarding School	
General Notes	<p>St. John's School for Osage Indian Boys is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1904-1912 as a mission boarding and contract boarding school. The school is listed in the 1891-1900 IA Reports as St. John's Boarding and supported by contract. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). Listed as a Catholic, contract, for boys, at Hominy Creek and as St. John's school for Osage Indian boys 1888-1913. The school was established in 1888 along Hominy Creek by St. Katharine Drexel and the Bureau of Catholic Indian missions, after repeated requests by the Osage Tribe for a catholic school. Original log compound replaced by four-story stone building in 1893. The school was operated by the Franciscan sisters (1888-1907) and the Christian brothers (1907-1913).</p>	

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St. Joseph Industrial School

Summary Elements

Element		
Name:	St. Joseph Industrial School	
Possible Other Name(s):	Menominee (St. Joseph's), St. Joseph's Boarding, Green Bay	
Associated School(s):		
School Address	Keshena, Wisconsin	
Start Date:	as early as 1883	
End Date:	as late as 1952	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	This school was listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1885 as a Government Contract. Listed in 1932 IA Report as "Mission, Boarding, Catholic (contract)." One of the Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Report affiliates St. Joseph's with both Keshena and Neopit post offices. Since it's located in Keshena, this school may have been referenced as the Keshena School (e.g. in photos). It appears that the 1901 IA Report has this school shown as Green Bay, a Catholic, Mission Boarding School in 1901.	

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St. Joseph's Boarding School

Summary Elements

Element		
Name:	St. Joseph's Boarding School	
Possible Other Name(s):	North Yakima: St. Joseph's Boarding School	
Associated School(s):		
School Address	North Yakima, Washington	
Start Date:	as early as 1888	
End Date:	1889	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>St. Joseph's Boarding school appears in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1888-1889 as a boarding school and listed in the 1889 IA Report, Statistics as to all Indian Schools table, as supported under contract (p. 388) with Indian Bureau (page 391). This school is not listed in the 1951 Investigation of the BIA Report. "Despite the impediments of withdrawal to the Catholic school at North Yakima, the changes of superintendents, the entire lack of any superintendent during a considerable part of the year, the destruction of the boarding house by fire, and other minor drawbacks, the boarding-school of this agency has been prosperous. The number of school age children present on the reservation is 277. The school accommodations provided, until the burning of the boarding-house, were sufficient for 125 pupils. Until the burned building was replaced the accommodations available for those likely to attend were not what the interests of the school required according to reports," according to the report of Yakama Agency in the 1889 IA Report at page 293.</p>	

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St. Joseph's Indian Normal School

Summary Elements

Element		
Name:	St. Joseph's Indian Normal School	
Possible Other Name(s):	Saint Joseph's College	
Associated School(s):		
School Address	Rensselaer, Indiana	
Start Date:	1888	
End Date:	1896	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1889-1895 list St. Joseph's Indian Normal School as a contract, boarding school. St. Joseph's Indian Normal School was open 1888-1896. Erected by the Bureau of Catholic Indian Missions with funds from Katharine Drexel and operated by the Society of the Precious Blood with federal funds, 60 Indian boys from distant reservations were annually trained here. Drexel Hall (on the St. Joseph's College campus) was built as an Indian School in the 19th century. Indian boys were taken from the reservation and put in this and similar schools.	

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St. Joseph's Indian School*

Summary Elements

Element		
Name:	St. Joseph's Indian School*	
Possible Other Name(s):		
Associated School(s):	Chamberlain Indian School	
School Address	Chamberlain, South Dakota	
Start Date:	1927	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School	
General Notes	Although virtually no information addresses specific federal funding for St. Joseph's Indian School, a November 28, 1929 diary of the sisters at the school noted that government doctors came to the school to look after the children, including performing multiple surgeries. St. Joseph's is described as a modern day boarding school operating off-reservation in Chamberlain, SD. As is noted in the school's history page of their website, it has been in operation since 1927. Janice Brozik Cerney's, "Lakota Sioux Missions, South Dakota," p. 119, documented that the land and buildings of the Chamberlain Indian School were eventually sold to the Catholic Church and thereafter evolved into the St. Joseph's Indian School.	

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St. Joseph's Mission School

Summary Elements

Element		
Name:	St. Joseph's Mission School	
Possible Other Name(s):	Slickpoo (St. Joseph)	
Associated School(s):		
School Address	Culdesac, Idaho	
Start Date:	1874	
End Date:	1968	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School	
General Notes	St. Joseph's Mission School became a boarding and day school for the Nez Perce. Fires destroyed the children's dorms in 1916 and again in 1925. Site is now a part of Nez Perce National Historical Park, authorized by Public Law 89-19, May 15, 1965. Park materials describe the school as established in 1874 and operated until 1968.	

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St. Joseph's School

Summary Elements

Element		
Name:	St. Joseph's School	
Possible Other Name(s):	St. Joseph's Catholic Boarding School, St. Joseph Orphan School, St. Joseph Convent and Academy, St. Joseph's Academy	
Associated School(s):		
School Address	Chickasha, Oklahoma	
Start Date:	as early as 1899	
End Date:	as late as 1940	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>St. Joseph's Academy is listed or mentioned in the Annual Reports of the Commissioner of Indian Affairs (IA Report), as St. Joseph's for the years of 1918-1932, as a contract mission boarding school. The 1911 IA Report lists this as a contract school in Chickasha, Oklahoma. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). In 1898, it was purchased by the Catholic church. By 1926, St. Joseph's Academy provided, in addition to the regular grade work, a four-year High School Course accredited by the State of Oklahoma, a course in Business training, and special courses in vocal and instrumental music. Saint Joseph's Academy is identified as St. Joseph's Catholic Boarding School on the Census of 1910. It was actually St. Joseph's Academy, a Catholic School conducted by the Sisters of Saint Francis. The census showed only 7 of the 25 boarding students were Indian. Those Indian students were also listed as residents of the St. Joseph Orphan School. The other students were found with their parents on the next census. Frequently, the orphan Indian students moved on to additional educational facilities. Some were found on the 1920 census in Murray County at the Murray State School of Agriculture in Tishomingo, Oklahoma.</p>	

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St. Labre Indian Mission Boarding School

Summary Elements

Element		
Name:	St. Labre Indian Mission Boarding School	
Possible Other Name(s):	St. Labre at Busby, St. Labre Indian School*	
Associated School(s):		
School Address	Ashland, Montana	
Start Date:	1884	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	The St. Labre website describes that the "founding of St. Labre Indian School in 1884 was one of the first efforts to care for Native Americans who had been displaced as a result of homesteading. George Yoakam, a former soldier who had been stationed near Miles City, Montana, recognized the hard times experienced by the Northern Cheyenne. He contacted Montana Bishop John Brondel and told him of Indian people who were roaming the Tongue River Valley without homes or land – a reservation had not yet been set aside as their land. Land was purchased by the Bishop, and on March 29, 1884, St. Labre Indian School became a reality." Funding aid from government was documented in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895 (Pg. 16) and, by the 1900s, appears to have been only operating with private dollars. Presently, the St. Labre Indian School still maintains a dormitory and the St. Labre Schools consist of St. Labre, St. Charles Mission School, and Pretty Eagle (formerly, St. Xavier) that are all in operation.	

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St. Louis School for Osage Indian Girls

Summary Elements

Element		
Name:	St. Louis School for Osage Indian Girls	
Possible Other Name(s):	St. Louis Academy, St. Louis Boarding, St. Louis's, St. Louis Mission Boarding School	
Associated School(s):		
School Address	Pawhuska, Oklahoma	
Start Date:	1887	
End Date:	as late as 1949	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>St. Louis School for Osage Indian Girls is listed or mentioned in the Annual Reports of the Commissioner of Indian Affairs (IA Report), as "St. Louis's," a Contract Mission Boarding School, from 1905-1930. The school is listed in the 1907 IA Report as St. Louis Mission boarding and supported by Catholic Church and Government Contract. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>An 1889 IA Report, p. 390, shows the school as a Contract Boarding - A Catholic Contract School (St. Louis School) - Bureau of Catholic Indian Missions 1887-1915 as well as Sisters of St. Francis of Philadelphia established and staffed as the St. Louis Girls Boarding School (Osage and others), Pawhuska, Osage Reservation. The school's original frame building burned in 1889 and was replaced by a four-story stone building. In 1942, the school became St. Louis Academy. Later, the buildings were razed and replaced with a low-income housing project. From 1887-1915, the Sisters of St. Francis of Philadelphia established and staffed St. Louis Girls Boarding School (Osage and others), Pawhuska, Osage Reservation.</p>	

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St. Mark's Episcopal Mission School

Summary Elements

Element		
Name:	St. Mark's Episcopal Mission School	
Possible Other Name(s):	St. Mark's Church, Skagway	
Associated School(s):		
School Address	Nenana, Alaska	
Start Date:	1907	
End Date:	1955	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	The school now stands at Nenana townsite, but originally stood a mile upriver at an Episcopal mission and Indian Boarding School. School was at confluence of Nenana and Tanana Rivers. Church history documents describe the open and closed dates for this school.	

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St. Mary Mission and School

Summary Elements

Element		
Name:	St. Mary Mission and School	
Possible Other Name(s):	St. Mary's College; Immaculate Conception Church	
Associated School(s):	Sugar Creek Catholic Mission and School	
School Address	St Marys, Kansas	
Start Date:	1847	
End Date:	1967	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type		
General Notes	<p>The Jesuit Online Library contains a document detailing the origin of St. Mary's College. It states that the name of the mission was St. Mary's Mission when it was at Sugar Creek. The history of the Pottawatomis involved their transfer from Michigan in 1838 to Sugar Creek and their removal ten years later, or in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1848 this school is describes as Sugar Creek Catholic Mission that was determined to be a Day School. St. Mary's College went on to become a Jesuit Seminary in 1931. The Seminary continued in operation until 1967, when the Jesuits transferred to a new location. The Marquette University archives describes the St. Mary's Mission and School opening in St. Mary's, Kansas after moving from Sugar Creek in 1848. It documents a school and church (Immaculate Conception) operating, but that the school no longer served the Potawatomi by the 1870s. The first college building is reported to have opened in 1869. The Kansas Historical Society has a lengthy 1977 summary document of the Potawatomi Baptist Manual Labor School that also includes excerpts on St. Mary's. The 1977 document states that an 1861 Pottawatomie Treaty provided 320 acres for St. Mary's Catholic School, but the Indian Agency only consented to this if the Tribe approved the same for the Baptist Manual Labor School. The 1862 IA Report describes St. Mary's Mission under the heading Pottawatomie Manual Labor School. The schools it says had 150 boarders. The 1865 IA Report states that the school is doing well, and measures will be taken to make the civilization fund available for more pupils at St. Mary's mission school (page 44). A Jesuit archives document further describes an inspection by a special agent of the government (a Baptist clergymen, E.E. Taylor) who, after completing his inspection of western Indian school, stated that the St. Mary Mission School is admirably conducted, but he did not see why they should continue to receive \$75 per annum for children and that it likely costed less to conduct this school. The document goes on to state the government annual allowance had recently increased from \$50 to \$75 per pupil, but that was thought to be not enough and Father De Smet appealed to the Commissioner for more funds (page 48).</p>	

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St. Mary Mission School

Summary Elements

Element				
Name:	St. Mary Mission School - Akulurak		St. Mary Mission School - Andreafsky	
Possible Other Name(s):	St. Mary Mission, School and Church of the Nativity; St. Joseph's Mission		St. Mary Mission, School and Church of the Nativity; St. Joseph's Mission	
Associated School(s):	St. Mary Mission School - Andreafsky		St. Mary Mission School - Akulurak	
School Address	Akulurak, Alaska		Andreafsky, Alaska	
Start Date:	as early as 1902		Summer of 1951	
End Date:	1951		1987	
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Boarding School		Boarding School	
General Notes	St. Joseph's Mission opened in 1894, originating in Andreafsky, AK, but due to the river, moved up the hill to St. Mary's/Akulurak Alaska.		Originated in Andreafsky, AK, but due to the river, moved up the hill to St. Mary's/Akulurak Alaska	

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St. Mary's Indian Industrial School

Summary Elements

Element		
Name:	St. Mary's Indian Industrial School	
Possible Other Name(s):	St. Mary School at Turtle Mountain, St. Mary's (Turtle Mountain), Devil's Lake - Turtle Mountain (St. Mary's), St. Mary's Mission Boarding	
Associated School(s):		
School Address	Belcourt, North Dakota	
Start Date:	1884	
End Date:	1910	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>St. Mary's was built in 1884 at Belcourt, North Dakota as a co-ed boarding school for the Turtle Mountain Reservation associated with the Catholic Church. The school is described in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1901 to 1908. The 1884 IA Report lists St. Mary's as a Government Contract School (pg. 16). One source notes the building burned down in 1910. St. Mary (Turtle Mountain) is described on a timeline for North Dakota history as follows: "1884: St. Mary's Indian Industrial School is built at Belcourt. The school is financed by Sister Catherine Drexel of Philadelphia, Pennsylvania, and administered by two sisters from Yankton, South Dakota. Two buildings, each 3 stories high, serve as a boarding school for 116 girls and 73 boys on the Turtle Mountain reservation. This mission, first school built at Belcourt, burned down in 1910." The 1901 to 1908 IA Reports note this is a mission, boarding school affiliated with the Catholic church and under the Devil's Lake Agency. The reports do not reflect any cost to the government and the 1907 IA Report indicates the alternate school name of "St. Mary's Mission Boarding" and other name variations appear on other years. Marquette records describe St. Mary's as established and operated by the Sisters of Mercy with the following operation timeframe - 1884-1907 (closed).</p>	

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St. Mary's Mission Boarding and Day School

Summary Elements

Element		
Name:	St. Mary's Mission Boarding and Day School	
Possible Other Name(s):	Red Lake Mission Boarding School	
Associated School(s):		
School Address	Red Lake, Minnesota	
Start Date:	1899	
End Date:	1940s	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	Benedictine Sisters first came to Red Lake in 1899, when they opened a day school associated with St. Mary's Mission. They expanded service to become a boarding school the following year. When government contracts for boarding schools ended in 1899, the Benedictines continued to staff schools, but by the 1940s offered education for day students only. The Sisters teaching in these schools received no salaries but were supported by their home monastery, Saint Benedict's. At their peak, St. Mary's had 80-100 students every year.	

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St. Mary's Mission School

Summary Elements

Element		
Name:	St. Mary's Mission School	
Possible Other Name(s):	St. Mary's of the Quapaw, St. Mary's Mission and School in Oklahoma, St. Mary's School for Indians	
Associated School(s):		
School Address	Quapaw, Oklahoma	
Start Date:	as early as 1893	
End Date:	1928	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract Mission Boarding School	
General Notes	<p>St. Mary's Mission School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1905 and as late as 1928. The school is classified in the reports as a contract mission boarding school and supported by the Catholic Church. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). Opened by the Catholic Rev. William H. Ketcham in Quapaw Station, Oklahoma (now called Picher, OK), the 40-acres of Quapaw land was given by the Quapaw Tribal Council to establish a Catholic school on the reserve. In 1894, the Catholic Church built a "small school house and dwelling for Sisters, who will conduct a school for such children as shall wish to attend." The school cost \$1500 and the house for the Priest \$250.</p>	

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St. Mary's Mission School

Summary Elements

Element		
Name:	St. Mary's Mission School	
Possible Other Name(s):	Paschal Sherman Indian School*	
Associated School(s):		
School Address	Omak, Washington	
Start Date:	1886	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Mission, Boarding School	
General Notes	<p>St. Mary's Mission appears in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1907-1932 as a mission boarding school operated by the Catholic Church. This school is not listed in the 1951 Investigation of the BIA Report.</p> <p>The present church, built in 1910, is located on the former campus of the Paschal Sherman Indian School, Washington's only Native American boarding school. Paschal Sherman is a BIA-funded, tribally operated school which began as St. Mary's Mission in 1886 on land donated by Chief Smitkin. The boarding school, which housed both Indian and non-Indian students, operated until 1973 when it turned over to the Tribes and renamed Paschal Sherman Indian School with funding provided by the BIA. In 2001, President Bush named Paschal Sherman as one of six BIA-funded schools slated for replacement in his Fiscal Year 2002 budget request.</p>	

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St. Mary's School for Girls

Summary Elements

Element		
Name:	St. Mary's School for Girls	
Possible Other Name(s):	St. Mary's Episcopal School for Indian Girls, St. Mary's Mission Boarding	
Associated School(s):		
School Address	Springfield, South Dakota	
Start Date:	1895	
End Date:	1932	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	Multiple Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1895 to 1932, inclusive, note that St. Mary's is a government and religious society boarding school. The 1895 IA Report uses the name "St. Mary's Mission Boarding" under the Rosebud Agency. The 1902 IA Report shows the school operated by the Episcopal Church. The 1929 IA Report shows the school as operated by contract. This range of dates will be used for the open and closed dates. Evidence also suggest that the Bishop or Reverend Hare was likely involved in operation of this school, along with the Hope or Springfield Indian School. One source indicated that the schools may be one in the same, however, the 1895 IA Report statistics of schools tables document both schools separately, with unique student numbers, contract dollar amounts, teachers, etc. therefore, these are documented as two institutions. This school is on the 1910, 1912 and 1920 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports showing Rosebud and Mission, SD as the nearest post office in the two earlier years.	

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St. Mary's Training School for Boys

Summary Elements

Element		
Name:	St. Mary's Training School for Boys	
Possible Other Name(s):	Feehanville School, Maryville Academy*	
Associated School(s):		
School Address	Des Plaines, Illinois	
Start Date:	1883	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>The St. Mary's Training School in Des Plaines, Illinois is documented under government contract in the Executive Documents of the Senate of the United States in 1885 as an institution under a contract with the government for 41 Indian pupils. It states the contract is with Revered Joseph A. Stephan. A 1942 Loyola University thesis describes that the history of the school includes its use by the Archdiocese of Chicago to house orphans that lose one or both parents and it is located 10 miles northwest of the City of Chicago. At the request of the Department of the Interior of the United States, the school agreed to accept Indian boys from the reservations at Devil's Lake and Standing Rock. The agreement with the County Commissioners was amended to this extent that the School would take care of no more than one hundred boys for the County at any one time. The thesis includes descriptions that state "The Indians have been exclusively employed on the farm. It is neither the intention of the Indian Bureau nor this Board to work the Indians exclusively on the farm. More Indians ought to learn trades." On February 13, 1884 it is recorded that there were 121 boys and 51 Indians boys. It is described that the school was also referred to as Feehanville and it burned down in 1899, but was rebuilt. It is unknown when the government contract ended for Native American students, but St. Mary's continued to operate until it was renamed the Maryville Academy. The Maryville website states that it opened in 1883 on a 880-acre farm for boys as a training school and orphanage that is still in operation today.</p>	

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St. Michael's Mission School and Manual Labor School

Summary Elements

		Element		
Name:	St. Michael's Manual Labor School	St. Michael's Mission School		
Possible Other Name(s):	St. Michael's Mission School	Our Lady of Sorrows Chapel and School, Seven Dolours Mission		
Associated School(s):	St. Michael's Mission School	Little Flower Mission School, St. Michael's Manual Labor School		
School Address	St Michael, North Dakota	Fort Totten, North Dakota		
Start Date:	1874	1885		
End Date:	1883	as late as 1941		
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Contract, Mission, Boarding School		Contract, Mission, Boarding School	
General Notes	<p>Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1874 documents the opening of a new school under the Sister of Charity for the Devil's Lake Reservation in Fort Totten Agency, ND with some federal support for expenses (page 238-239). Documents describe the history of the St. Michael's Mission School and its relationship to the Industrial School as follows: October 17, 1874 Nuns arrive to start teaching in a small building built by the locals - called Saint Michael's Manual Labor School. The 1883 IA Report documents a large fire destroying the building and again reaffirms the school was under a government contract. A new school was built and classes resumed. Research indicates that the new buildings were likely closer to the agency at Fort Totten. One document noted that "St. Michael is located in Mission Township.... On February 1883 the mission school burned and was reestablished in 1885 and located only one-half mile northwest of Fort Totten, this time."</p>		<p>After the initial St. Michael's (near St. Michael, North Dakota) burned, it is believed the school resumed operations near Fort Totten, North Dakota. In the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1890, the Government moves to discontinue church contracts, including for St. Michael's and the nuns are reported be hired as employees under the Indian Agent. Fort Totten is abandoned by the military and the decision was made to consolidate the St. Michael's students into the new Industrial school. The St. Michaels Mission School is interchangeably referred to as Seven Dolours or Our Lady of Sorrows School, also known as Our Lady of Sorrows Chapel. There are no current findings to support that Seven Dolours or Our Lady of Sorrows were unique institutions. The Seven Dolours Church/Our Lady of Sorrows Chapel and School/Saint Michael's Mission School is identified as previously operational on the Fort Totten, Spirit Lake/Devil's Lake Reservation. In 1927, when the Gray Nuns government employment ended, they built a new mission boarding school, a separate school, the Little Flower School at St. Michael, North Dakota; but the Gray Nuns continued working at St. Michael's Mission School as employees even after the Federal funding ceased.</p>	

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St. Michael's Mission

Summary Elements

Element		
Name:	St. Michael's Mission	
Possible Other Name(s):	The Church of Our Father's House	
Associated School(s):	Mill Creek Elementary School District No. 14	
School Address	Ethete, Wyoming	
Start Date:	circa 1912	
End Date:	1956	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>St. Michael's appears in several years of the Annual Reports of the Commissioner of Indian Affairs (IA Report) as a mission, boarding school. In the 1924 IA Report it is documented as receiving a government contract. About 1887, at a location east of Fort Washakie, the Reverend John Roberts started a small mission to serve the Arapahos. This mission was given the name St. Michael's, but the post office and community are called Ethete. Around 1900, the Episcopal Church built a small log church at a site some three miles removed from the present Mission location. Between 1910 and 1917, the buildings around the oval were built and in 1920 the old church was moved to its present site. Although the Mission is called St. Michael's, the church itself is named Church of Our Father's House (Wyoming State Historic Preservation Office). The 12th Annual Report of the National Advisory Council on Indian Education stated St. Michael's mission school was operated from 1910 - 1956 and became Mill Creek Elementary School District No. 14 in 1957 (Cover Page). According to the National Park Service National Register of Historic Places form, they did not rebuild or continue to operate as a boarding school because there were other public schools, such as Mill Creek.</p>	

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St. Patrick's Mission and Boarding School

Summary Elements

Element		
Name:	St. Patrick's Mission and Boarding School	
Possible Other Name(s):	Anadarko Boarding School	
Associated School(s):		
School Address	Anadarko, Oklahoma	
Start Date:	as early as 1892	
End Date:	1933	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Contract Mission, Government, Boarding School	
General Notes	<p>St. Patrick's Mission and Boarding School is listed or mentioned in the Annual Reports of the Commissioner of Indian Affairs (IA Report), as St. Patrick's, for the years of 1899-1911, as a mission boarding school. The school is then listed in the IA Reports as Anadarko, for the years of 1912-1932, as a reservation boarding school. In the 1897 and 1900 IA Reports the school is listed as St. Patrick's boarding, supported by government and religious society. The school is listed in the 1907 IA Report as St. Patrick's, a boarding school, supported by Catholic Church. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). The school is listed in the 1910 and 1912 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports (RIA) as St. Patrick's Mission School and then in the 1915 RIA listed as Anadarko Boarding School. St. Patrick's Mission was operated by the Bureau of Catholic Indian Missions and was rebuilt and called the Anadarko Boarding School. It was staffed by priests and sisters that held civil service positions with DOI at the current site of St. Patrick's Church. Operated by the Bureau of Catholic Indian Missions, the mission was directed by Isidore Ricklin, O.S.B. It was rebuilt and called the Anadarko Boarding School. Per the 1985 IA Report, this school is conducted by a religious society which employs the teachers. The Government assists the school without formal contract by issuing rations and clothing to the pupils. May have become Anadarko in 1911.</p>	

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St. Paul Mission and Boarding School

Summary Elements

Element		
Name:	St. Paul Mission and Boarding School	
Possible Other Name(s):	St. Paul Mission Grade School	
Associated School(s):		
School Address	Hays, Montana	
Start Date:	1880s	
End Date:	as late as 2021	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School	
General Notes	In 1889, this School was established as St. Paul's Mission School mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1887. Funding listed as a contract school with the Federal government included in the 1895 IA Report, pg. 31 (Hayes, Fort Belknap Reservation). The Jesuits left in 2015 and also the Dominican Sister of Sparkill, NY. Administrators expect students will attend the Hays-Lodepole School on Fort Belknap Indian Reservation.	

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St. Paul's Indian Mission School

Summary Elements

Element		
Name:	St. Paul's Indian Mission School	
Possible Other Name(s):	St. Paul's Mission Boarding, St. Paul's Boarding School, Episcopal Mission School, Marty Indian School*	
Associated School(s):		
School Address	Marty, South Dakota	
Start Date:	1893	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	<p>Marty Indian School is currently owned and operated by the Yankton Sioux Tribe. The school was founded in 1924 and formerly known as St. Paul's Indian Mission School. Historical summary available on school's modern website.</p> <p>The Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1893 to 1932 show St. Paul's as a Boarding School under Yankton Agency. The 1895 IA Report notes the school is operated by the Government and a religious society. The 1902 IA Report shows St. Paul's as operated by the Episcopal Church. The 1932 IA Report notes a Catholic affiliation.</p>	

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St. Paul's Industrial School

Summary Elements

Element		
Name:	St. Paul's Industrial School	
Possible Other Name(s):	Clontarf Industrial School	
Associated School(s):	Morris Industrial School for Indians, Catholic Industrial School of Minnesota	
School Address	Clontarf, Minnesota	
Start Date:	1877	
End Date:	June 30, 1898	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	<p>St. Paul Industrial School is reported in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1884 as a contract school not connected with an agency. The school, located in Clontarf from 1877 to 1898, taught a mix of Indigenous students from various tribes through a contract with the federal government and also white orphans from Minnesota.</p> <p>The school, founded in 1874 as the Catholic Industrial School just outside of St. Paul, was moved to Clontarf in 1877 as part of Bishop John Ireland's desire to teach the children of white colonists in his western Minnesota Catholic colonies, according to the 1956 paper "Catholic Boarding Schools on the Western Front," by James P. Shannon.</p> <p>The school was located about a mile northwest of the 1978 memorial in a place that is now private property. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) indicates that Clontarf has an open year of 1897 and was consolidated with Morris Industrial School.</p>	

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St. Peter Mission School

Summary Elements

Element		
Name:	St. Peter Mission School	
Possible Other Name(s):		
Associated School(s):		
School Address	Cascade, Montana	
Start Date:	1866	
End Date:	as late as 1896	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding and Day School	
General Notes	<p>Reports are conflicting as to the dates and locations that the Jesuits operated a mission school called St. Peter. It is believed the mission may have moved several times near Choteau, the Sun River, Fort Shaw, and Simms, MT between the 1850-1860s, before finally settling in a site near Cascade, Montana and operating a boarding school. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1889 documents the St. Peter's Misson - Fort Shaw as being under a government contract (page 386). The 1894-1896 IA Reports again describes St. Peter Mission Boarding School as receiving a government contract in 1894 and 1895 for 180 children. According to the 1984 National Register of Historic Places (NRHP) application form, St. Peter's Mission had been earlier established in a number of different locations, beginning in 1859. Each chosen site was determined to be inadequate for subsistence agricultural purposes or was described as too vulnerable to Indian attack. The fourth and final site [near Cascade, MT] was selected by Father Giorda in the spring of 1866. St. Peter's evolved from a mission into a school for Indian children and then into a boarding school. Over a 25 year period, the mission expanded to include both stone and log buildings that functioned as schoolrooms, dormitories, living quarters for the nuns and priests, an opera house, and numerous ancillary farm buildings. A Montana State University thesis from 1977 describes St. Peter's was established at Choteau, Montana, in 1859. The mission remained at Choteau but closed intermittently until 1879. Later, the school opened again. In 1884 the Ursuline Order of Nuns arrived at St. Peter's Mission to start initiating the girls into school. When the agency moved, plans for the Holy Family Mission were made and the school was relocated to Two Medicine in 1890. The end date of St. Peter's is documented as late as 1896 to account for last time seen in IA Reports. Some research indicates that Jesuits abandoned the effort in 1898, but Ursulines continued to educated children at this location until the buildings burned in 1908.</p>	

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St. Regis Seminary

Summary Elements

Element		
Name:	St. Regis Seminary	
Possible Other Name(s):	St. Ferdinand de Florissant, Florissant Mission School, St. Stanislaus Seminary	
Associated School(s):		
School Address	Florissant, Missouri	
Latitude and Longitude		
Start Date:	1818	
End Date:	1971	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Boarding School, Seminary	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1828 states that the Indian School located in Florissant Mission, Missouri, has (8) teachers, (23) pupils and \$400 received from Federal Government. Per the National Register of Historic Places nomination form, The St. Stanislaus Seminary was established in 1823 as a mission school to train Indian Children from the tribes of the Missouri Valley. Due to the Government failure to continue a subsidy, the school suspended Indian instruction in 1830. The original buildings are no longer standing. The current buildings were built by slaves of the Jesuits. There was a cabin on the property that housed slaves. Three families are known to have lived in the cabin.</p> <p>Supplemental research describes the history of St. Stanislaus dating to 1818 when Bishop DuBourg acquired 212 acres of ground in the "common fields" of Florissant. The following year, St. Regis Seminary opened with the admission of two Sauk Indian boys. The purpose of this school was to train young Indian boys to be guides and interpreters for the Jesuit missionaries. Due to small enrollment, the school closed in 1831, having trained only 30 Indian boys. Meanwhile two Sauk boys, one eight and the other six years of age, had been received by the superior and with these as the first students the Indian Seminary was formally opened on May 11, 1824. A statement made by Van Quickenborne to the government under the date of August 20, 1829, places the total disbursements for both boys' and girls' schools at \$9,990 28. This figure includes expenses for tutoring, boarding, lodging of pupils and for "the visits and presents to the Indians and travelling to their villages."</p>	

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St. Stephen's Mission Industrial School

Summary Elements

Element		
Name:	St. Stephen's Mission Industrial School	
Possible Other Name(s):	St. Stephens Indian School	
Associated School(s):		
School Address	St. Stephens, Wyoming	
Latitude and Longitude		
Start Date:	1888	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	<p>St. Stephen's School appears in several years of the Annual Reports of the Commissioner of Indian Affairs (IA Report), the first being in 1887 where it was reported that the newly constructed building, which is 30 miles from the agency, must be torn down since it is not structurally sound (page 233). St. Stephens appears again in an 1889 IA Report where it is reported to be accepting a capacity of 100 students and is funded by the Catholic Church and a government contract (page 388). The St. Stephens Indian School is still operating today. The school website history page states that it was founded in 1888 by a Jesuit priest with 90 Arapahoe students enrolled. Forty years later, a devastating fire in the dead of winter destroyed the church, the boys' dormitory, and the gym. At one point, four boarding schools operated at Wind River. In addition to St. Stephens, there was the Fort Washakie Boarding School, Robert's Mission School for girls, and the St. Michael's Mission School for Arapaho children. In 1939, St. Stephens School ceased operating as a boarding school and continued as a day school. In 1957, St. Stephens became a high school, and in 1975 efforts began to make St. Stephens an Indian controlled school. Today, St. Stephens is a K-12 school.</p>	

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St. Turibius Mission Boarding and Day School

Summary Elements

Element		
Name:	St. Turibius Mission Boarding and Day School	
Possible Other Name(s):	Kelseyville: St. Turibius Boarding School	
Associated School(s):	Sulphur Banks Day School	
School Address	Kelseyville, California	
Start Date:	as early as 1888	
End Date:	as late as 1905	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	<p>The Bureau of Catholic Indian Missions records at Marquette University overlap timeframes, but confirm Catholic association. The 1889 listing in this group of records for California also mentions a "Sulphur Banks School."</p> <p>St. Turibius (Kelseyville) is on the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1895, 1900, and 1902 as a government funded boarding school operated by contract.</p>	

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St. Xavier Mission School

Summary Elements

Element		
Name:	St. Xavier Mission School	
Possible Other Name(s):	Pretty Eagle Catholic Academy*	
Associated School(s):		
School Address	St Xavier, Montana	
Start Date:	1887	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding and Day School	
General Notes	<p>St. Xavier was documented in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1895 as a contract, mission, boarding school. St. Xavier is currently in operation as the Pretty Eagle Catholic Academy and is a part of the St. Labre Indian Schools, which includes St. Labre Indian School and St. Charles. The National Park Service website has a history and culture page on Saint Xavier Mission And Pretty Eagle School that states on October 1, 1887 the mission opened with a school, chapel, and residence for the fathers. The mission was staffed by Ursuline sisters. In the coming years, a host of buildings were constructed, including a bake house, wash house, quarters for workmen, and coalhouse along with a church for the Indians. By 1892, a brick structure was finished that could house up to 150 students. Despite the many hardships endured by the St. Xavier mission, it did manage to last for some 30 years but finally had to close due to financial difficulties and lack of needed supplies, including food. At the time of the building of Yellowtail Dam in the early 1960s, Pretty Eagle School at St. Xavier was created for educating the children in the community. It was named after a famous war Chief Pretty Eagle. Pretty Eagle school was originally initiated between 1961 and 1965 by the families of the Yellowtail Dam construction workers and is still operational.</p>	

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Standing Rock Agency Boarding School

Summary Elements

Element		
Name:	Standing Rock Agency Boarding School	
Possible Other Name(s):	Standing Rock Indian Industrial School, Standing Rock Industrial Boarding School, Standing Rock Community School	
Associated School(s):	Standing Rock Day School	
School Address	Fort Yates, North Dakota	
Start Date:	1877-05-01	
End Date:	as late as 1951	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding, Day School	
General Notes	<p>Standing Rock Agency Boarding School starting as early as 1877, described as a "governmental school under the auspices of the Catholic Church" has been listed as a boarding and day school on the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). Standing Rock Agency Boarding School appears on Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1891 to 1932 as government, reservation boarding or just reservation boarding under Standing Rock Agency.</p> <p>The Catholic Church was involved in assisting in the original schools on the Standing Rock Reservation, described as "the school was opened as a governmental school under the auspices of the Catholic Church." This includes information about the school at the Agency describing the Catholic Church shifting strategy to open its own mission school in 1910 when they knew they might be transitioning out of the school at the Agency. The mission was operated for many years by Father Bernard (until his death in 1940) and then later by Father Francis.</p>	

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Standing Rock Boarding School

Summary Elements

Element		
Name:	Standing Rock Boarding School	
Possible Other Name(s):	Standing Rock Community School, Tse'ii'ahi' Community School	
Associated School(s):		
School Address	Standing Rock, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Standing Rock Boarding school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day school with an opened date of 1935. The school was established as a day school until 1950 when boarding facilities were constructed at the school under the Hopi and Navajo Rehabilitation bill. The school eventually changed its name around 1994, to Tse'ii'ahi Community School and currently operates as a bureau operated day school under the Bureau of Indian Education.	

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Steamboat Canyon Boarding and Day School

Summary Elements

Element		
Name:	Steamboat Canyon Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Ganado, Arizona	
Start Date:	1935	
End Date:	as late as 1965	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>Steamboat Canyon Day School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school that opened in 1935. The school is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1935 as a day school. The school is listed in the 1951-1961 Navajo Yearbook as Steamboat Conversion, with a date completed of 1954, implying boarding facilities were likely constructed as it indicates boarding enrollment was authorized, and also reports students enrolled in school years 1959-1960 and 1960-1961.</p> <p>Steamboat was originally a day school and was converted to a boarding school in 1952. The school used funds received from the DOI to construct a dormitory. The 1955 Navajo Yearbook confirms that Steamboat operated as a boarding school.</p>	

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Stewart Indian Boarding School

Summary Elements

Element		
Name:	Stewart Indian Boarding School	
Possible Other Name(s):	Stewart Institute, Carson School, Carson Industrial School	
Associated School(s):		
School Address	Carson City, Nevada	
Start Date:	1890-12-17	
End Date:	1980	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Boarding School	
General Notes	<p>The Stewart Indian Boarding School (Carson School) is documented as a nonreservation, government, boarding school throughout the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the Year 1890-1932. The school and many complex buildings have been on the National Register of Historic Places (NRHP) since 1985. The NRHP document states that the Stewart Indian School is an educational complex located 3 1/2 miles south of Carson City, Nevada. The site, which encompasses 109 acres, includes a landscaped campus surrounded by high desert to the south and by recent residential development to the north, east, and west. The Stewart Indian School, which operated between 1890 and 1980, served as Nevada's only off-reservation facility established for the education of Native Americans. In 1889, a large Colonial Revival dormitory and school building were erected and the school was officially opened on December 17, 1890 and enrolled 105 students. With the dormitory capacity at 100, excessive demands were immediately placed on Stewart's single, two-story structure. In 1890, Stewart responded to a Federal directive calling for the militarization of all off-reservation Indian schools; within six months the program was abandoned. The students in attendance were first from the Nevada Tribes, including the Washoe, Paiutes, and Shoshone. In 1941, Stewart opened its doors to students from Idaho, Utah, California, and Oregon. In 1946, Navajos were added to the list of tribes represented at Stewart. In 1959 through 1963, students from many other tribes were brought to Stewart. The Hopis, Apaches, Pimas, Havasupai, Mojave, Walapai, Utes, Papagoes, Coropah, and Tewa were represented. Additional buildings were needed to house these students and to modernize the facility, so a final phase of school construction was undertaken. In 1980, Stewart Indian School was closed. Much of the site was subsequently deeded to the State of Nevada. There is a Stewart Indian School Cultural Center and Museum in Carson City, NV that contains detailed information, photographs, and other information on the school.</p>	

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Teec Nos Pos Boarding School

Summary Elements

Element		
Name:	Teec Nos Pos Boarding School	
Possible Other Name(s):	Teecnospos; Teec Nos Pos Day School; T'iis Nasbas Community School*	
Associated School(s):		
School Address	Teec Nos Pos, Arizona	
Start Date:	1933	
End Date:	Open	
Currently Operating	BIE Operated	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>Teec Nos Pos Boarding School is listed as an open school in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Teecnospos Boarding and Day school, with an open date of 1933. The school originated as a day school and is classified as such in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1934-1936. The 1951-1961 Navajo year books lists the school as Teecnospos, established in 1935, and in 1961 boarding facilities were likely constructed as it indicates boarding enrollment was authorized. The 1968 and 1974 Oversight Hearings reports the boarding school as being operated by the BIA. The school currently operates as with Bureau of Indian Education (BIE) assistance as a boarding and day school.</p> <p>Teec Nos Pos started out as a day school, but was later converted to a boarding school.</p>	

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Theodore Roosevelt Indian Boarding School

Summary Elements

Element		
Name:	Theodore Roosevelt Indian Boarding School	
Possible Other Name(s):	Theodore Roosevelt Boarding School, Fort Apache School, Theodore Roosevelt School	
Associated School(s):		
School Address	Fort Apache, Arizona	
Start Date:	1923	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE school	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Nonreservation, Boarding and Day School	
General Notes	Theodore Roosevelt Boarding School at Fort Apache, Arizona is mentioned or listed in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1923 – 1932 as a nonreservation school supported by the federal government. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as Theodore Roosevelt, but no opening date is indicated, however, the 1923 IA Report notes the military post at Fort Apache, Arizona is now converted into the Theodore Roosevelt School. The school is also listed in 1968 and 1974 reports of Oversight Hearings on Laws Affecting Indian Education as a Boarding School operated by the BIA. The school currently operates as a Tribally controlled day and boarding school on the White Mountain Apache Reservation.	

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Thomas Indian School

Summary Elements

Element		
Name:	Thomas Indian School	
Possible Other Name(s):	Gowanda School, Thomas Asylum of Orphan and Destitute Indian Children	
Associated School(s):		
School Address	Irving, New York	
Start Date:	as early as 1855	
End Date:	1960s	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	State-operated, Mission, Boarding School, Orphanage	
General Notes	The Thomas Indian School or Thomas Asylum of Orphan and Destitute Indian Children has been on the National Register of Historic Places (NRHP) since 1973. The school is described in the NRHP application form as being surrounded by fields on the Cattaraugus Reservation. The [updated] campus was planned in 1900 with nearly nine buildings constructed. The buildings were described as being all abandoned since the 1960s. The school history describes that it was started by missionaries, Asher Wright and his wife Laura Wright, and that it relied on private contributions until 1875, when the State of New York assumed control of the institution. The old facilities continued operation until the State built newer, better accommodations. The demise of the school was said to be around 1958, when the children were moved into public schools, and the campus was used for outpatients from the Gowanda State Hospital into the 1960s. Based on Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1882, the school was shown under the New York Indian Agency as supported at an annual expense of \$9,000 by the state of New York (page 132, 322).	

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Thoreau Boarding School

Summary Elements

Element		
Name:	Thoreau Boarding School	
Possible Other Name(s):		
Associated School(s):	Baca Boarding and Day School	
School Address	Thoreau, New Mexico	
Start Date:	1934	
End Date:	2006	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	The school was built of sandstone in 1934. By 1949, the school had been closed for a couple of years. In the early 1950s, it underwent some improvements and was reopened in October or November 1952 as a boarding school. Thoreau underwent construction/expansion between January 1952 - January 1953 to allow for 128 boarding and 30 day pupils at its facility. It also included a field health clinic. In 2000, it was deemed unsafe for use, too small, and too costly to maintain. It was officially closed in 2006, and students were transferred to a newly built Baca/Dloy'Azhi school facility in August 2003. The school is listed in the 1968, Indian Education: A National Tragedy - A National Challenge report (Table 3. Boarding Schools Operated by the BIA), Fiscal Year 1968.	

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Toadlena Boarding School

Summary Elements

Element		
Name:	Toadlena Boarding School	
Possible Other Name(s):	Toadlena Day School, Toadlena Hospital, To'haali' Community School*	
Associated School(s):		
School Address	Toadlena, New Mexico	
Start Date:	1911	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Listed in 1941 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Report as being a boarding school and having a "hospital" on school grounds. Documentation indicates the school operational in 1911. According to "The Navajo Yearbook", the old Toadlena school plant was scheduled for replacement in 1962 (p. 29). Toadlena is listed as a day school in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1912 and 1913 on pp. 200 and 172, respectively. Starting in 1914, Toadlena is listed as a reservation boarding school (see p. 142). Toadlena is operational today with funding from the Bureau of Indian Education (BIE) as To'haali' Community School.	

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Tohatchi Boarding and Day School

Summary Elements

Element		
Name:	Tohatchi Boarding and Day School	
Possible Other Name(s):	Little Water School, Little Water Day School	
Associated School(s):	Chuska/Tohatchi Consolidated School	
School Address	Tohatchi, New Mexico	
Start Date:	1895	
End Date:	1985	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	<p>The 1961 Navajo Yearbook reports Tohatchi Day School was established in 1895. Tohatchi Boarding School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1924 and as late as 1985. The school is reported in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding and day school opened in 1899. The 1900 IA Report shows the school as the former Little Water Day School, which was discontinued and converted into a small boarding school (Tohatchi Boarding School) on 7/1/1899. Tohatchi Boarding school was converted to a day school in 1934, then back to a boarding and day school in 1951, when new dormitories were constructed. A hospital was constructed at the school in 1927; it closed on June 30, 1946. The school temporarily closed in 1946, when its building and sanitary systems were deemed too old to be safe by construction engineers. By 1950, it was converted into a boarding school and was once again operational. In 1979, it had Navajo language classes and principal Phillip Belone, one of the few Navajo school principals on the Navajo Nation at the time. Per the "Statistics Concerning Indian Education, 1979," the school was still operating as a boarding school in 1979. The boarding school was shut down after the addition of public schools to Tohatchi. It is reported in the 1985, Hearing before the Select Committee on IA, that the boarding schools at Tohatchi and Chuska have consolidated. There are conflicting reports of start dates (1895, 1899, 1900, 1904), which is likely due to the school switching back and forth between a boarding school and a day school, therefore the earliest start date is reported above.</p>	

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Tolani Lake School

Summary Elements

Element		
Name:	Tolani Lake School	
Possible Other Name(s):		
Associated School(s):		
School Address	Tolani Lake, Arizona	
Start Date:	as early as 1940	
End Date:	1963	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	Tolani Lake School is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Tolani Lake, a boarding and day school that opened in 1935. The school is also listed in the 1951-1961 Navajo Yearbook as established in 1935, with boarding enrollment authorized and reports students enrolled in school years 1959-1960 and 1960-1961. It is believed that Tolani Lake School closed shortly after the opening of Leupp Boarding and Day School in 1960, and students transferred to the Leupp Boarding and Day School.	

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Toledo Industrial Boarding School

Summary Elements

Element		
Name:	Toledo Industrial Boarding School	
Possible Other Name(s):	Toledo Sanatorium, Sac & Fox Indian Boarding and Mission School, Sac & Fox Sanatorium, Tama School, Tama Sanatorium	
Associated School(s):		
School Address	Toledo, Iowa	
Start Date:	1898	
End Date:	1942	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	<p>The Toledo Boarding School served some of the Mesquakie Tribe as a school from 1898-1911, and it became a sanatorium in 1912. The old boarding school was eventually converted into a new school for patients of the Toledo Sanatorium, also called the Sac and Fox Sanatorium. Research indicates that a contract for construction was awarded April 16, 1897, to Banzhof & Reimer of Marshalltown, Iowa and was approved by the Commissioner of Indian Affairs and Secretary of the Interior to build the school that would become the Toledo Industrial School (History of the Indian Rights Association of Iowa, pg 15). Supplemental research describes that the school was used for "patients" at the sanatorium between 1920 until 1942. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1916, describes the Sac and Fox Sanatorium as a reservation, boarding school supported by the government (page 150).</p> <p>The National Archives Catalog of Organization Authority Record for the Sac and Fox Sanatorium describes, that in 1898, a boarding school was organized and opened in Toledo in an area now called Toledo Heights. Resistance of the Indians to this activity eventually resulted in the alteration of the school into a tuberculosis sanatorium, which served Indians from all over the Great Plains. The Indians thereafter attended day schools.</p>	

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Tomah Indian Industrial School

Summary Elements

Element		
Name:	Tomah Indian Industrial School	
Possible Other Name(s):	Tomah VA Medical Center	
Associated School(s):		
School Address	Tomah, Wisconsin	
Start Date:	1893-01-19	
End Date:	as late as 1941	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Boarding School	
General Notes	The Tomah Indian Industrial School, which opened in 1893, was a nonreservation, Government Boarding School in Wisconsin. It is located along a main railroad that connected Chicago, Milwaukee and St. Paul. Research indicates that the property is now used by the Veterans Affairs Administration. Some buildings associated with the Indian School remain on the grounds and are now associated with the hospital complex.	

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Tonasket Boarding School

Summary Elements

Element		
Name:	Tonasket Boarding School	
Possible Other Name(s):	Okanagan Boarding School	
Associated School(s):		
School Address	Tonasket, Washington	
Start Date:	1891	
End Date:	1897	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	The Tonasket Boarding School is listed as a government reservation boarding school in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1891-1897. These reports list the school's name as both Okanagan and Okanagan (Tonasket). The 1893 IA Report refers to the school as Tonasket Boarding School. This school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school with an opened date of 1891, but no closed date is listed. It is reported that the government, in 1892, had opened a boarding school for children on Chief Tonasket's land. This school operated until it burned in 1896. However, IA Reports show the school in operation in 1891-1897. Reports of Agents in Washington (1893) - Report of Colville Agency states, "The Tonasket boarding school is located in Okanogan County on Bonaparte Creek, and within 20 miles of the line dividing the United States from British American."	

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Tonawanda Mission School

Summary Elements

Element		
Name:	Tonawanda Mission School	
Possible Other Name(s):		
Associated School(s):		
School Address	Tonawanda, New York	
Start Date:	as early as 1827	
End Date:	1845	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School, Day School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1845 contains a report of Tonawanda Mission Station and school that states it is sustained by roughly 30 scholars. The 1843 IA Report describes it as a boarding school for children from Buffalo and Tuscarora, where they are fed and clothed, continually under the influence of the mission family, and only allowed to talk their own language one day a week (page 362). The superintendent's report goes on to request that an additional \$200 be added to the \$400 the school already was receiving from the government (page 363). A textbook entitled, Proceedings, American Philosophical Society (vol. 133, No. 1, 1989), describes the school closure around 1845 and its connection with other day schools.	

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Tongue River Boarding School

Summary Elements

Element		
Name:	Tongue River Boarding School	
Possible Other Name(s):	Government School at Busby, Busby Indian School	
Associated School(s):		
School Address	Busby, Montana	
Start Date:	1904	
End Date:	as late as 1970	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Boarding School	
General Notes	Supplemental research regarding the school describes two large dormitories and each of these halls has a sixty pupil capacity, which is crowded to the limit and has a waiting list. One hundred two young people are enrolled in high school and are taught in the academic studies by five teachers, while six teachers take care of the one hundred twenty-one elementary pupils. The school is maintained by the "Boarding and Day" plan. Many of the pupils who are in reach of the school come in daily, but those who are live far away board at the school and live in the dormitories. Additional research describes the school opened in 1904 and operated into the mid-1970s until the Cheyenne tribe contracted the school as a tribal school. The 1970 National Study of American Indian Education Report examines Bureau of Indian Affairs boarding schools in which this school is called Busby Indian School and is described in the off-reservation section of the report.	

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Torreon Community School

Summary Elements

Element		
Name:	Torreon Community School	
Possible Other Name(s):	Torreon Day School, Torreon School, Na'Neelzhiin Ji'Olta	
Associated School(s):		
School Address	Torreon, New Mexico	
Start Date:	1935	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	<p>Torreon School started out as a day school, but was converted to a boarding school around 1950. Listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day school as of June 1951 with an open date of 1935.</p> <p>Na' Neelzhiin Ji Olta' (NJO) School is located in the rural isolated community of Torreon, New Mexico on the northeastern part of Navajo Nation. Comprised of the Family and Child Education program (FACE) and the Pre-Kindergarten through eighth grade.</p>	

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Toyey Boarding School

Summary Elements

Element		
Name:	Toyey Boarding School	
Possible Other Name(s):	Toyey Navajo Schoo, Greasewood/Toyey Consolidated Boarding School	
Associated School(s):	Greasewood Boarding School	
School Address	Toyey, Arizona	
Start Date:	as early as 1963	
End Date:	as late as 1985	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>Toyey Boarding School was established under the Model Dormitory project and is listed in the 1968 and 1974 Oversight Hearings Reports as a boarding school operated by the Bureau of Indian Affairs (BIA). In 1985, declining enrollments led the BIA to seek consolidation of Greasewood and Toyey Boarding Schools. Consolidation of the two boarding schools was expected to result in 100% utilization at Greasewood. Both communities consented and in the summer of 1985, prior to the commencement of the 1985-86 School Year, the consolidation occurred with the consolidated facility being called "Greasewood Springs Community School." In 1995, the school transformed to a Tribally-Controlled grant school under the Navajo Nation. The consolidated Greasewood Springs Community School currently operates as a Tribally controlled school under the Navajo Nation.</p>	

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Trinity College Industrial Indian Boarding School

Summary Elements

Element		
Name:	Trinity College Industrial Indian Boarding School	
Possible Other Name(s):	Trinity College, Duke University, Trinity College of Liberal Arts and Sciences	
Associated School(s):		
School Address	Durham, North Carolina	
Start Date:	1880	
End Date:	as late as 1886	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886 shows Trinity under government contract with the Eastern Cherokee Agency for 2 boarding students (pg. XCIV-XCV). Supplemental research procured from the Duke University archives indicates that the Eastern Cherokee that attended Trinity may have numbered at least 20 and been aged 8-18. Duke University currently operates the Trinity College of Liberal Arts and Sciences still today.	

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Truxton Canyon School

Summary Elements

Element		
Name:	Truxton Canyon School	
Possible Other Name(s):	Valentine Indian School, Truxton Canyon Boarding School	
Associated School(s):	Hackberry Day School	
School Address	Valentine, Arizona	
Start Date:	1901-04-01	
End Date:	as late as 1937	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School, Day School	
General Notes	Originally, the community at Valentine was called Truxton Canyon. This area was set aside for the Hualapai Indians in 1900, and an Indian school was built on the site. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1901 states that Truxton Canyon School opened on April 1, 1901, and Hackberry Day School pupils were transferred to the Truxton Canyon Boarding School during the last quarter of FY 1901. Truxton Canyon absorbed students from Hackberry Day and Kingman Day schools; equipment from Kingman was also transferred to Truxton Canyon. Both day schools were discontinued by September 1, 1901.	

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Tuba City Boarding School

Summary Elements

Element		
Name:	Tuba City Boarding School	
Possible Other Name(s):	Western Navajo Indian School; Tuba Vocational Boarding and Day School	
Associated School(s):	Blue Canyon School	
School Address	Tuba City, AZ	
Start Date:	1903	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	<p>Tuba City Boarding School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1935 and as late as 1946. The school was originally established as Blue Canyon Day School and was in Blue Canyon, Arizona, 90 miles north of Winslow, Arizona. The 1905 IA Report indicates the Government purchased the school and the surrounding territory from Mormon settlers and then moved this school from Blue Canyon in 1903 to Tuba, Arizona. Prior to moving to Tuba City, the school was referred to as the Western Navaho Training School at Blue Canyon and continued as the Western Navajo School through 1934. The 1935 IA Report lists the school as Tuba City (formerly Western Navajo) and is classified as a reservation boarding and day school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Tuba Vocational (and the only report listed under this name) and classified as a boarding and day school with an opened date of 1898. Due to the location and opening date, it is believed that this is referring to the Tuba City Boarding School. The school currently operates as a Bureau-operated boarding and day school under the Bureau of Indian Education.</p>	

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Tucson Indian Training School

Summary Elements

Element		
Name:	Tucson Indian Training School	
Possible Other Name(s):	Tucson Industrial Boarding School, Tucson Training and Industrial School, Tucson Presbyterian School	
Associated School(s):		
School Address	Tucson, Arizona	
Start Date:	1888	
End Date:	1960	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Tucson Indian Training School was a contract school run by Presbyterians. Students came primarily from Pima and Papago tribes. Government aid only came in the form of 15 acres of land. The Presbyterian Historical Society notes this school operated until financial issues led to its closure in 1960. The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1888, p. 5 notes the Tucson Industrial Boarding School was under the supervision of the Presbyterian Board of Home Missions. The new school building, which is expected to be completed by Sept. 1888, will be able to comfortably accommodate 50 children for "practical English and industrial education." The 1894 IA Report, p. 105 notes the Tucson boarding school will be sustained entirely by the Presbyterian church in the future, unaided by the government. The 1895 IA Report, p. 123 stated the school is referred to as the "Presbyterian mission boarding school at Tucson."	

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Tulalip Indian Industrial School

Summary Elements

Element		
Name:	Tulalip Indian Industrial School	
Possible Other Name(s):	Tulalip Training School, Tulalip Industrial Boarding School, Tulalip Agency	
Associated School(s):	Tulalip Mission School	
School Address	Tulalip Bay, Washington	
Start Date:	1905	
End Date:	1932	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	The Tulalip Indian Industrial School appears in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1891-1932. The school is documented as a mission boarding school up until 1901, when it transitioned into a government boarding school. The U.S. government took over the Tulalip Missionary School at the turn of the century making renovations and reopening on December 17, 1901. On March 29, 1902, the school was destroyed by fire requiring the children to be sent home. By 1907, it had two dormitories for boys and girls and could accommodate 200 students. Many of the students came from other reservations and communities. Tulalip offered education up to the eighth grade, and some students continued elsewhere for more advanced training. The 1900 IA Report confirms that the Tulalip School was conducted by Rev. Father Le Roux, the superintendent, and the Sisters of the Roman Catholic Church. (p. 400). The 1901 IA Report states that the newly projected Tulalip Training School is to be in the old mission plant of the St. Ann mission. It is a boarding school with opened and closed dates of 1905-1932.	

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Tulalip Mission School

Summary Elements

Element		
Name:	Tulalip Mission School	
Possible Other Name(s):	St. Anne's Catholic Mission School, Tulalip Mission School of Our Lady of Seven Dolours, Tulalip Boarding School	
Associated School(s):	Tulalip Indian Industrial Boarding School	
School Address	Priest's Point, Washington	
Start Date:	as early as 1857	
End Date:	1902	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Reservation, Government, Boarding School	
General Notes	<p>The Tulalip Mission School appears in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years 1891-1932. The school is documented as a mission boarding school up until 1901, when it is transitioned into a government boarding school. The Sisters of Providence arrived in 1868, and until 1901, they operated the Tulalip Mission School of St. Anne, which was the first Indian contract school in the United States. The new school was originally for girls and located on the southern bank of Tulalip Bay. Needing to fulfill treaty commitments, the U.S. government agreed to Father Chirouse's request to provide funds to maintain the buildings and the church furnished books, clothing and medical care. The mission school at Tulalip began receiving government support beginning in 1861, when a boys' dormitory and a teachers' house were constructed on Tulalip Bay. Eventually the U.S. government took over the Tulalip Missionary School at the turn of the century, making renovations and reopening on December 17, 1901. The 1900 IA Report confirms that the Tulalip School was conducted by Rev. Father Le Roux, the superintendent, and the Sisters of the Roman Catholic Church. (p. 400). The 1901 IA Report states that the newly projected Tulalip Training School is to be in the old mission plant of the St. Ann mission. It is reported to be now opening as a Government Training school for the first time in a new plant to be constructed adjacent to the present site (page 390).</p>	

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Tulahassee Boarding School

Summary Elements

Element		
Name:	Tulahassee Boarding School	
Possible Other Name(s):	Tulahassee Mission School; Tulahassee Manual Labor School; Tallahassee Mission Boarding	
Associated School(s):		
School Address	Tulahassee, Oklahoma	
Start Date:	as early as 1844	
End Date:	as late as 1924	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Mission, Boarding School	
General Notes	<p>Tulahassee Boarding School is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1901-1914 as a tribal boarding school, and listed in the and 1907 IA Report as receiving Federal Funding as a Tribal boarding school for the benefit of Creek Nation. The school is also listed in the 1884 IA Report as Tallahassee Mission boarding and having received federal funds for the costs associated with maintaining the school. In the 1876 IA Report, Tallahassee Mission school is reported to have been in operation for thirty-two years. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>The 1907 IA Report, Vol II (pg. 350) lists this as a boarding school receiving Federal funding for benefit of Creek Nation. Presbyterian Missions Board provided funding to enlarge Coweta Mission and to establish the Tallahassee Manual Labor School. It housed 80 students, primarily full-blood Creek. Opened in 1850, it was operated as an Indian boarding school for the next three decades. It was located one and one-half miles north of the Arkansas River [near the site of the present city of Muskogee]. After the Civil War, Creek Freedmen gathered in certain communities, among them Tulahassee, and outnumbered Muscogee Creek. The main Tulahassee building was largely destroyed by an accidental fire in December 1880. The Muscogee Creek Council relocated their children to a new school, Wealaka Mission, as their population had been declining in Tulahassee. The school reopened in 1883 for Creek Freedmen and their descendants as Tulahassee Manual Labor School. The US Government took control of the school in 1908.</p>	

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Tuskahoma Female Academy

Summary Elements

Element		
Name:	Tuskahoma Female Academy	
Possible Other Name(s):	Tuskahoma Institute; Tushkahoma Female Institute; Tushkahoma Female Academy	
Associated School(s):		
School Address	Lyceum, Oklahoma	
Start Date:	1892	
End Date:	1925	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal Boarding School	
General Notes	<p>Tuskahoma Female Academy is listed or mentioned in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years of 1899-1927 as a tribal boarding school and listed in the 1907 IA Report as Tuskahoma Academy (female), having received Federal Funding as a Tribal boarding school for the benefit of Creek Nation. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953).</p> <p>A 1907 IA Report lists this as a Boarding School receiving Federal Funding for benefit of Choctaw Nation. Classified in the 1906 IA Report as an "academy" with Andrew G. Gladney as Superintendent, 144 female students and an average attendance of 113. Tuskahoma Female Institute, built in 1892, located in the community of Lyceum. The school burned in 1925, two weeks before Christmas.</p>	

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Twin Lakes Boarding School

Summary Elements

Element		
Name:	Twin Lakes Boarding School	
Possible Other Name(s):	Twin Lakes Elementary School	
Associated School(s):		
School Address	Yah-Ta-Hey, New Mexico	
Start Date:	1936	
End Date:	after June 1951	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Twin Lakes started out as a day school but was converted to a partial boarding school around 1950. Listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day school as of June 1951 opened in 1936.	

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Uintah Boarding and Day School

Summary Elements

Element		
Name:	Uintah Boarding and Day School	
Possible Other Name(s):	White Rocks Boarding School, Ute Indian Boarding School	
Associated School(s):		
School Address	Whiterocks, Utah	
Start Date:	1880	
End Date:	as late as 1951	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Reservation, Boarding School, Day School	
General Notes	The Uintah Boarding and Day School is documented as a Reservation Boarding School in the majority of Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1891-1935. Report of the Commissioner of Education, Volume 2, lists White Rock and Uintah as the same school. Report also talks about opening of Uintah Boarding School. The Uintah Boarding School closed June 30, 1952, and all schools were administered by the public school system on the reservation. (p. 216). The Uintah Boarding School, or Ute Indian Boarding School, was established in 1881 by the Episcopal Mission, as was the Ouray Boarding School in 1885. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as a Boarding and Day School open in 1880 and still operational in 1951 (page 1581).	

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Umatilla Boarding and Day School

Summary Elements

Element		
Name:	Umatilla Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Pendleton, Oregon	
Latitude and Longitude		
Start Date:	1883-01	
End Date:	1918	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	A boarding school operated at the Umatilla Agency with cooperation from the Catholic Church. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) indicates that the Umatilla Boarding School was closed as of 1951 and shows that it opened in 1883 and closed in 1918.	

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Ute Mountain Boarding School

Summary Elements

Element		
Name:	Ute Mountain Boarding School	
Possible Other Name(s):	Ute Mountain Indian School, Ute Mountain Day School, Colorado - Ute Mountain, Ute Mountain 1, Colorado Ute - Ute Mountain	
Associated School(s):	Navajo Springs Day School	
School Address	Towaoc, Colorado	
Start Date:	as early as 1907	
End Date:	as late as 1942	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government Reservation Boarding Day School	
General Notes	<p>The Ute Mountain Boarding School, under multiple name variations, is documented as a reservation boarding school in most of the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years ranging from 1916 to 1932. Additionally, the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) shows this school as being open from 1915 to 1942 as a Boarding and Day School. The 1920 (listed as Ute Mountain at Towaoc) Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Report refers to this general area and the following IA Report listings: 1916 Ute Mountain, 1918 Colorado - Ute Mountain, 1919 Ute Mountain 1, 1922 Ute Mountain, 1924 Consolidated Ute-Ute Mountain, 1925-1928 Ute Mountain, 1929-1930 Consolidated Ute-Ute Mountain, 1931-1932 Ute Mountain (1932 states serves grades B-8) Supplemental research indicated that "in the fall of 1935, the Ute Mountain Boarding School was converted into a day school for Ute students only, which was unsuccessful because the Utes were dispersed over a vast reservation. Due to very poor attendance the school closed in 1942 as did the agency. It was not until 1953 that the agency and the school in Towaoc were reopened. The old brick Ute Mountain Boarding School (1919) now houses the Bureau of Indian Affairs, the tribal library, and tribal offices."</p>	

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Valley Towns Baptist Mission School

Summary Elements

Element		
Name:	Valley Towns Baptist Mission School	
Possible Other Name(s):	Valley-towns Mission School	
Associated School(s):		
School Address	Valleypoint, North Carolina	
Start Date:	as early as 1827	
End Date:	circa 1836	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	This school is reported in Department of War documents in 1827 as a recipient of federal funds. The Cherokee Baptist mission was located in Valley Towns, North Carolina, and run by the Reverend Evan Jones and his son, the Reverend John Jones. The Valley Town Baptist Mission was a boarding school that became an important center of Cherokee scholarship and resistance to Indian removal policies. It contained a model farm, gristmill, and blacksmith shop. It became the most popular of the mission schools in the Cherokee Nation, after its directors adopted the Cherokee language for instruction and preaching. The school trained Cherokee leaders like Peter Oganaya, John Wickliff, and James Wafford; men who led the opposition to Indian removal policies in this part of the Cherokee Nation.	

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Vermillion Lake Indian School

Summary Elements

Element		
Name:	Vermillion Lake Indian School	
Possible Other Name(s):	Lake Vermillion Boarding School	
Associated School(s):		
School Address	Tower, Minnesota	
Start Date:	1899	
End Date:	1954	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School	
General Notes	<p>The Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1901 and 1902 Annual Report document Vermillion Lake as an independent school with a post office near Tower, MN. A 2002 Minnesota Historical Society article on Vermillion Lake Indian School describes that by 1910 the school had 120 pupils and 10 buildings. However, in August 1919 the annual maintenance funding for Chippewa/Ojibwe schools received a large reduction in funding and the Commissioner of Indian Affairs ordered the school closed. It is said that for the next two years the communities worked to reopen the school and in 1921 the school was reopened. Research indicates the per-capita subsidy from the Bureau of Indian Affairs continued to decrease, resulting in a transition to a day school. By 1954, it is reported that the Vermillion Lake Day School closed for the last time as a school and the buildings were transitioned into sites for homes, community services, and activities. Listed as Lake Vermillion in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953), with operation dates of 1899-1917.</p>	

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Wahpeton Indian School

Summary Elements

Element		
Name:	Wahpeton Indian School	
Possible Other Name(s):	Wahpeton School, Wahpeton Indian School, Circle of Nations	
Associated School(s):		
School Address	Wahpeton, North Dakota	
Start Date:	1908	
End Date:	Open	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Boarding School	
General Notes	<p>The United States Congress passed a law in support of the school in 1904, and the school began taking students in 1908 - the delay was described as due to staffing. The Wahpeton Indian School is documented as a government nonreservation in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1908 Annual Report of the Commissioner of Indian Affairs (IA). The 1910, 1912, 1920, and 1941 Routes Reports show Wahpeton as a boarding school with the closest post office in Wahpeton, North Dakota. This school appears as a nonreservation boarding school on the 1932 IA and also, at that time, as serving students from B-9. This school is listed on the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as a boarding school.</p> <p>In June 1993, it became a Tribally controlled school as the Wahpeton Indian School Board Incorporated assumed control of the school, and from that point forward, the Bureau of Indian Education (BIE) began providing grants. The school was renamed to Circle of Nations in 1994 and is still open as a boarding school today.</p>	

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Wapanucka Institute

Summary Elements

Element		
Name:	Wapanucka Institute	
Possible Other Name(s):	Wapanucka Academy, Allen Academy, Wahpanucka Institute, Chickasaw Rock Academy, Wapanucka Female Manual Labour School	
Associated School(s):		
School Address	Bromide, Oklahoma	
Start Date:	as early as 1851	
End Date:	1911	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Tribal Boarding School	
General Notes	<p>Wapanucka Institute is listed in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years as early as 1858 through 1911. The school name in these reports vary and listed as Wahpanucka, Wapancuka Institute, or Rock Academy. The school is listed as a Tribal school for the dates of 1899-1904. In addition, the school is described in the 1890 IA Report as supported by the Chickasaw Nation, and in 1901, the Chickasaw Nation and the Secretary of the Interior entered into an agreement that the Nation will oversee the operations of the Nation's school using coal and asphalt royalties. In the 1860 IA Report the school is noted as located forty miles north of Red River. In the 1902 IA Report, there is first mention of a Rock Academy near Wapanucka, which was condemned and not occupied for more than a year. The 1907 IA Report of the Department of Interior includes this school as Rock Academy and indicates that it had received Federal Funding as a Tribal boarding school for the benefit of Chickasaw Nation. The school is not listed in the 1951 Investigation of the BIA Report. Locals called the school Allen's Academy, for James S. Allen, who supervised the establishment, and later many used the name, Rock Academy, for the impressive stone building. In 1860, the mission board withdrew their support, and the school closed. During the Civil War, the Confederates used the building as a hospital and a prison. After the war the academy reopened, serving male and female students. In 1883, the Post Office Department designated a Wapanucka post office for the institute. In 1890, it became a boys' school, and in 1911 it was permanently closed and the property sold.</p>	

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Warm Springs Boarding and Day School

Summary Elements

Element		
Name:	Warm Springs Boarding and Day School	
Possible Other Name(s):		
Associated School(s):		
School Address	Warm Springs, Oregon	
Start Date:	1884-06-01	
End Date:	as late as 1951	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Day School	
General Notes	Two on-reservation boarding schools operated in this area beginning in the 1870s. This school was at the Warm Springs Agency Headquarters, and the additional one was located at Simnasho. They were run in cooperation with Presbyterian Missions. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) open and closed schools list shows this school as open in 1897 and still open as of 1951.	

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Wealaka Boarding School

Summary Elements

Element		
Name:	Wealaka Boarding School	
Possible Other Name(s):		
Associated School(s):		
School Address	Leonard, Oklahoma	
Start Date:	1882	
End Date:	1935	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Boarding School	
General Notes	Wealaka Boarding School is listed or mentioned in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years of 1899-1906 and classified as a Tribal school. For the years of 1903-1906, the school is listed as Wealaka Boarding school. The school is not listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953). The 1907 IA Report notes of the Indian Inspector for Indian Territory lists the school receiving Federal funding for benefit of Creek Nation. The Wealaka Mission & School was founded in 1882 by Rev. Robert McGill Loughridge, a Presbyterian missionary. The property was sold to private owners after statehood in 1907. The site burned down in 1935.	

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Western Shoshone Boarding School

Summary Elements

Element		
Name:	Western Shoshone Boarding School	
Possible Other Name(s):	Western Shoshoni School	
Associated School(s):		
School Address	Owyhee, Nevada	
Start Date:	as early as 1881	
End Date:	1917	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government Reservation Boarding School	
General Notes	<p>The Western Shoshone Boarding School is documented as a Reservation Government Reservation Boarding in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1892-1908, 1911, 1912 & 1914.</p> <p>From 1882 - 1917, Western Shoshone Boarding School is listed in National Archives records at San Francisco.</p>	

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Wetumka Boarding School

Summary Elements

Element		
Name:	Wetumka Boarding School	
Possible Other Name(s):	Creek National Boarding School, Levering Manual Labor Boarding	
Associated School(s):		
School Address	Wetumka, Oklahoma	
Start Date:	as early as 1881	
End Date:	1911	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Mission, Tribal, Boarding School	
General Notes	Wetumka Boarding School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1882 and as late as 1911 as a Tribal Boarding school. The 1882 IA Report indicates the school was established as Levering Manual Labor Mission school, through contract with the Ladies' Board of Home Missions of the Northern Presbyterian Church. In approximately 1900, the school name was changed to Wetumka Boarding school and is listed in the 1907 IA Report as receiving Federal funding as a Tribal school for the benefit of the Creek Nation. A 1907 IA Report's notes of the Indian Inspector for Indian Territory lists this as a Boarding School receiving Federal Funding for benefit of Creek Nation. This area also included a hospital.	

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Wewoka Mission School

Summary Elements

Element		
Name:	Wewoka Mission School	
Possible Other Name(s):	Ramsey Mission School	
Associated School(s):	Mekusukey Academy	
School Address	Wewoka, Oklahoma	
Start Date:	1868	
End Date:	1889	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Tribal, Mission, Boarding School	
General Notes	<p>Wewoka Mission School is mentioned or listed as Wewoka Mission in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1868 and as late as 1892. The 1868 IA Report mentions the school as Mission Hill, Seminole Nation but the description of the school names are general and only indicate the names as School No. 1, School No. 2, etc.; School No. 2 is believed to be the Mission school that would eventually be known as Ramsey Mission School and later Wewoka Mission, due to the report's mention of the school being taught by Rev. J.R. Ramsey. The mission was built north of Wewoka, the Seminole capitol. The school became Ramsey Mission School in 1880, accepting only Choctaw girls after that time. The 1883 IA Report indicates a cost to the government for maintaining Wewoka Mission School. The 1886-1888 IA Reports indicate the school is supported by the Presbyterian Board and Seminole Nation and having boarding facilities to accommodate pupils. In 1889, control was turned over to the Presbyterians and the school was relocated to a new building south of Wewoka, where it became part of Mekusukey Academy. In 1900 control was assumed by the Federal Government.</p>	

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Wheelock Academy

Summary Elements

Element		
Name:	Wheelock Academy	
Possible Other Name(s):	Wheelock Female Academy, Wheelock Orphan Academy, Wheelock Female Indian Academy, Wheelock Orphan School (Boys and Girls)	
Associated School(s):		
School Address	Millerton, Oklahoma	
Start Date:	as early as 1842	
End Date:	1955	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Mission, Tribal, Government School	
General Notes	<p>Wheelock Academy is listed or mentioned in the Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1843-1931. The school is briefly mentioned in the 1843 IA Report as a female seminary under the appropriation of the Choctaw General Council. For the years of 1901-1931, the IA Reports list the school as a Tribal Boarding school. The 1931 IA Report also indicates the school is a Reservation Boarding school. The school is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as Wheelock Academy, Millerton (Mission, 1832) as Boarding school, with an opened date of 1842, implying that the school may have first established as a mission school and possibly transitioned to a tribal school. The school is classified in the 1906 IA Report of the Indian Inspector for the Indian Territory as an "academy" with 113 female students and average attendance of 100. The 1907 IA Report by the Indian Inspector for Indian Territory lists this as a school as receiving Federal funding for benefit of Choctaw Nation. The U.S. government assumed jurisdiction over the school in 1910 and full control as well as funding in 1932. After the institution closed in 1955, the facility remained unoccupied until it was later returned to ownership of the Choctaw Nation. In 1998, Choctaw officials initiated another effort to restore the surviving buildings for reuse. State and national historic preservation agencies declared the academy one of the state's and nation's "most endangered" historic places. Wheelock Academy received National Historic Landmark designation in 1965 and in 1966 was listed in the National Register of Historic Places (NR 66000949).</p>	

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White Earth Boarding School

Summary Elements

Element		
Name:	White Earth Boarding School	
Possible Other Name(s):	St. Benedict's Mission, St. Benedict's Orphanage	
Associated School(s):		
School Address	White Earth, Minnesota	
Start Date:	1871	
End Date:	as late as 1919	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Page 589 of the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1871 written by the Indian Agent, Ed Smith, and states, "a large 2 story school house capable of accommodating 35 boarding pupils, and 40 day pupils...has been completed." This looks to predate the creation of the St. Benedict's Mission that was also called White Earth Mission Boarding School. The 187 IA Report, page 313 describes both an agency boarding school and a St. Benedict's Orphanage.	

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White Horse Lake Boarding School

Summary Elements

Element		
Name:	White Horse Lake Boarding School	
Possible Other Name(s):	White Horse, Whitehorse Lake	
Associated School(s):		
School Address	Cuba, New Mexico	
Start Date:	1935	
End Date:	as late as 1970	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	White Horse Lake Boarding School started out as a day school, but was converted to a partial boarding school around 1950. It is listed in the Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) as an operational boarding and day school as of June 1951 and opened as of 1935. The school is listed in the 1968 Senate Report entitled "Indian Education: A National Tragedy" as a boarding school operated by the Bureau of Indian Education for fiscal year 1968. The school is not listed in the 1973, Indian Self-Determination and Education Program Hearings report or the 1975 Oversight Hearing on Laws Affecting Indian Education report.	

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White Manual Labor Institute, Indiana

Summary Elements

Element		
Name:	White Manual Labor Institute, Indiana	
Possible Other Name(s):	White's Indiana Manual Labor Institute	
Associated School(s):		
School Address	Wabash, Indiana	
Start Date:	as early as 1850	
End Date:	1896	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1883 documents an expense to the government for the White's Iowa Manual Institute. 1886-1896 IA Reports White's Manual Labor School as a contract school. There is also a White's Manual Labor Institute in Iowa.	

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White Mountain Boarding School

Summary Elements

Element		
Name:	White Mountain Boarding School	
Possible Other Name(s):	White Mountain Industrial School	
Associated School(s):		
School Address	White Mountain, Alaska	
Start Date:	1917	
End Date:	as late as 1953	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	The federal government established three vocational schools for Alaska Natives at Eklutna, Kanakanak and White Mountain. Research indicates multiple start dates with the earliest year of 1917 and latest start year of 1924.	

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White's Manual Labor Institute - Iowa

Summary Elements

Element		
Name:	White's Manual Labor Institute - Iowa	
Possible Other Name(s):	Iowa Boys Training School, Iowa Girls Training School, Indian Boarding School, Home and School for Boys and Girls	
Associated School(s):	West Branch Indian Training School	
School Address	Houghton, Iowa	
Start Date:	as early as 1851	
End Date:	as late as 1929	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Boarding School, State Reform School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886 documents the White's Manual Labor Institute as being in Houghton, IA with a capacity of 90 boarding students under a government contract. Research indicates that the institution likely moved throughout the years and transitioned between being called the Iowa Boys Training School (1868-1873), Iowa Girls Training School (1873-1878), the Indian Boarding School (1883-1888), and the Home and School for Boys and Girls (1888-1930). The Iowa History Project website further describes that in 1851, the Quaker Josiah White purchased a very large tract of land in the northwest corner of Lee County as a site for what was to be called White's Iowa Manual Labor Institute. After financial troubles the school trustees appealed to the State of Iowa legislature in 1868 for assistance and received an appropriation of \$15,000 for a reform school. The state eventually moved their reform schools for boys to Eldora, Iowa in 1873 and the school for girls in 1878. Around 1881, Benjamin and Elizabeth B. Miles who had been operating a boarding school for Indian children in West Branch, Iowa requested to be allowed to lease the White property (school building, barn, and 480 acres of land), with the understanding that the lessees were to board, clothe, and educate the 11 white children for the use of said building and land. Supplemental research describes that in 1886, Mr. Miles reported there were 75 Indians and 13 white children enrolled at the school. Shortly after this, on May 27, 1887, fire destroyed the main building. After the fire of 1887 all but three Indian children were moved to Haskell, the government Indian school at Lawrence, Kansas. Isaac N. Miles and wife took charge of the 12 white children remaining in a small frame building on the farm and they continued the school. It was then decided to move White's Iowa Manual Labor Institute to near New Providence and it became Quakerdale. Land was sold in Lee County to raise money to purchase 600 acres of land in Hardin County - Quakerdale. There is another Indian Boarding School called White's Manual Labor School in Indiana.</p>	

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Wide Ruins Boarding School

Summary Elements

Element		
Name:	Wide Ruins Boarding School	
Possible Other Name(s):	Kinteel Olta', Wide Ruins Community School*	
Associated School(s):		
School Address	Wide Ruin, Arizona	
Start Date:	1935	
End Date:	Open	
Currently Operating	Tribally-Controlled, BIE School	
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Day School	
General Notes	Wide Ruins Boarding School is mentioned or listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the years as early as 1936 as a reservation day school. The Report With Respect to the House Resolution Authorizing the Committee on Interior and Insular Affairs to Conduct an Investigation of the Bureau of Indian Affairs Pursuant to H. Res. 689 (82nd Cong.) December 15, 1952 (1953) lists the school as a day school with an opened date of 1935. The school is listed in the 1968 and 1974 Oversight Hearings reports listing the school as a boarding school operated by the BIA. The school is listed in the 1969, Indian Education Hearing on the Study of the Education of Indian Children as a Navajo boarding school and in the 1985, Oversight of the Indian Education Act as Wide Ruins Boarding School. The school currently operates as Wide Ruins Community School, a tribally controlled school under the Navajo Nation.	

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Wild Rice River Boarding and Day School

Summary Elements

Element		
Name:	Wild Rice River Boarding and Day School	
Possible Other Name(s):	Rice River Boarding and Day School	
Associated School(s):		
School Address	Beaulieu, Minnesota	
Start Date:	1884	
End Date:	as late as 1915	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Day School	
General Notes	Listed as Rice River Day School in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1884 with Enrollment of 104. Listed as a government, reservation, boarding in the 1911 IA Report, page 173.	

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William E. Beltz Boarding School

Summary Elements

Element		
Name:	William E. Beltz Boarding School	
Possible Other Name(s):	Nome Beltz	
Associated School(s):		
School Address	Nome, Alaska	
Start Date:	1966	
End Date:	1973	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	The William E. Beltz School was built in 1966 by the State of Alaska, using funds from the State, the Bureau of Indian Affairs, and the City of Nome. Combined with Nome Public School in 1973.	

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Willow Creek Boarding School

Summary Elements

Element		
Name:	Willow Creek Boarding School	
Possible Other Name(s):	Old Willow Creek Indian School	
Associated School(s):		
School Address	Browning, Montana	
Start Date:	1892	
End Date:	1893	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding and Day School	
General Notes	Research indicates that in 1892, a boarding school was opened on the Blackfeet Reservation, west of Browning, Montana, called Willow Creek that housed 12 students with plans for a total of 100 students (The Blackfoot Papers, Volume 1, page 192). The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1893 states that the "Blackfeet School" is presently situated on Willow Creek, in the Willow Creek Valley. The Brooklyn mission for the Piegiens of Montana are reported to be within one mile of this school (page 175).	

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Wind River Boarding School

Summary Elements

Element		
Name:	Wind River Boarding School	
Possible Other Name(s):	Wind River Industrial Boarding School, Fort Washakie Boarding School, Shoshone Agency Boarding School, Gravy High, Fort Washakie School District #21	
Associated School(s):	Shoshone-Episcopal Mission Boarding School	
School Address	Fort Washakie, Wyoming	
Start Date:	1883	
End Date:	1955	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Mission, Boarding School	
General Notes	<p>Prior to 1883, the Annual Reports of the Commissioner of Indian Affairs (IA Report) describe two short-lived boarding schools (Arapaho Boarding School and the Shoshone Boarding School) at the Shoshone Agency in Fort Washakie. The 1883 IA Report of the Wyoming Indian Agency (James Irwin) states that a boarding school was needed so employees were moved into shared quarters and their homes were used for a boarding school for boys under the auspices of Reverend John Roberts on March 10, 1883 (page 314). The 1884 IA Report documents "Wind River Boarding School" at the Shoshone Agency with John Roberts as a teacher. The IA Reports through 1891 continue to document the school was overseen by Roberts as the Wind River Boarding School or the Wind River Industrial Boarding School. The 1892 IA Report states that Reverend Roberts has resigned from the school and Superintendent Walter Lovejoy took over in his position. This school continues to appear in the IA Reports through at least 1928 as a government boarding school. The Jackson Hole Historical Society & Museum website documents that the school was also referred to as the Fort Washakie Government Boarding School or Gravy High. The latter name is said to be a local nickname due to the school diet containing so much gravy. The website also states that the school closed around 1955 when the schools transferred its lands and buildings to Public School District #21 which consists of the Fort Washakie Elementary, Middle, and High School.</p>	

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Winnebago Boarding

Summary Elements

Element		
Name:	Winnebago Boarding	
Possible Other Name(s):		
Associated School(s):		
School Address	Winnebago, Nebraska	
Start Date:	as early as 1873	
End Date:	as early as 1891	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Government, Boarding School	
General Notes	The Winnebago Boarding is documented as a Government Reservation Boarding School in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1886 (Pg. 188).	

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Winnebago Mission School

Summary Elements

Element		
Name:	Winnebago Mission School	
Possible Other Name(s):	Yellow River School	
Associated School(s):		
School Address	Allamakee County, Iowa	
Start Date:	1835	
End Date:	1840	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	<p>According to Chapter 6, p. 29, of Effigy Mounds National Monument's Historic Resource Study, around 1836 "the U.S. government committed to constructing a school and farm for the Winnebago, who were being moved out of Wisconsin. The site selected for the Yellow River Mission School was in Iowa on the north side of the Yellow River, approximately six miles upstream from the Mississippi River and ten miles from Fort Crawford. Wood for the school was provided by the '[Jefferson] Davis sawmill,' which was located three miles south of the school. After the school's establishment in 1834, attempts were made to teach Indians certain techniques of farming, reading, writing, and sewing. The school was discontinued in 1840 and demolished about 1900." In the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1837, it notes that, of the 41 students who attended the school, 11 were being boarding there (page 49).</p>	

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Wittenberg Indian School

Summary Elements

Element		
Name:	Wittenberg Indian School	
Possible Other Name(s):	Bethany Indian Mission and Industrial School, Eland Junction, Wittenberg Academy	
Associated School(s):	Bethany Mission School - Ingersoll	
School Address:	Wittenberg, Wisconsin	
Start Date:	as early as 1883	
End Date:	1955	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Nonreservation, Government, Mission, Contract, Boarding School	
General Notes	<p>The Annual Reports of the Commissioner of Indian Affairs (IA Report) for the years 1896-1904 document the Wittenberg school as being government supported. The text "Among the American Indians" by Albert Keiser states that the Bethany Mission, run by the Lutheran Church, was located three and a half miles west of Wittenberg. In July 4, 1887, the school began accepting students and on January 1, 1888, the school entered into a contract with the government for 25 children. After a bill was passed that anticipated ending financial support for the school by 1900, the synod determined they would be unable to operate on such a large scale. It was decided that the entire property would be sold to the government in order to continue the school. However, the mission instead purchased a farm in Ingersoll and operated a new mission and school (see Bethany Mission School - Ingersoll) for several years. The government operated at Wittenberg as a non-reservation, government boarding school until roughly 1913, when the Lutheran Church made plans to re-purchase the school property. It is documented that the sale back to the church was finalized in January 1919 (page 169-176). An American Lutheran History Department PhD candidate at the Luther Seminary wrote an article that states that the mission was in place until 1955, and it is reported that all of the buildings were demolished in 1962.</p>	

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Wolf Point Mission Boarding and Day School

Summary Elements

Element		
Name:	Wolf Point Mission Boarding and Day School	
Possible Other Name(s):	Wolf Point Day School	
Associated School(s):		
School Address	Wolf Point, Montana	
Start Date:	as early as 1900	
End Date:	as late as 1928	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding and Day School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1885 documents that the school at Wolf Point is under the agency for boys and girls in addition to a separate school at Wolf Point that is operated by the Presbyterian Mission. The Wolf Point School is described as a day school at times.</p> <p>Documented in the 1902 IA Report, the Wolf Point School is funded by the church and is described as "Wolf Point Day School." The 1882 IA Report of the Commissioner describes "[a] little trading post on the banks of the Missouri grew into a small village as permanent houses and buildings were built for the agency." The Presbyterian Church established a mission school in 1895 for Indian children, building dormitories and a church.</p>	

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Woody Island Mission and Orphanage and Longwood School

Summary Elements

Element				
Name:	Woody Island Mission and Orphanage		Longwood School	
Possible Other Name(s):	Longwood School		Woody Island Mission and Orphanage	
Associated School(s):	Longwood School		Woody Island Mission and Orphanage	
School Address	Aleksashkina, Alaska		Kodiak, Alaska	
Start Date:	1893		1937	
End Date:	as late as 1939		1939	
Currently Operating				
Boarding School Definition Criteria	Housing	Yes	Housing	Yes
	Education	Yes	Education	Yes
	Federal Support	Yes	Federal Support	Yes
	Timeframe	Yes	Timeframe	Yes
School Type	Orphanage		Orphanage	
General Notes	<p>Ernest and Ida Roscoe built a Baptist mission and orphanage, Woody Island, in 1893. The Baptist mission received title to over 500 acres of land on Woody Island from the U.S. government. Over the next twenty years, the mission added a girls' quarters, boys' dormitory, office building, barn, carpenter shop, cannery, silo, and dining room. The mission provided homes for Aleut children who had lost their parents, but the Baptist missionaries sometimes brought children to the orphanage, even against their parents' will. The main building burned down in 1925, was rebuilt, and burned again in 1937. The mission was then relocated to Kodiak on the mainland where a greater variety of services were more readily available. It became Longwood School on Kodiak; also see Kodiak Aleutian Regional High School. On September 19th, 1900, Charles Bunnell took over as teacher at Woody Island's Longwood School. At the time, the school consisted of about ½ mission and ½ village children (Chaffin 1967, 1983).</p>		<p>The main building (Woody Island Mission and Orphanage) burned down in 1925, was rebuilt, and burned again in 1937. The mission was then relocated to this location, Kodiak, on the mainland where a greater variety of services were more readily available (Longwood School in Kodiak 1937-1939).</p>	

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Wrangell Institute

Summary Elements

Element		
Name:	Wrangell Institute	
Possible Other Name(s):	Shoemaker Bay Industrial School	
Associated School(s):		
School Address	Wrangell, Alaska	
Start Date:	1932	
End Date:	1975	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Boarding School	
General Notes	This school is documented in 1930s appropriations bills as "Shoemaker Bay Industrial School," but it may have been opened as "Wrangell" since there are no other document findings for "Shoemaker" and "Wrangell." The institute is described as "a large complex overlooking Shoemaker Bay several miles south of Wrangell." In 2008, most buildings of the Wrangell Institute had been leveled. Not to be confused with Fort Wrangel, this school is noted in various sources with the open and closed dates described above.	

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Yainax Indian Boarding School

Summary Elements

Element		
Name:	Yainax Indian Boarding School	
Possible Other Name(s):	Yainax Indian Boarding School for Girls, Yainax Industrial and Day School, Yainax Training School	
Associated School(s):		
School Address	Beatty, Oregon	
Start Date:	as early as 1882-11	
End Date:	as late as 1916	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School, Training School, Day School	
General Notes	Appears the boarding school may have transitioned to a day school around 1908-1916. Location is approximate: "Yainax sub-agency, near present-day Beatty, Oregon."	

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Yankton Industrial Boarding School

Summary Elements

Element		
Name:	Yankton Industrial Boarding School	
Possible Other Name(s):	Yankton Agency Boarding School	
Associated School(s):		
School Address	Charles Mix County, South Dakota	
Start Date:	1882-02	
End Date:	1920	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Government, Boarding School	
General Notes	<p>The Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1882 ranging through the 1920 IA Report note Yankton as a Boarding School under the Yankton Agency.</p> <p>The 1910 and 1912 Routes to Indian Agencies and Schools with Their Post Office and Telegraphic Addresses and Nearest Railroad Stations Reports show the closest post office in Greenwood, SD.</p>	

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Zoar Mission Boarding School

Summary Elements

Element		
Name:	Zoar Mission Boarding School	
Possible Other Name(s):	Menominee (Zoar Mission) School	
Associated School(s):		
School Address	Green Bay Reservation, Wisconsin	
Start Date:	1904	
End Date:	1908	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Contract, Mission, Boarding School	
General Notes	This school was listed as a Mission Contract School in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1905. In the 1906 IA Report, it states that the school finally secured J.D. Larsen and his wife to make the school a success. In the 1907 IA Report, this school is listed as "Monomonie (Zoar Mission)" and was supported by Lutheran Church.	

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Zuni Boarding School

Summary Elements

Element		
Name:	Zuni Boarding School	
Possible Other Name(s):	Zuni Training School, Zuni Indian School, Zuni Sanatorium, Blackrock Sanatorium School	
Associated School(s):		
School Address	Blackrock, New Mexico	
Start Date:	1898	
End Date:	as late at 1940	
Currently Operating		
Boarding School Definition Criteria	Housing	Yes
	Education	Yes
	Federal Support	Yes
	Timeframe	Yes
School Type	Reservation, Boarding School, Sanatorium	
General Notes	Zuni Boarding School is listed in the Annual Report of the Commissioner of Indian Affairs (IA Report) for the Year 1900 as "Zuni Boarding" and supported under the federal government. The school is also first reported as Zuni Boarding school in the 1899 Statistics Relating to Indian Schools report. Per the 1899 report, the school had been operating for 9 months. The 1906 IA Report indicates construction of the new boarding school at Blackrock to be opened the 1st of September. The 1914 –1927 IA Reports list the school as reservation boarding, and in the 1927 IA Report it is stated that the boarding school at Zuni, N.M. was converted into a sanatorium school for children of that jurisdiction having incipient tuberculosis. From 1927 - 1932, the school is then listed in the IA Reports as Zuni Sanatorium.	

Federal Indian Boarding School Maps

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The research conducted for the initial work of the Department of the Interior Federal Indian Boarding School Initiative has resulted in the identification of hundreds of boarding schools that have been considered against four criteria.

All four criteria must be met for an institution to be considered a Federal Indian Boarding School (FIBS).

The four criteria are described below:

Housing – Institution ever described as providing housing or overnight lodging to attendees on site.

Education - Institution ever described as providing formal academic or vocational training or instruction.

Federal Support - Institution ever described as having federal government funds or other support provided to the institution.

Timeframe - Institution operational at any time prior to 1969.

The maps to follow contain the locations identified for schools that met all four criteria and are considered to be a FIBS.

Note that the number of FIBS site locations (431) will be greater than the unique number of FIBS (408) as some schools changed locations over time.

These maps represent FIBS sites identified as of April 1, 2022.



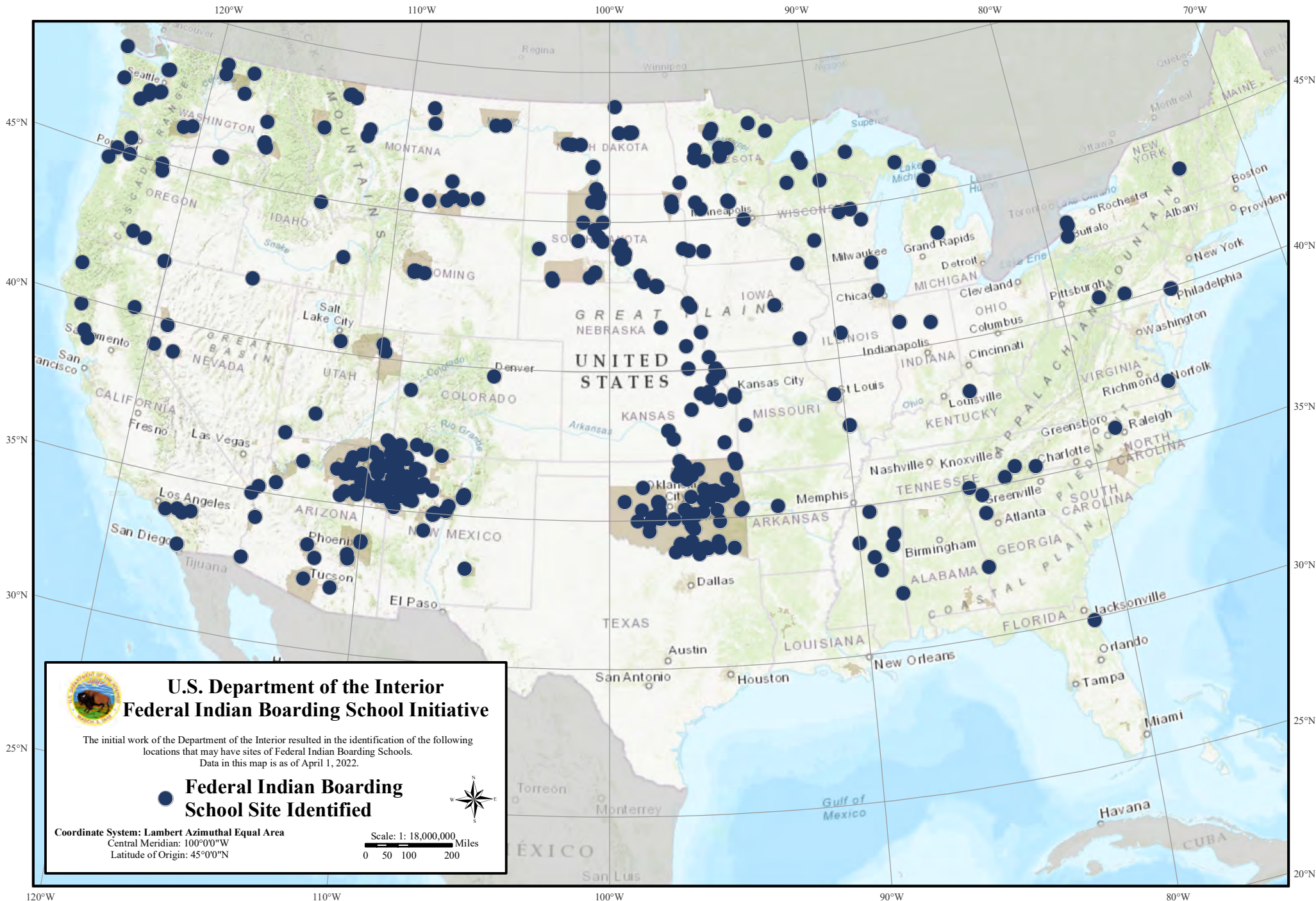
U.S. Department of the Interior
Federal Indian Boarding School Initiative

Federal Indian Boarding School Sites

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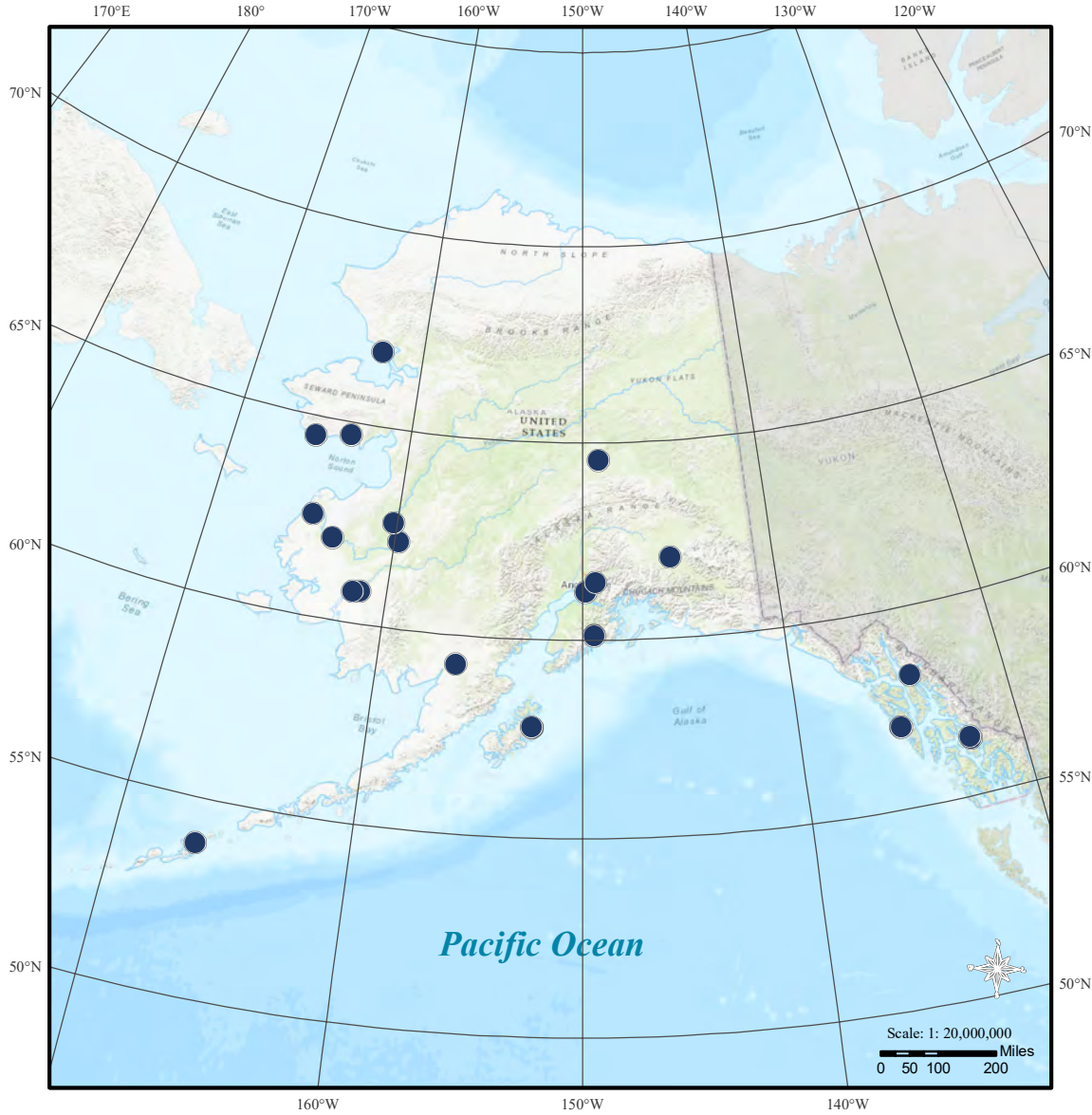


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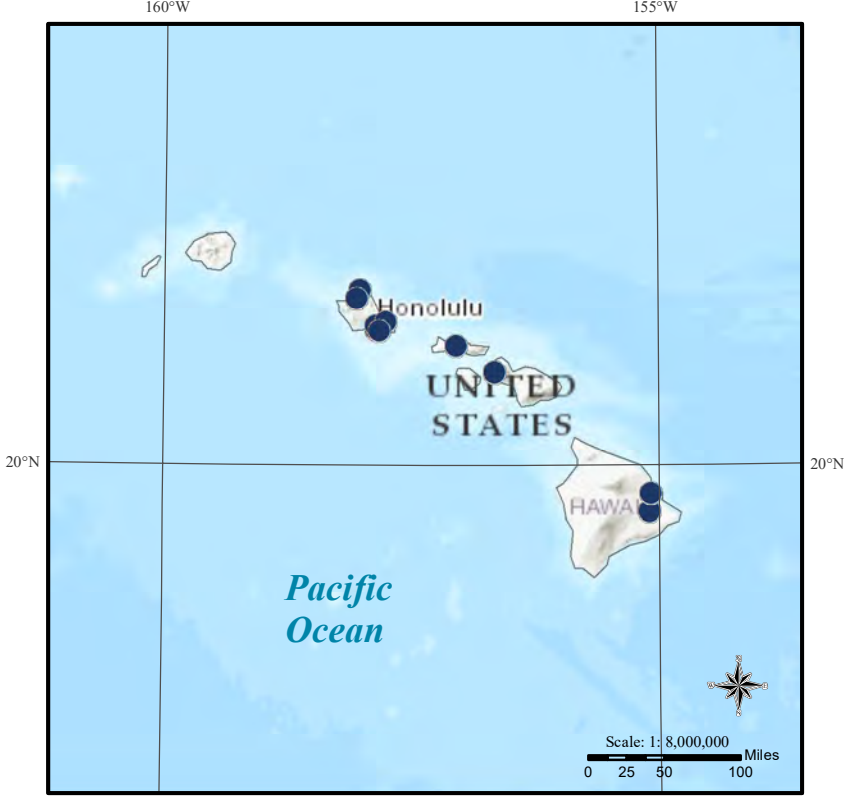
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Alaska

Coordinate System Alaska: Lambert Azimuthal Equal Area
 Central Meridian: 150°0'0"W
 Latitude of Origin: 45°0'0"N



Hawaii

Coordinate System Hawaii: Albers
 Central Meridian 157°0'0" W
 Latitude of Origin: 13°0'0" N



U.S. Department of the Interior
Federal Indian Boarding School Initiative

The initial work of the Department of the Interior resulted in the identification of the following locations that may have sites of Federal Indian Boarding Schools. Data in this map is as of April 1, 2022.

Federal Indian Boarding School Site Identified

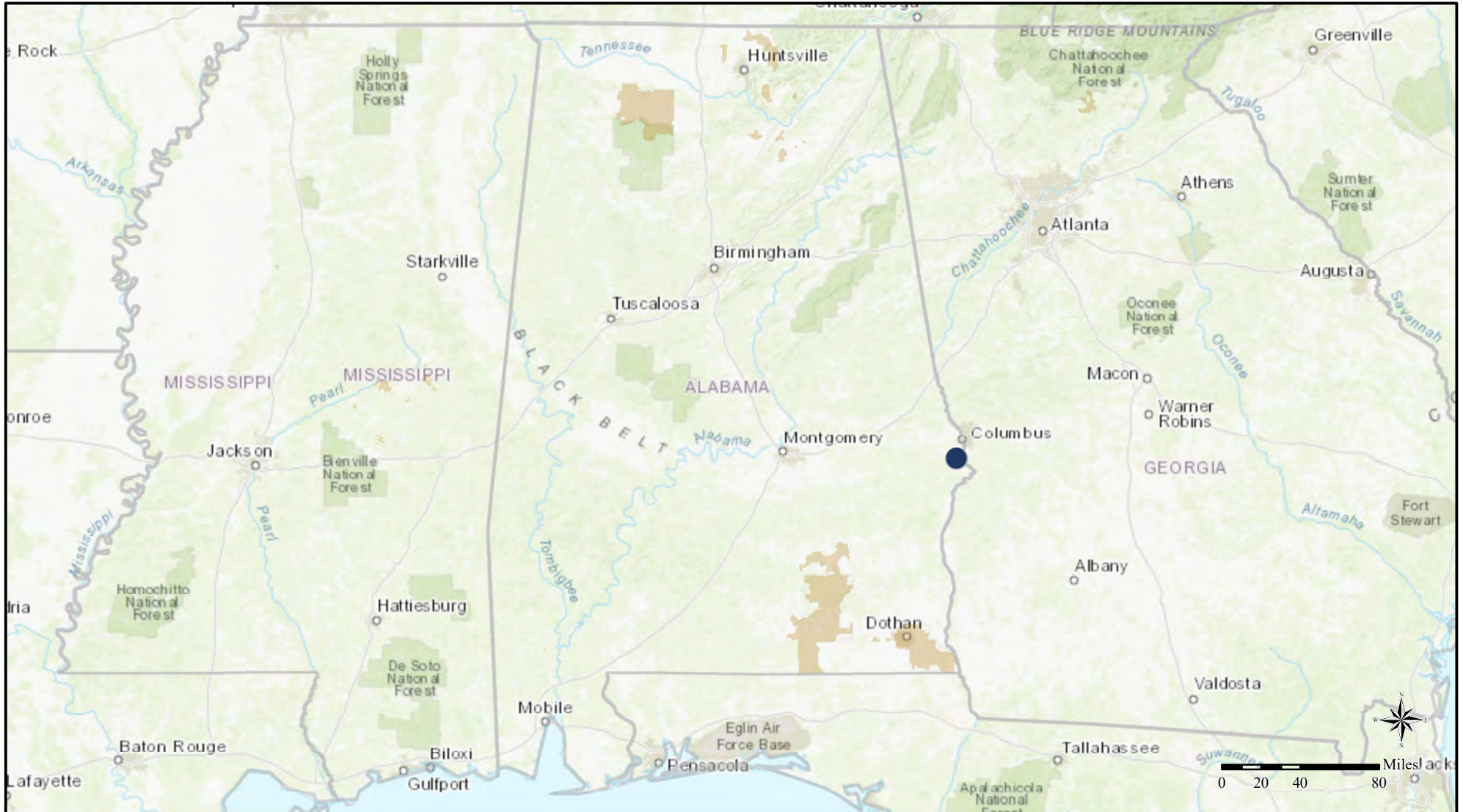
Service Layer Credits: The National Geospatial Data Asset by the U.S. Census Bureau is displayed with American Indian Reservations, Federally Recognized Tribal Entities, and Alaska Native Villages, and other data by Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, USGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), (c) OpenStreetMap contributors, and the GIS User Community.

Federal Indian Boarding School Sites Identified In Alabama

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● Number of Federal Indian Boarding School Sites - 1

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



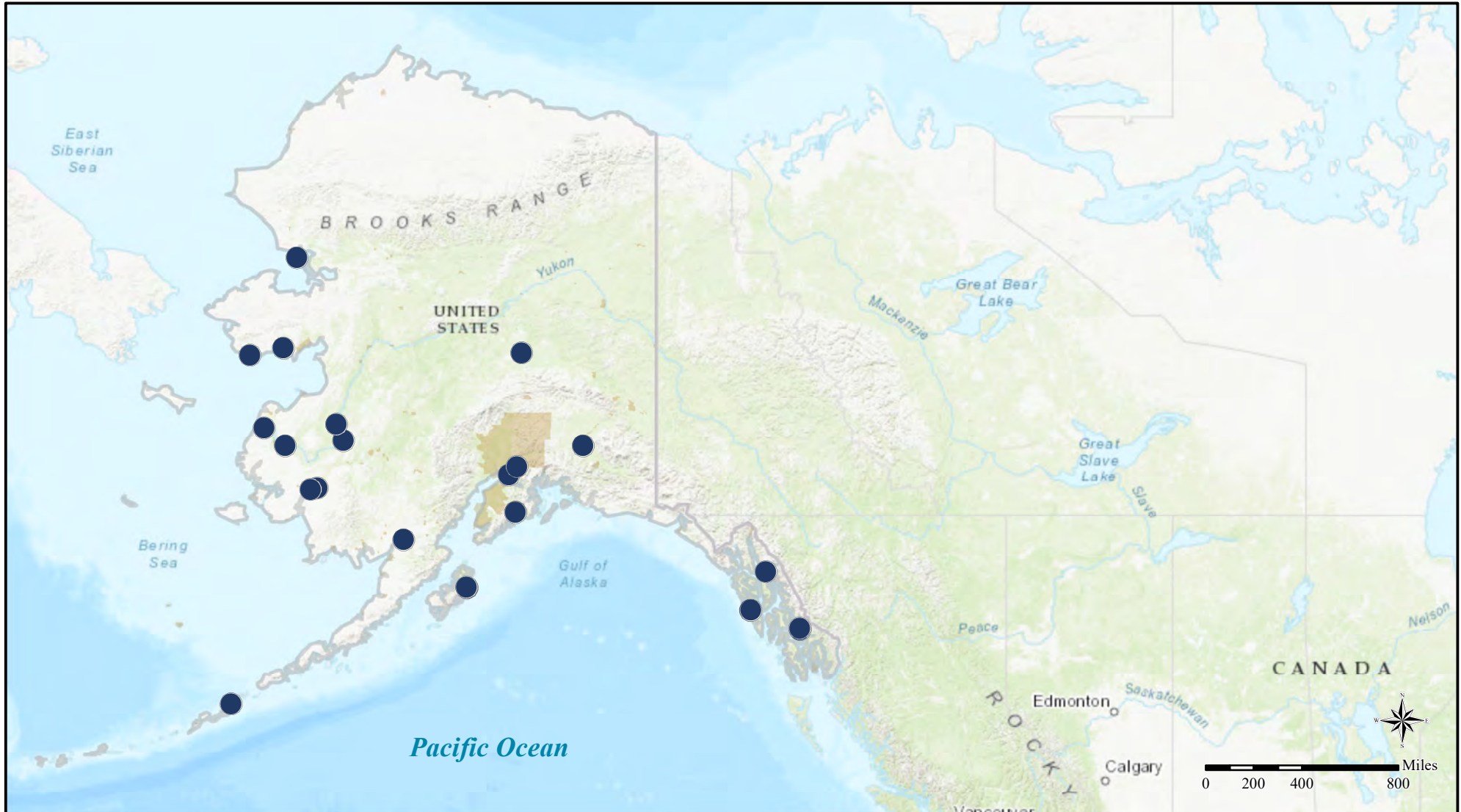
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Federal Indian Boarding School Sites Identified In Alaska

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Number of Federal Indian Boarding School Sites - 25

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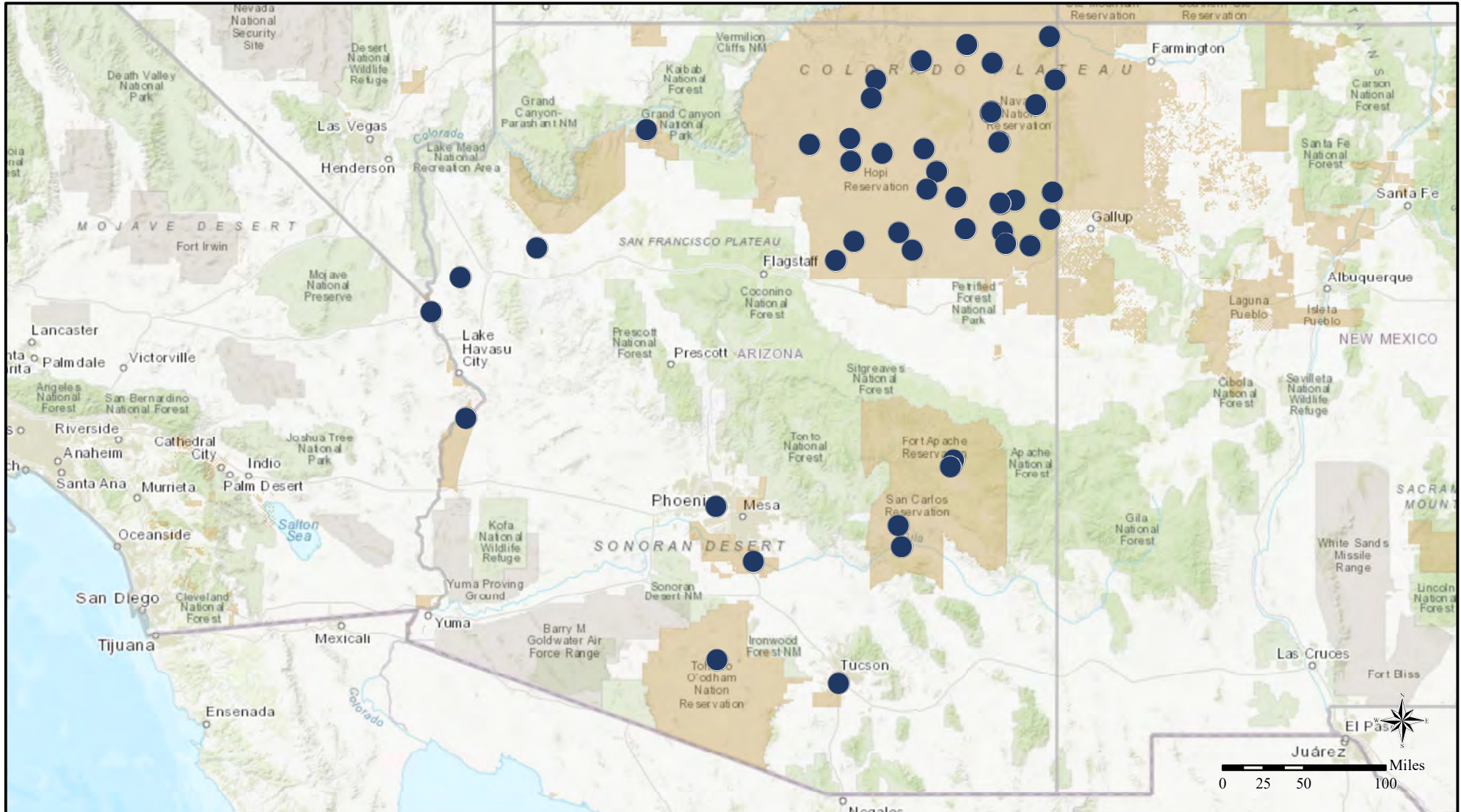
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Federal Indian Boarding School Initiative**

Federal Indian Boarding School Sites Identified In Arizona

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● Number of Federal Indian Boarding School Sites - 48

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U.S. Department of the Interior Federal Indian Boarding School Initiative

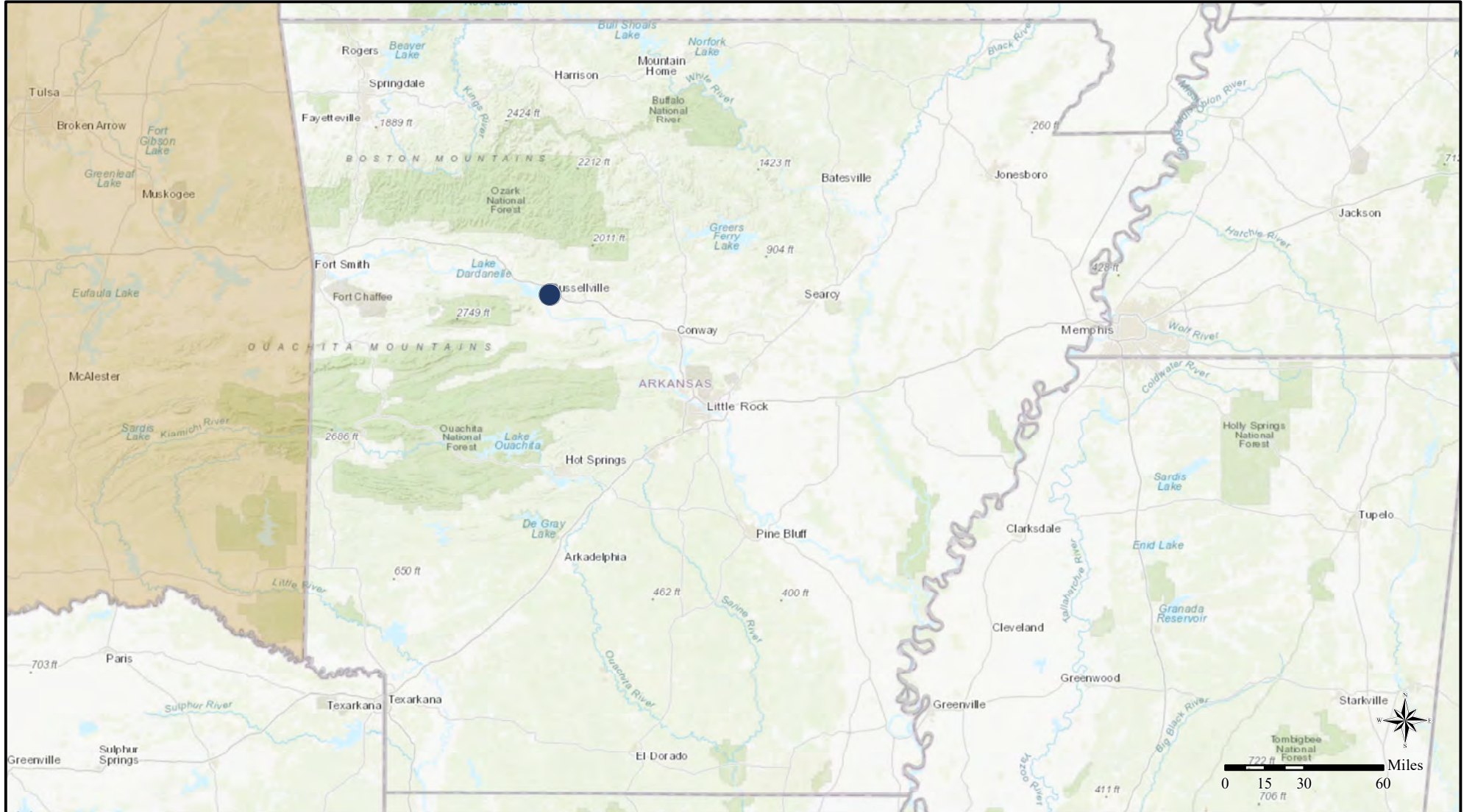
Service Layer Credits: The National Geospatial Data Asset by the U.S. Census Bureau is displayed with American Indian Reservations, Federally Recognized Tribal Entities, and Alaska Native Villages, and other data by Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, USGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), (c) OpenStreetMap contributors, and the GIS User Community.

Federal Indian Boarding School Sites Identified In Arkansas

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● **Number of Federal Indian Boarding School Sites - 1**

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



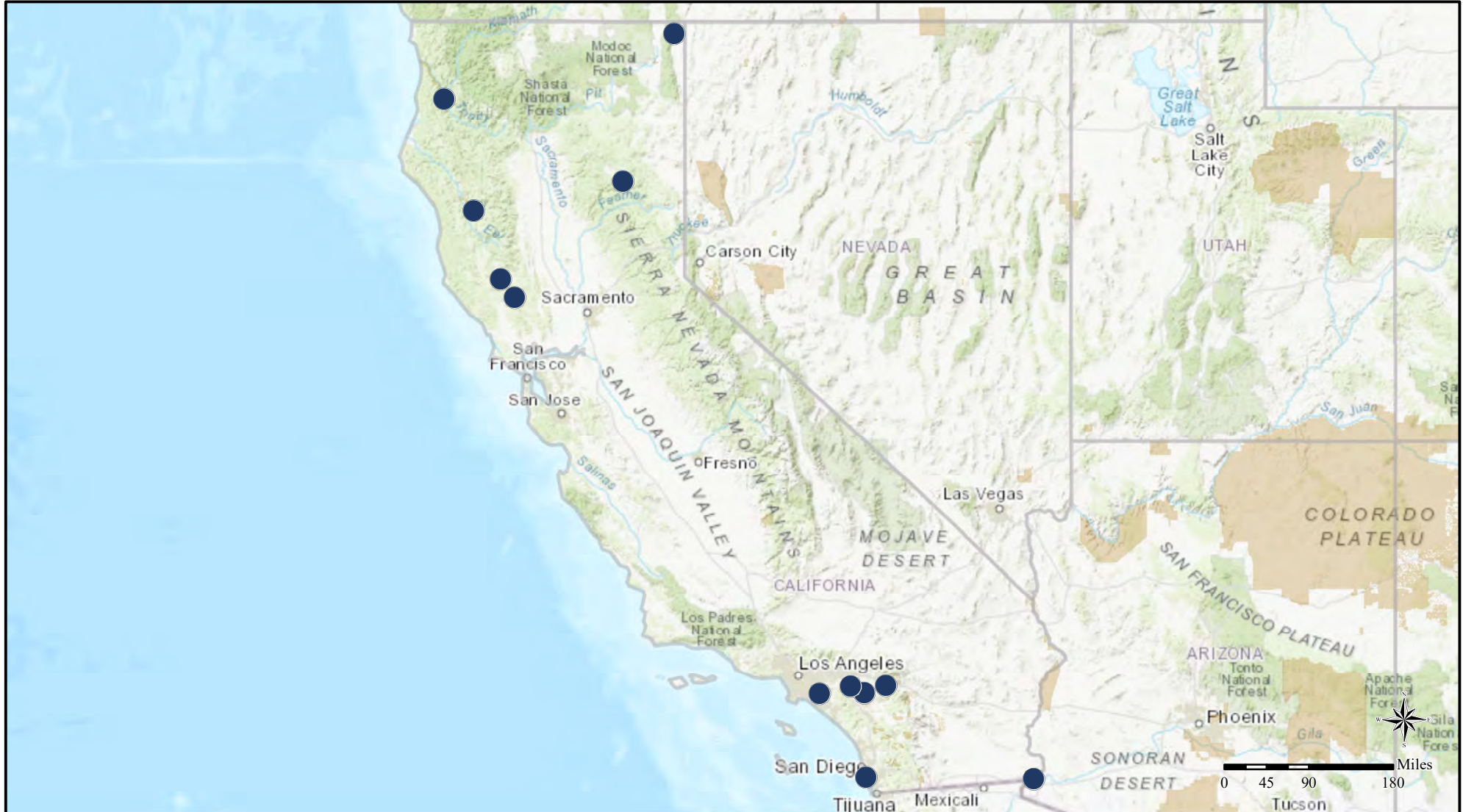
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Federal Indian Boarding School Sites Identified In California

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● Number of Federal Indian Boarding School Sites - 12

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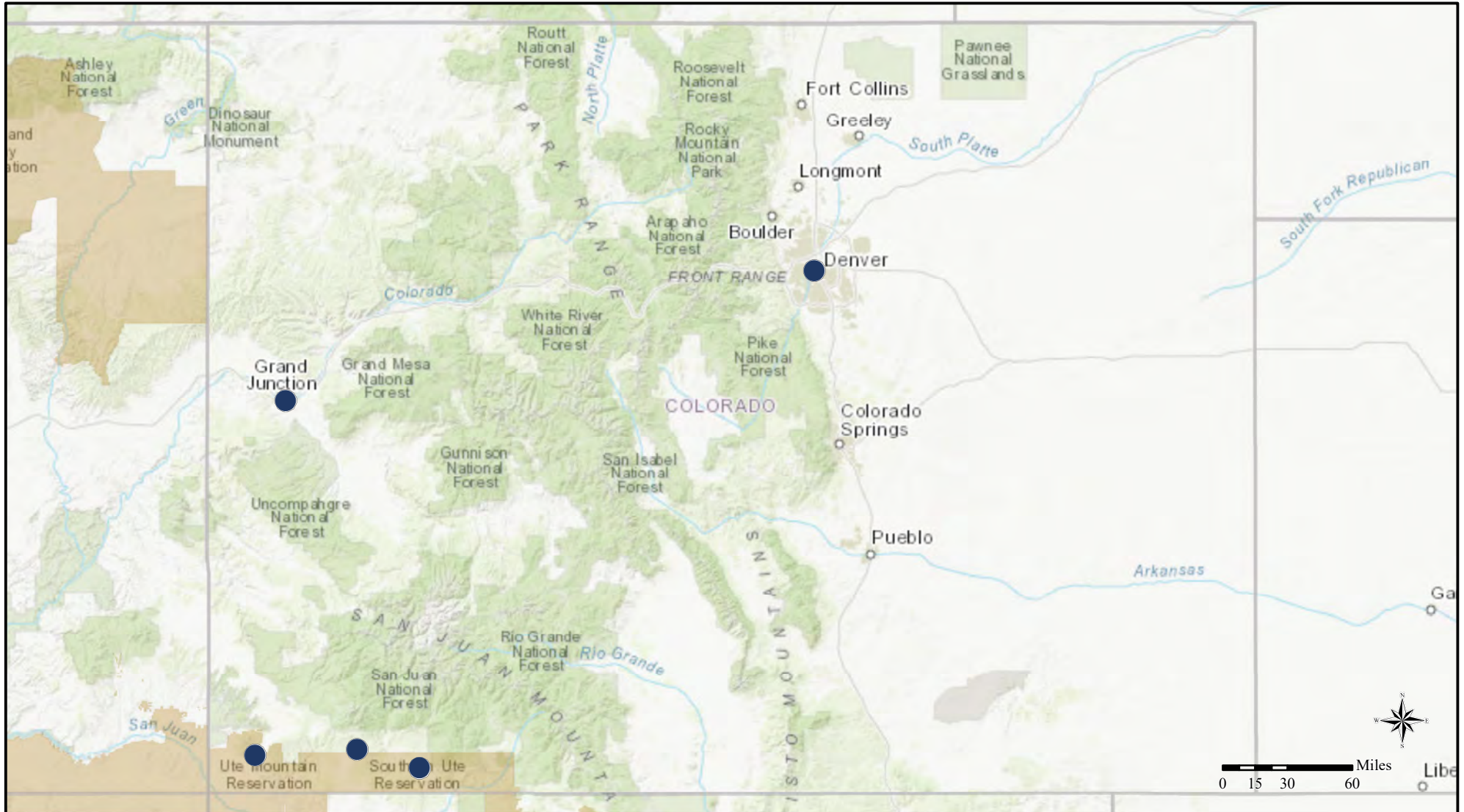
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Federal Indian Boarding School Sites Identified In Colorado

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● Number of Federal Indian Boarding School Sites - 5

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



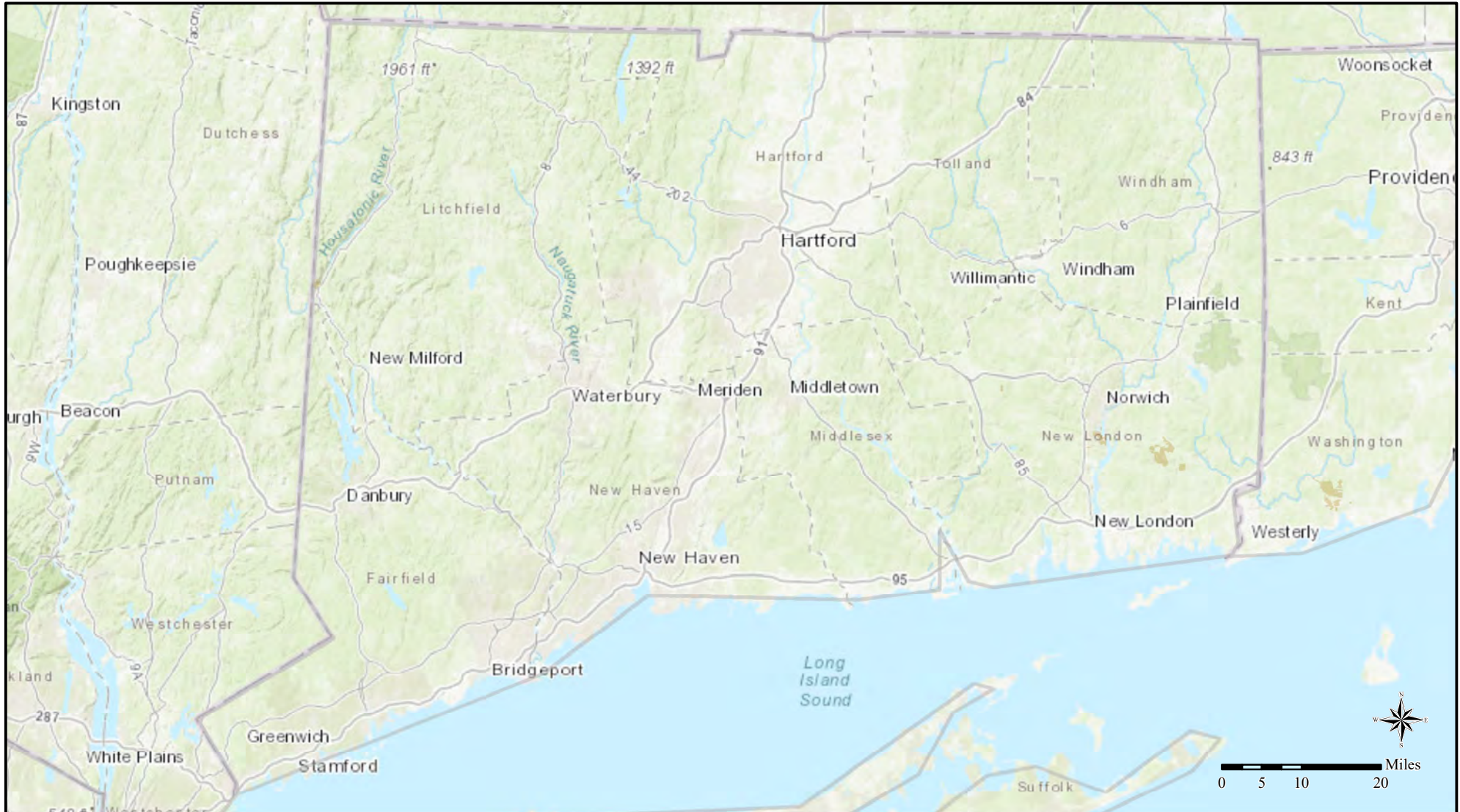
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Federal Indian Boarding School Sites Identified In Connecticut

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● Number of Federal Indian Boarding School Sites - 0

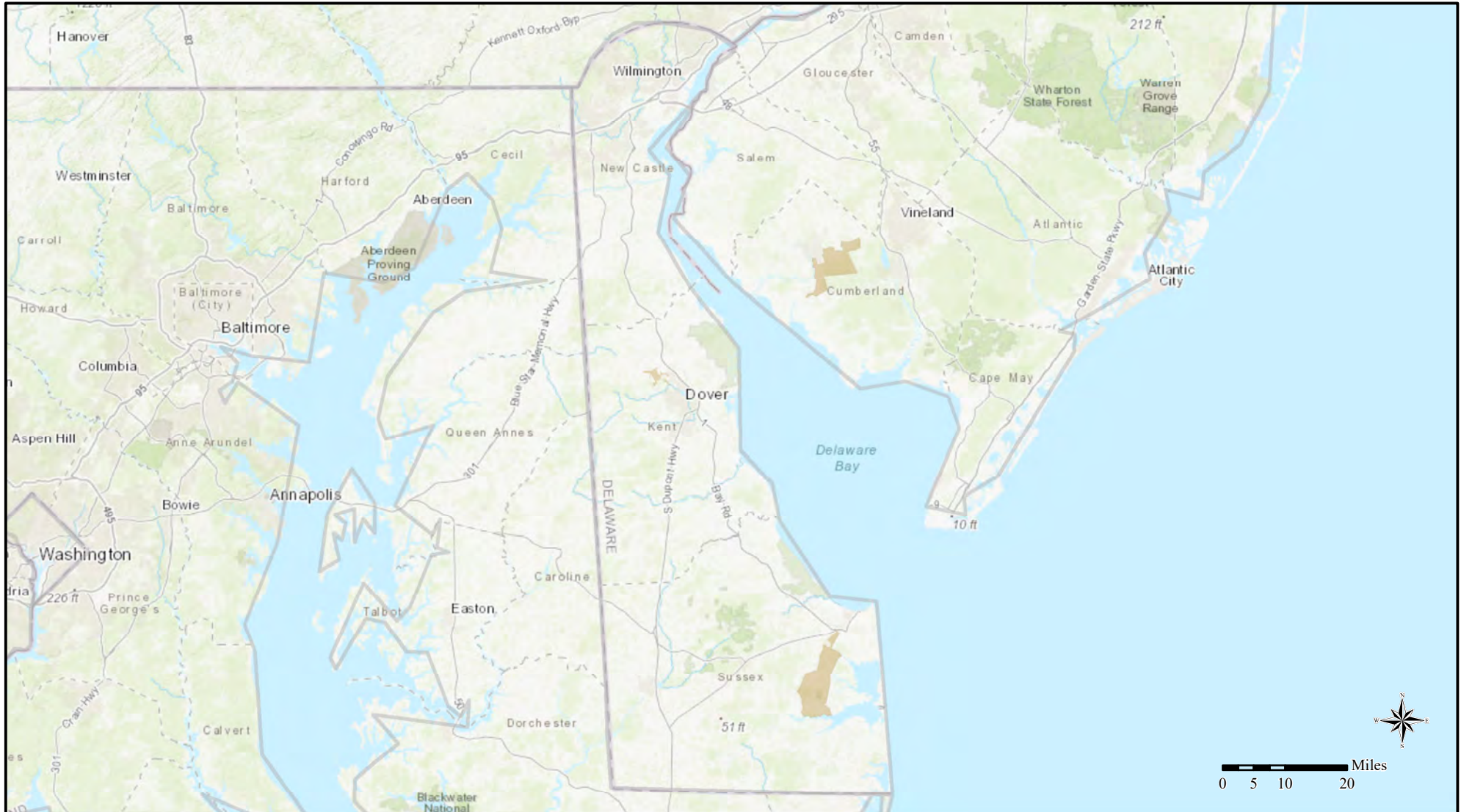
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In Delaware

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U.S. Department of the Interior Federal Indian Boarding School Initiative



Number of Federal Indian Boarding School Sites - 0

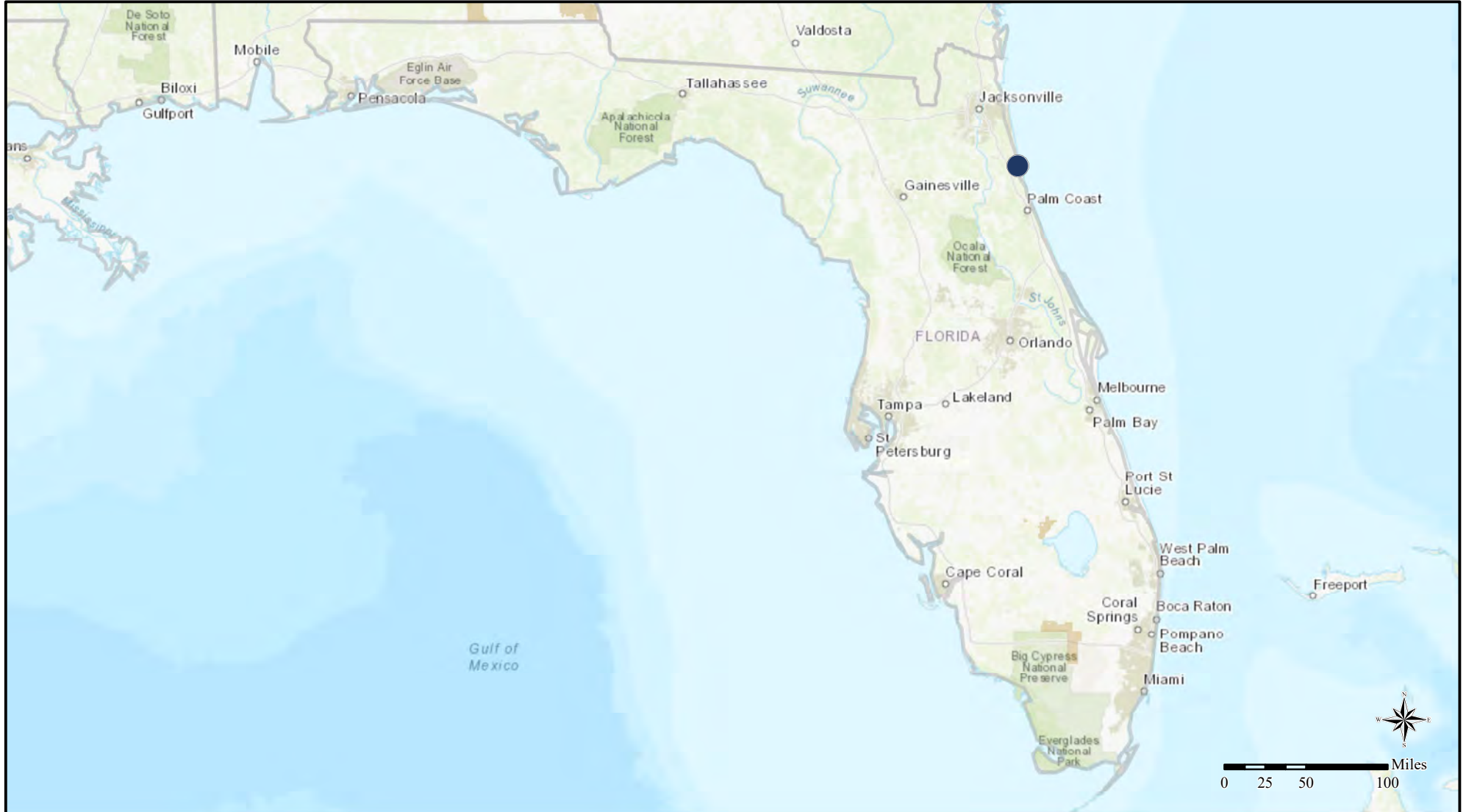
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In Florida

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● Number of Federal Indian Boarding School Sites - 1

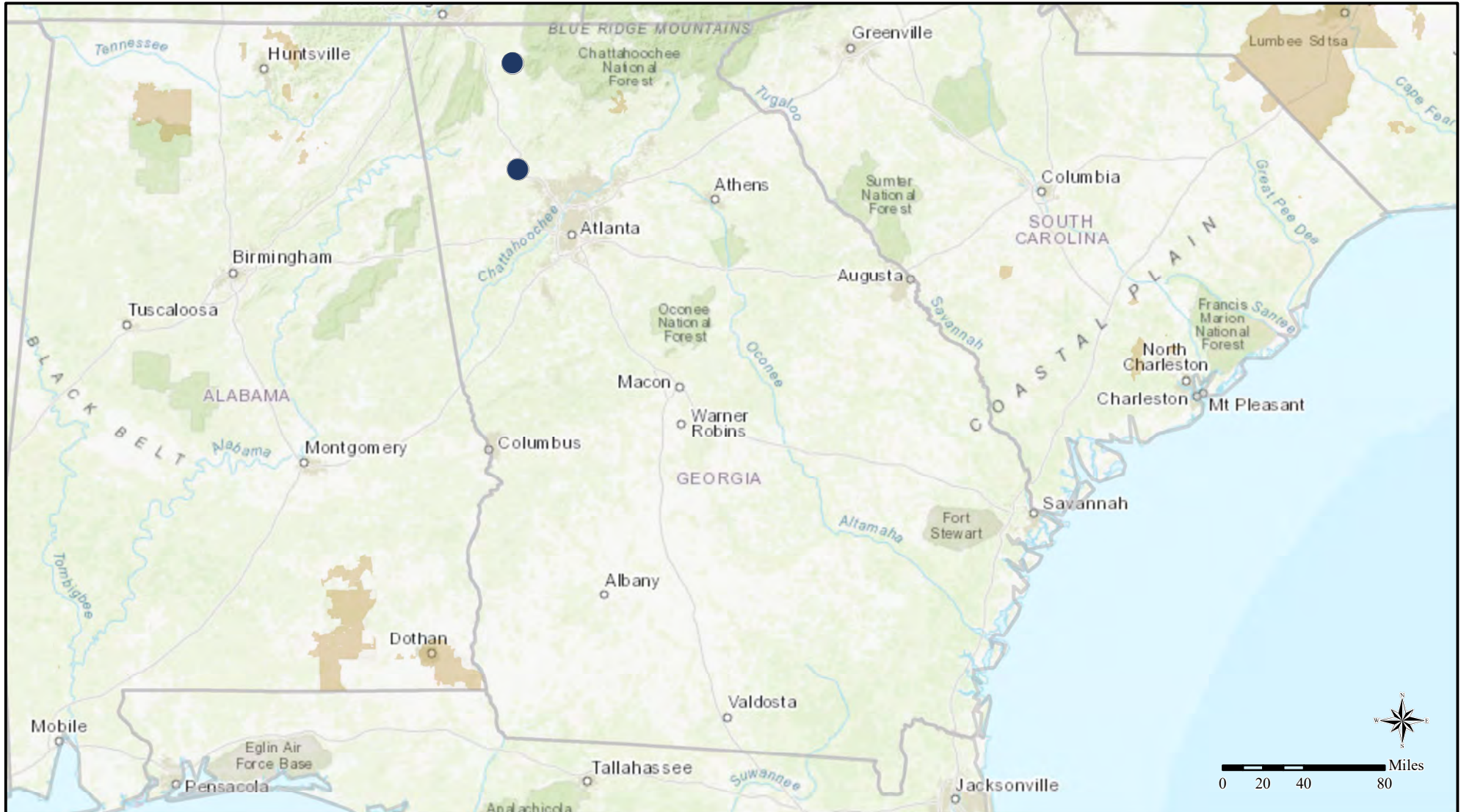
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In Georgia

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Number of Federal Indian Boarding School Sites - 2

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



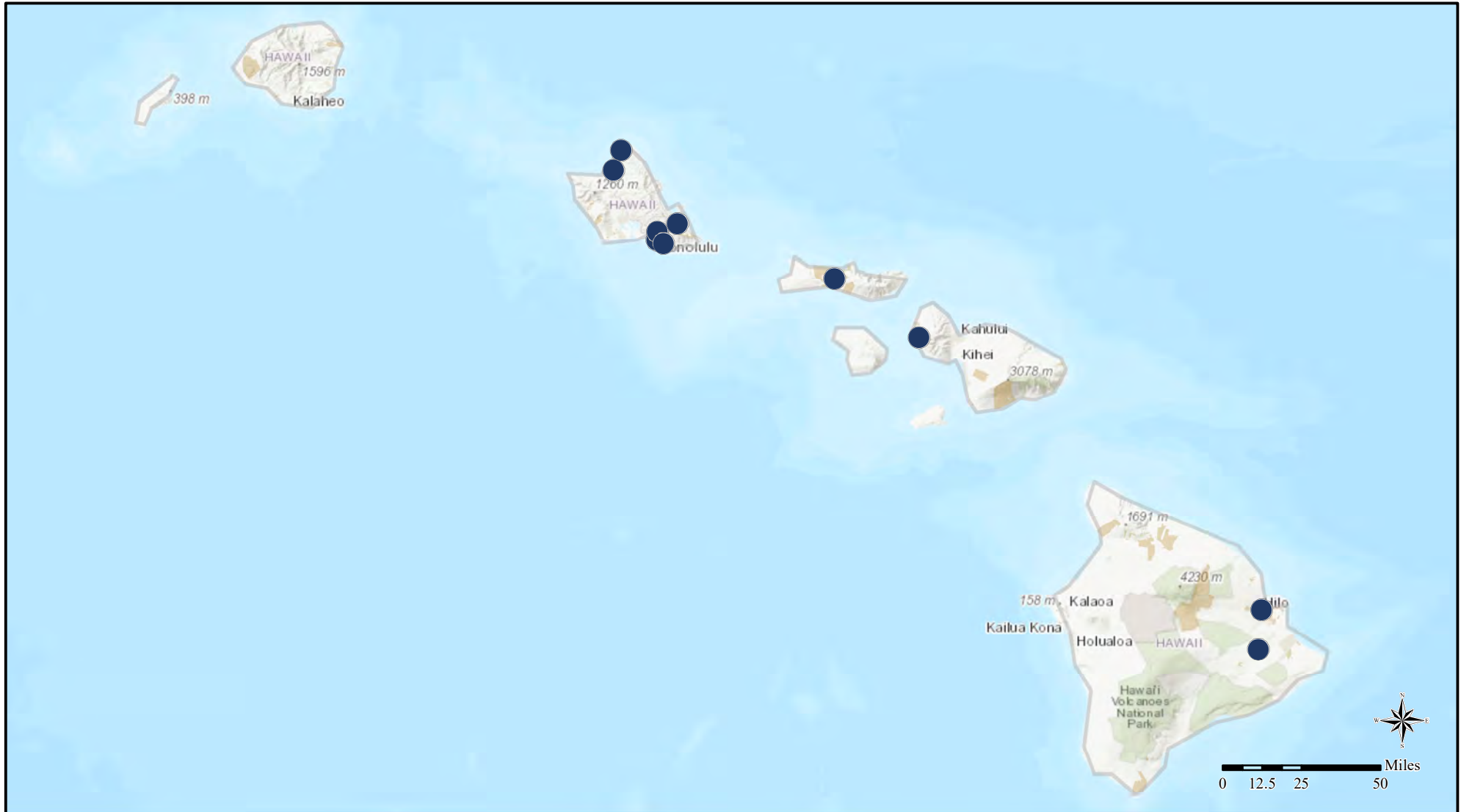
U.S. Department of the Interior Federal Indian Boarding School Initiative

Federal Indian Boarding School Sites Identified In Hawaii

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● **Number of Federal Indian Boarding School Sites - 11**

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



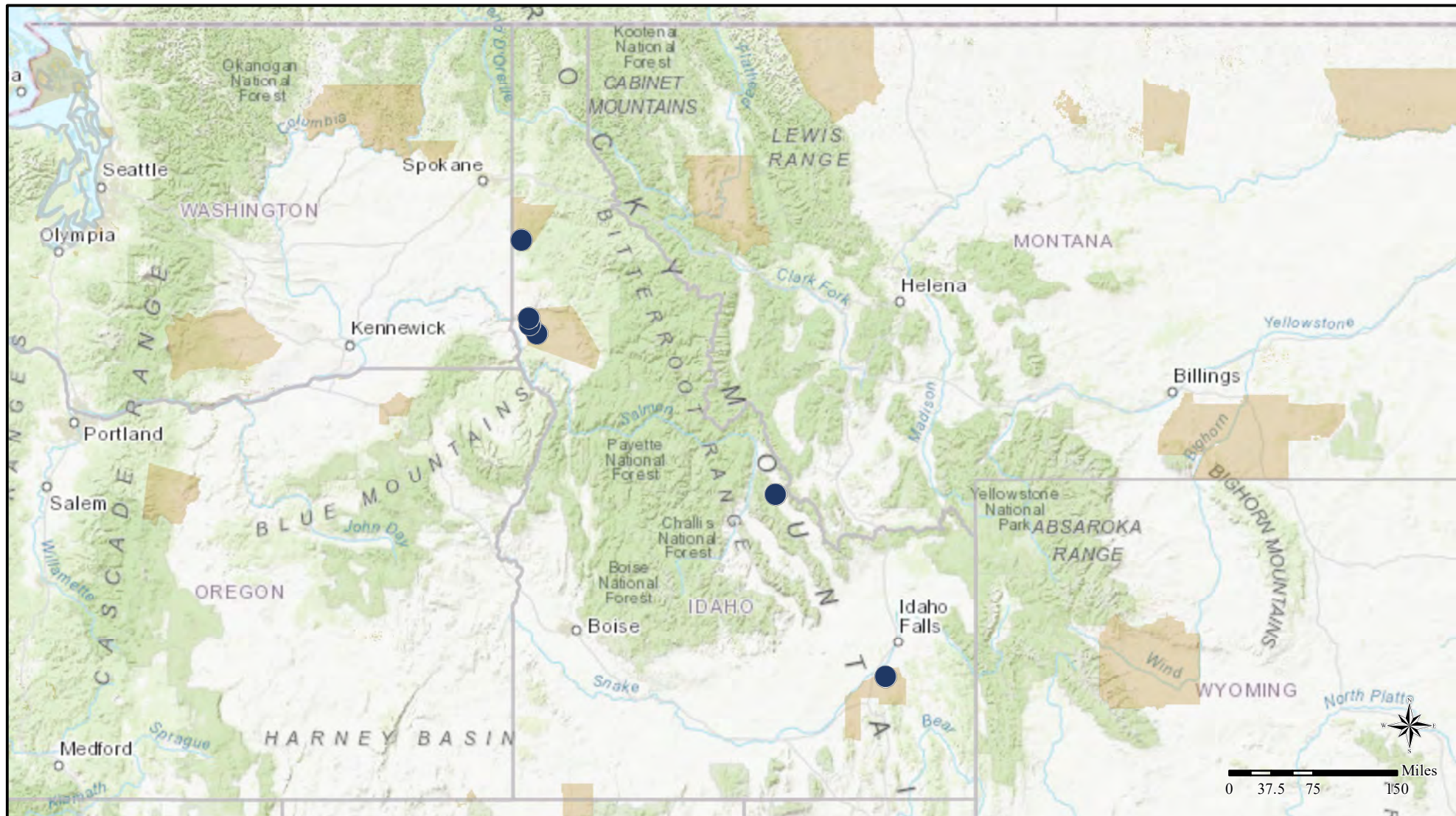
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Federal Indian Boarding School Sites Identified In Idaho

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● Number of Federal Indian Boarding School Sites - 6

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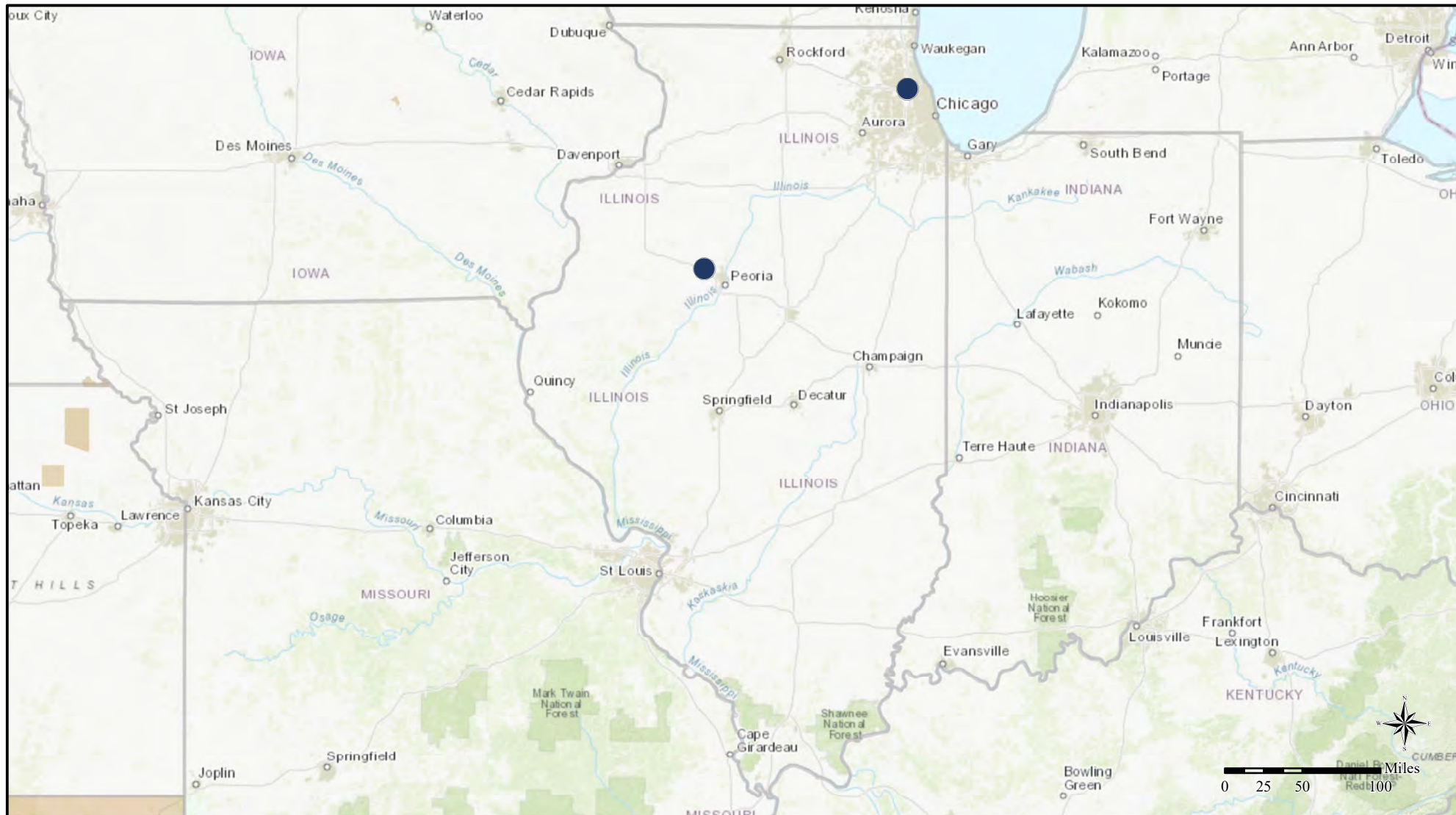
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Federal Indian Boarding School Sites Identified In Illinois

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● Number of Federal Indian Boarding School Sites - 2

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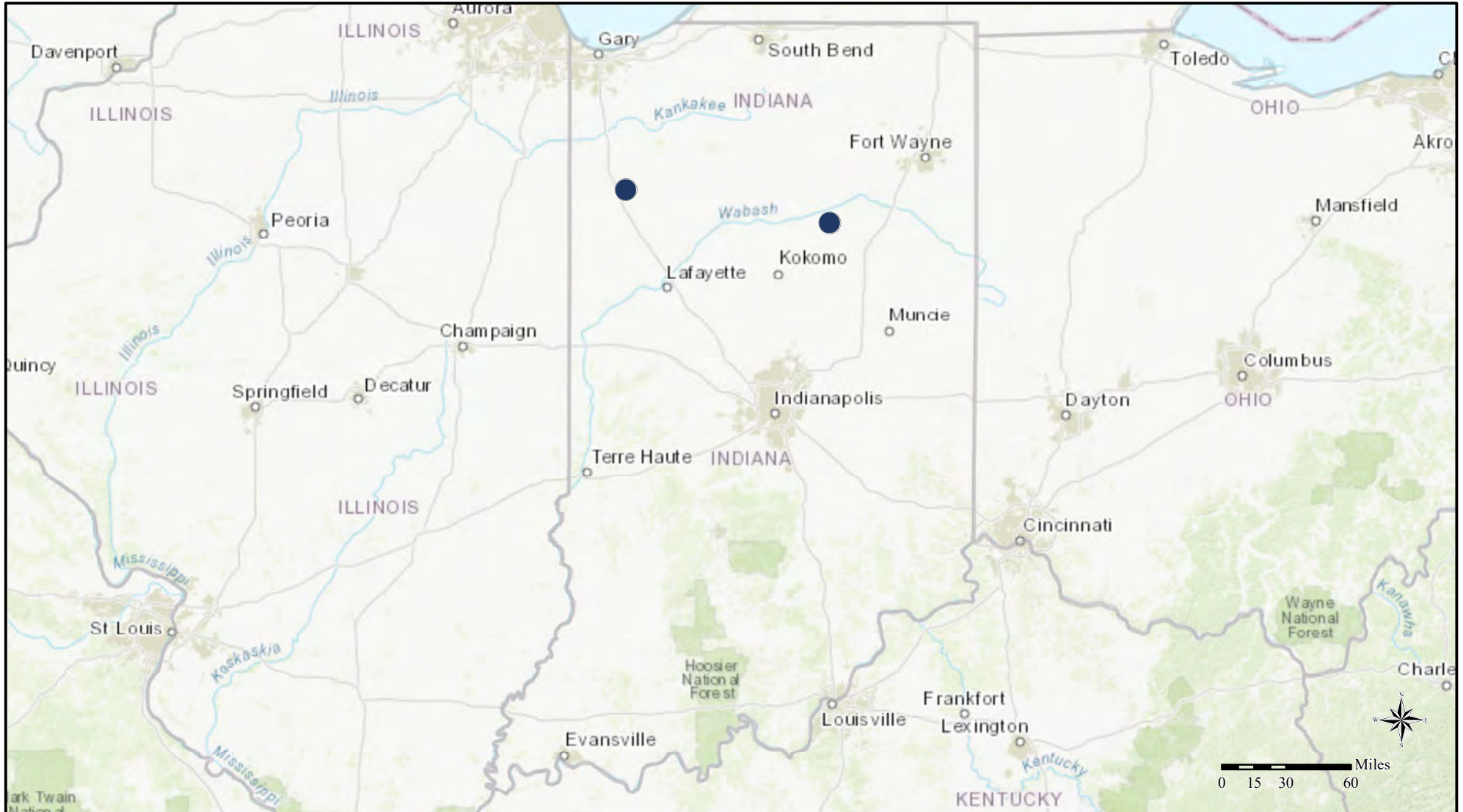
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Federal Indian Boarding School Sites Identified In Indiana

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● **Number of Federal Indian Boarding School Sites - 2**

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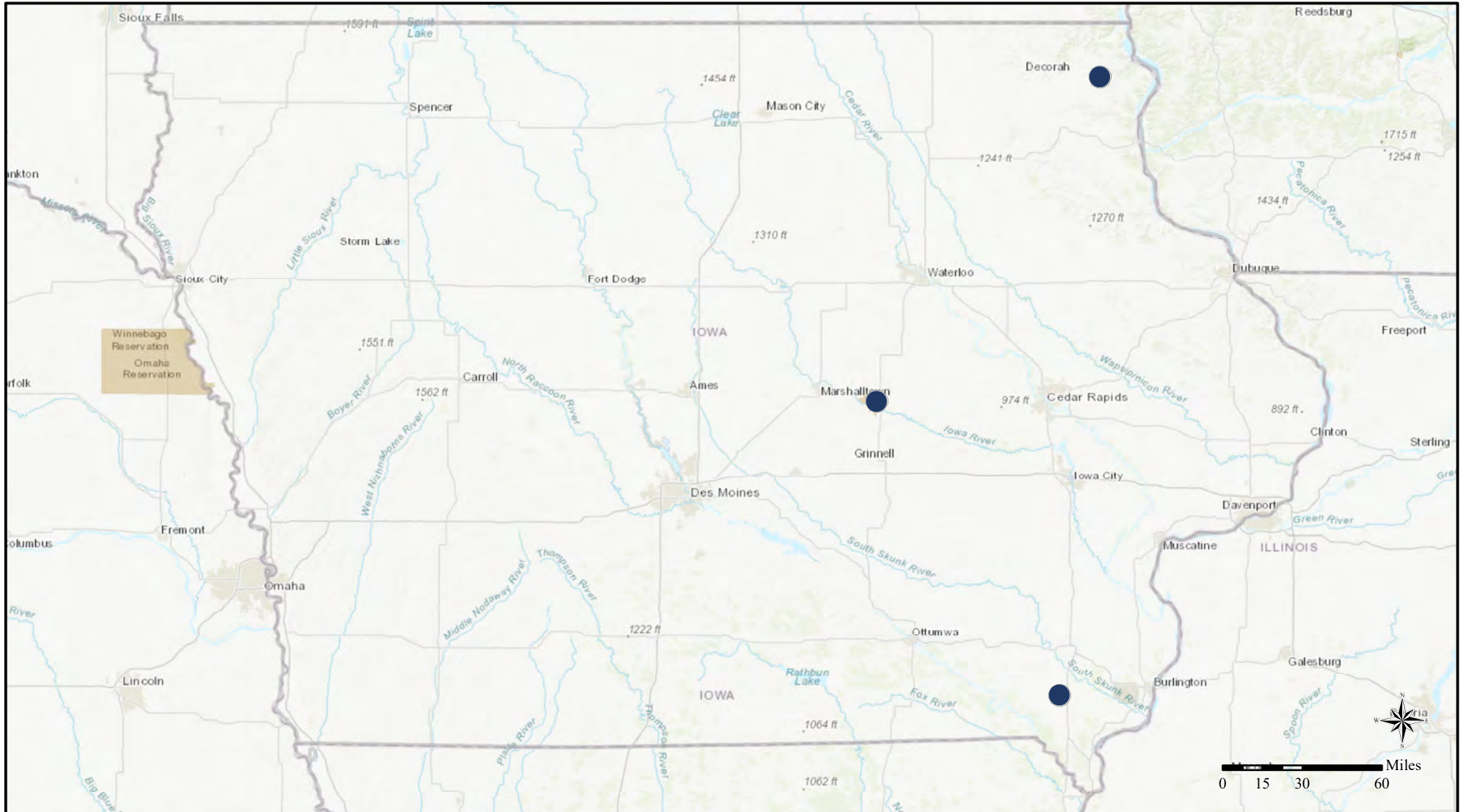
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Federal Indian Boarding School Initiative**

Federal Indian Boarding School Sites Identified In Iowa

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● Number of Federal Indian Boarding School Sites - 3

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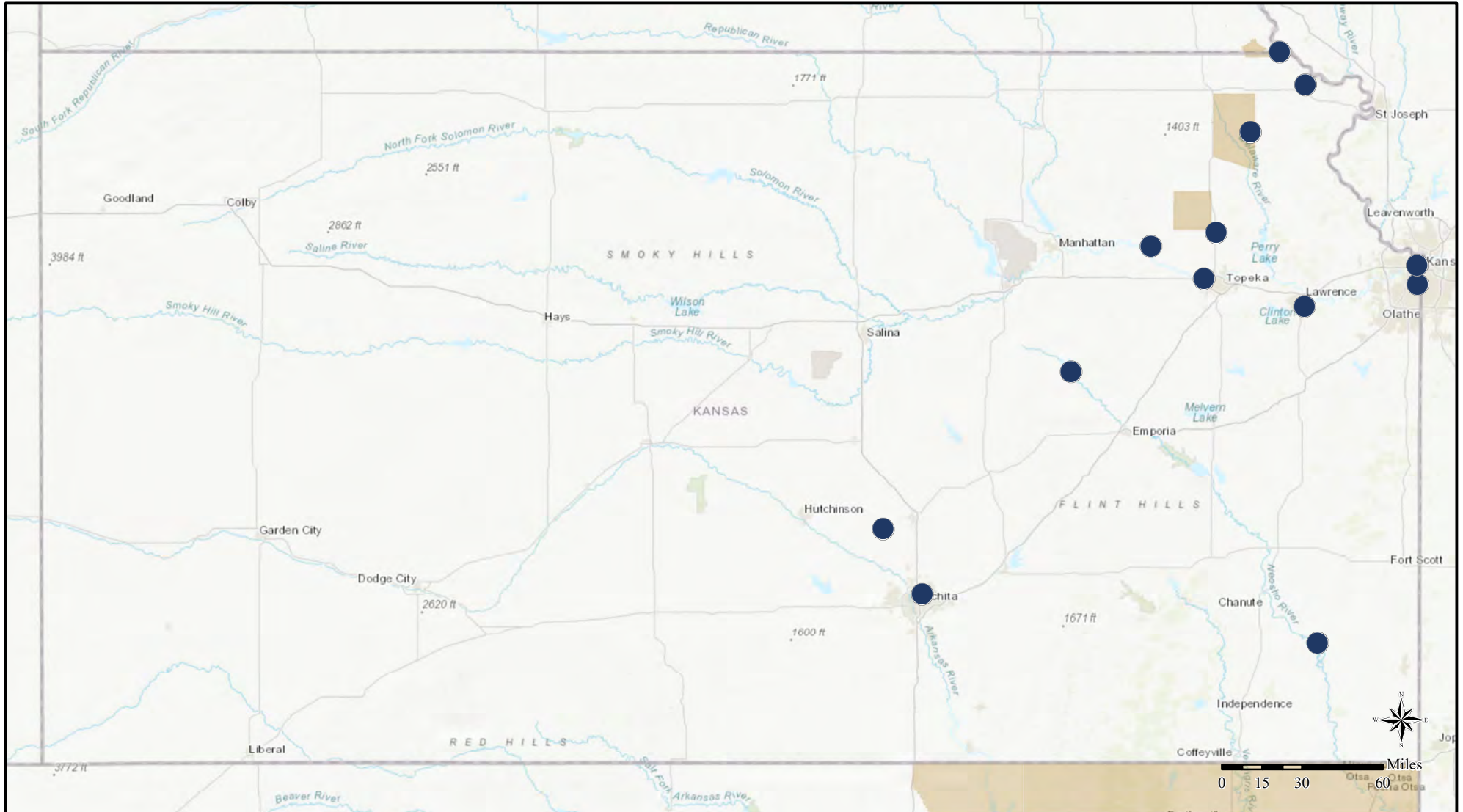
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Federal Indian Boarding School Sites Identified In Kansas

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● Number of Federal Indian Boarding School Sites - 14

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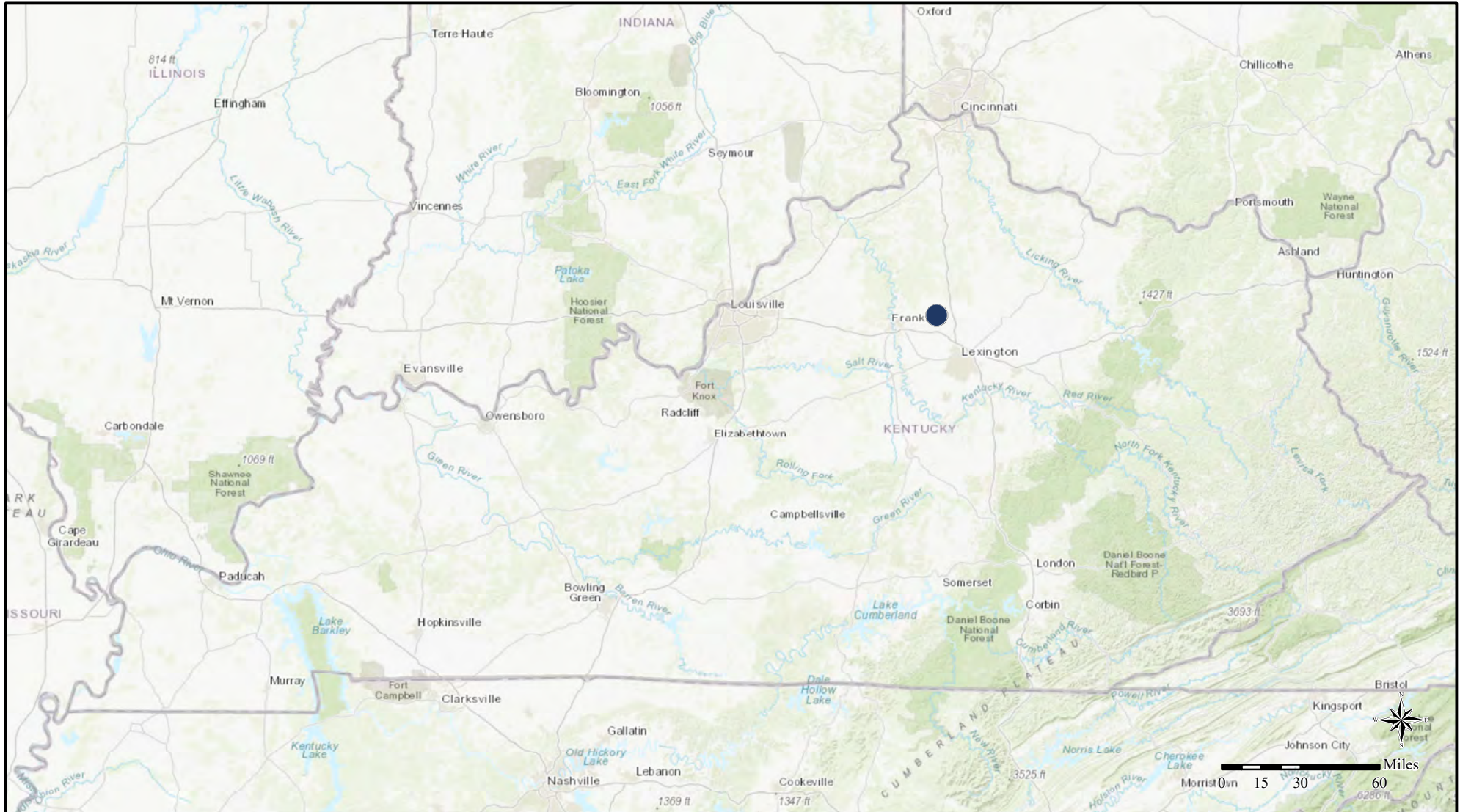
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Federal Indian Boarding School Sites Identified In Kentucky

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● Number of Federal Indian Boarding School Sites - 1

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Federal Indian Boarding School Sites Identified In Louisiana

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● **Number of Federal Indian Boarding School Sites - 0**

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Federal Indian Boarding School Sites Identified In Maine

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U.S. Department of the Interior Federal Indian Boarding School Initiative

● Number of Federal Indian Boarding School Sites - 0

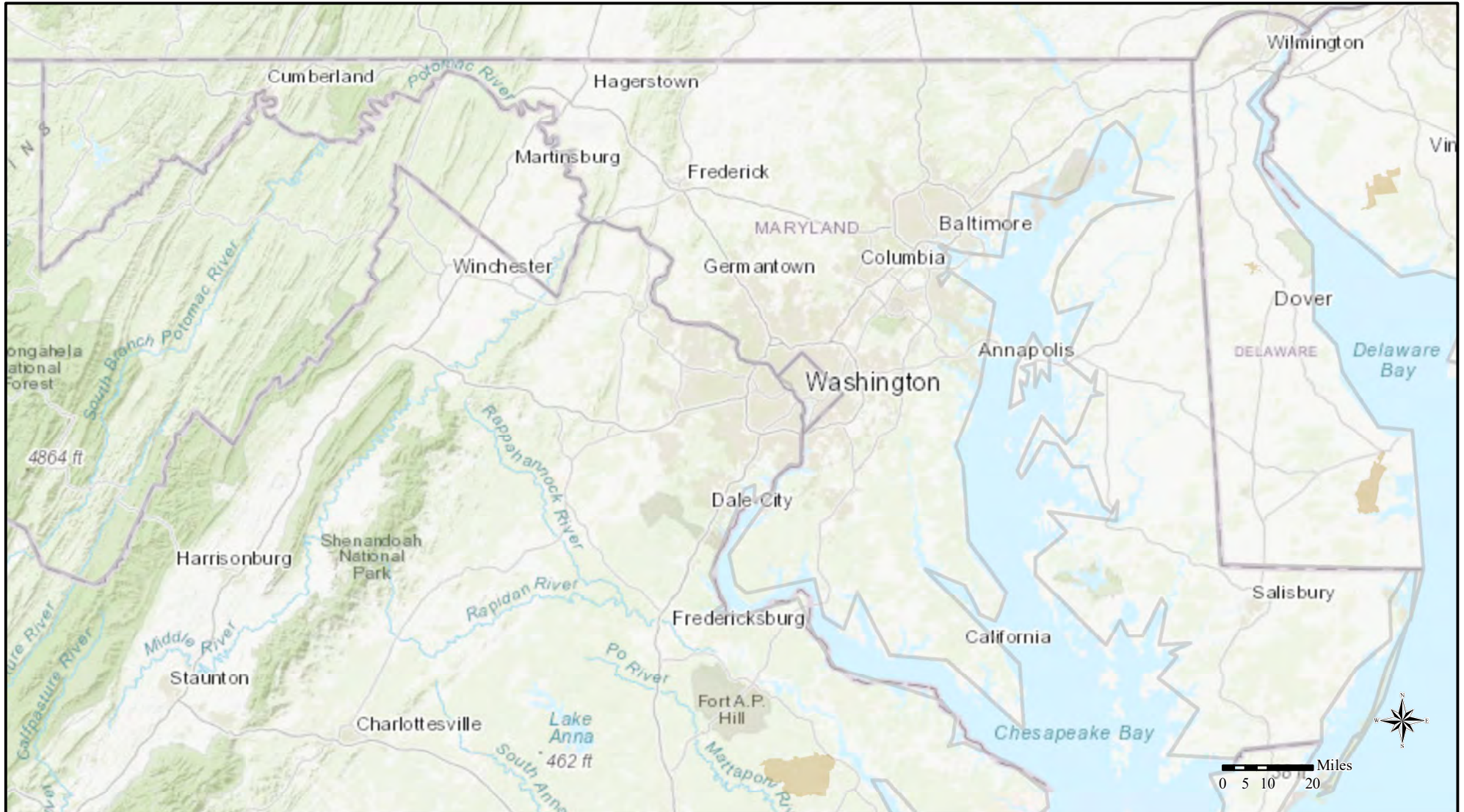
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In Maryland

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U.S. Department of the Interior Federal Indian Boarding School Initiative

● Number of Federal Indian Boarding School Sites - 0

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Federal Indian Boarding School Sites Identified In Massachusetts

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U.S. Department of the Interior Federal Indian Boarding School Initiative

● Number of Federal Indian Boarding School Sites - 0

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Federal Indian Boarding School Sites Identified In Michigan

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● Number of Federal Indian Boarding School Sites - 5

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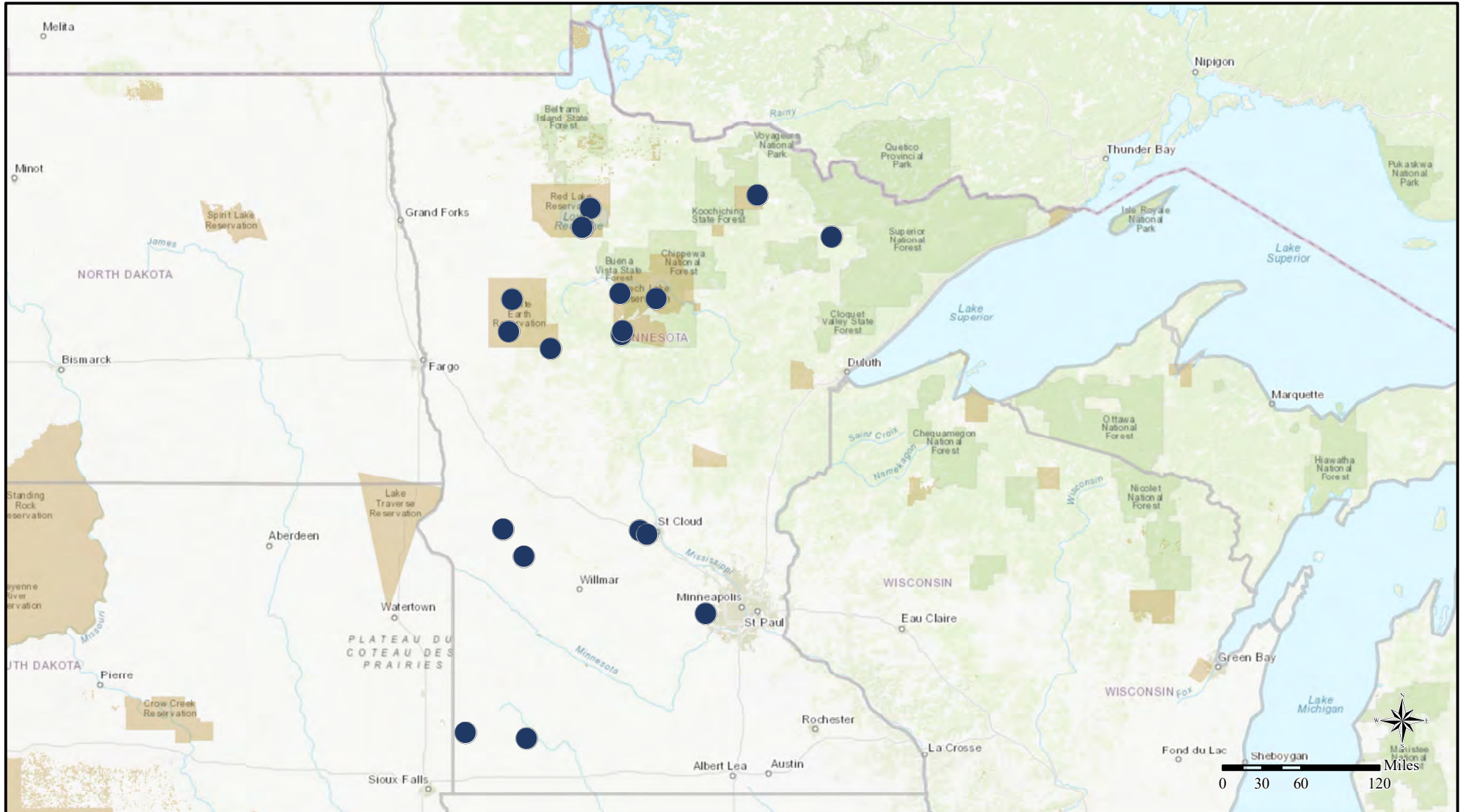
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Federal Indian Boarding School Sites Identified In Minnesota

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● Number of Federal Indian Boarding School Sites - 21

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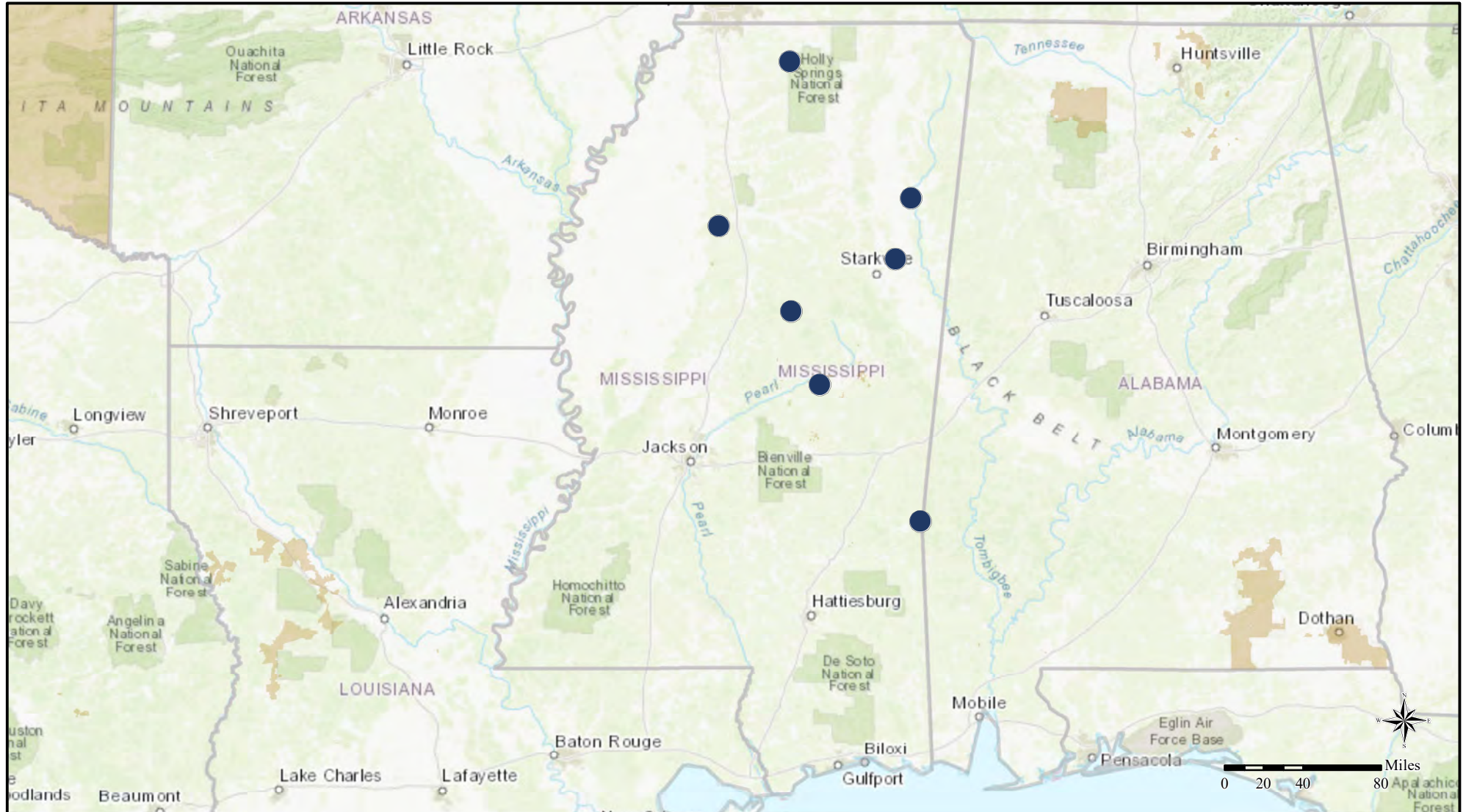
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Federal Indian Boarding School Sites Identified In Mississippi

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● Number of Federal Indian Boarding School Sites - 7

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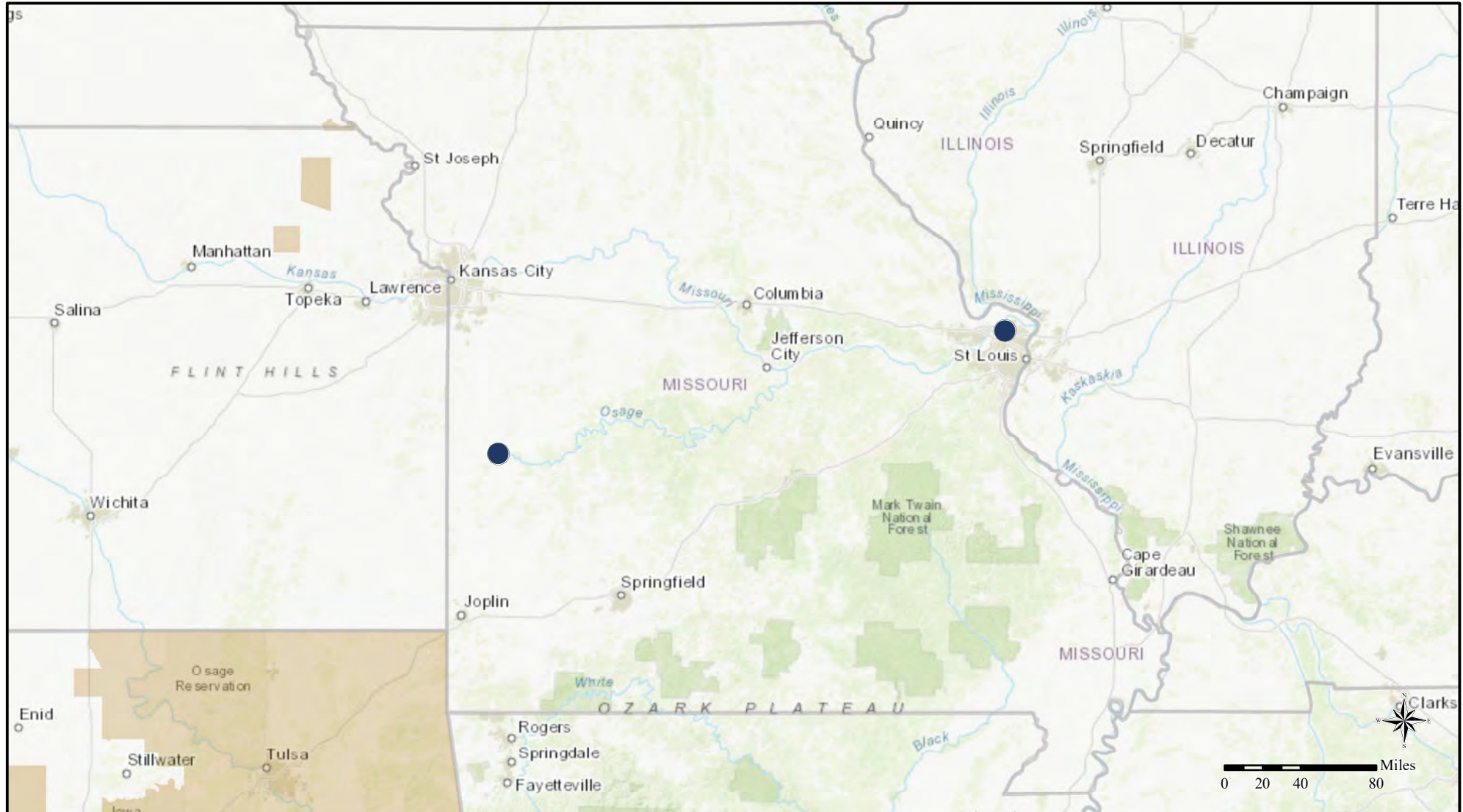
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Federal Indian Boarding School Sites Identified In Missouri

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● Number of Federal Indian Boarding School Sites - 2

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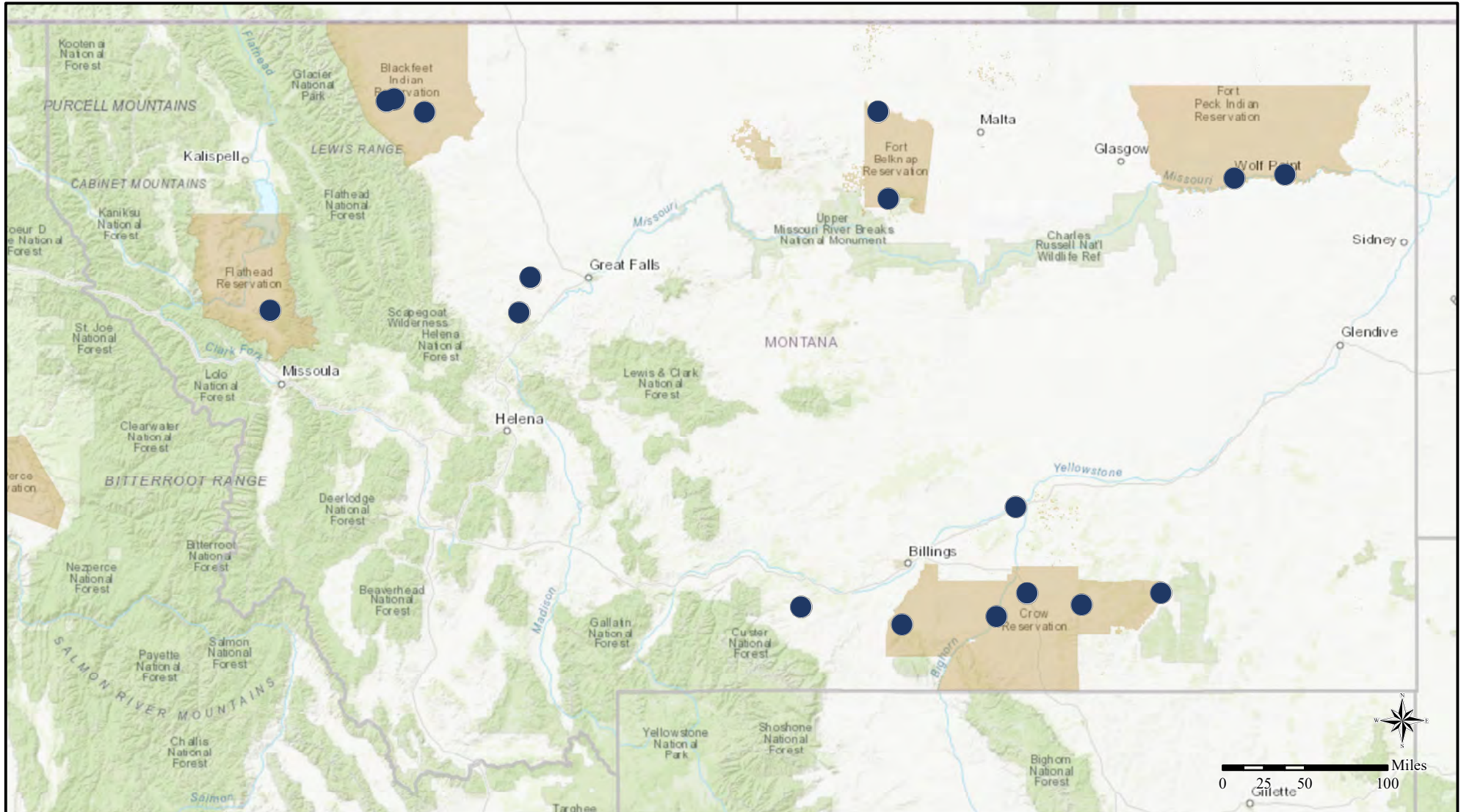
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Federal Indian Boarding School Sites Identified In Montana

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● Number of Federal Indian Boarding School Sites - 18

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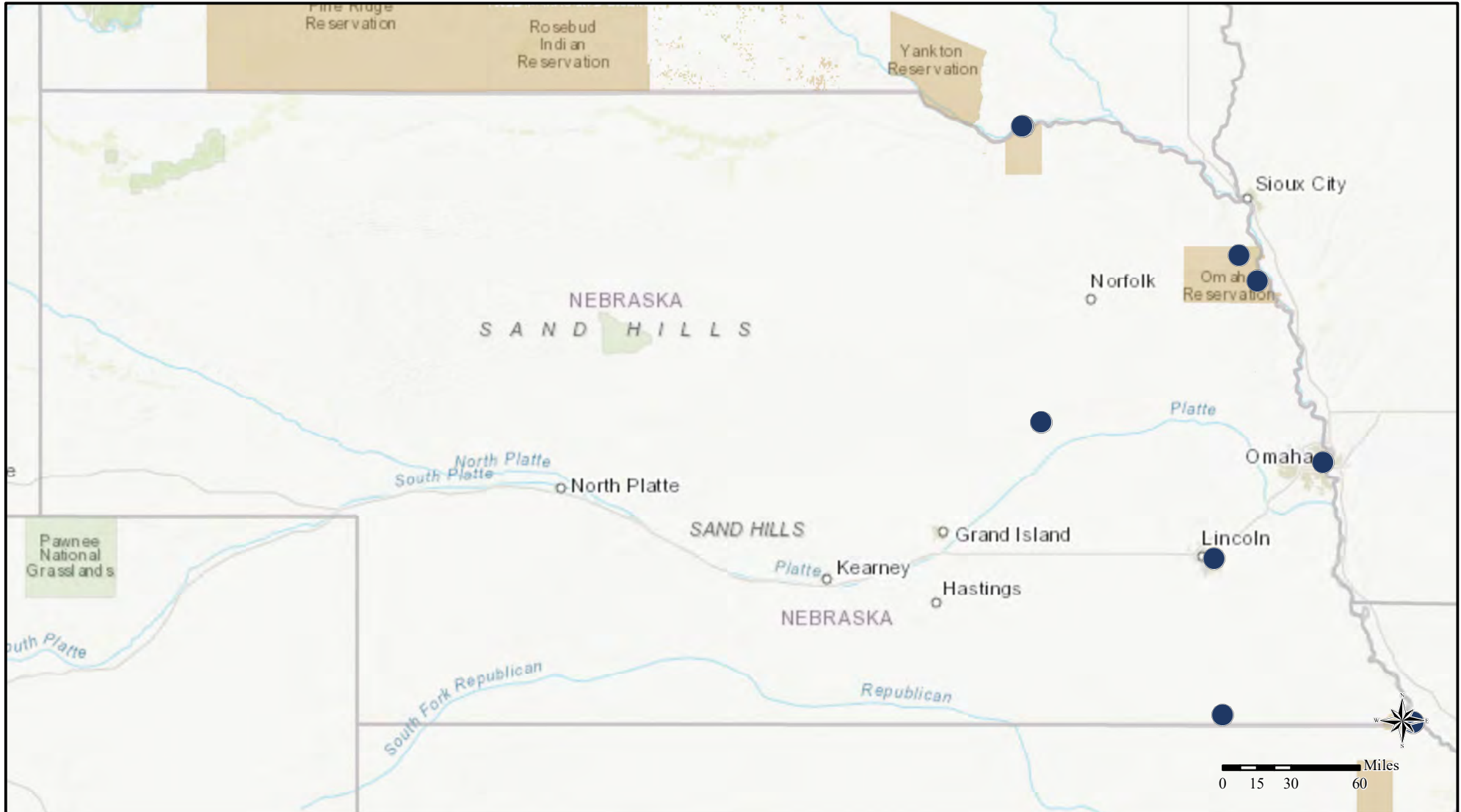
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Federal Indian Boarding School Sites Identified In Nebraska

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● Number of Federal Indian Boarding School Sites - 9

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



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Federal Indian Boarding School Sites Identified In Nevada

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Number of Federal Indian Boarding School Sites - 3

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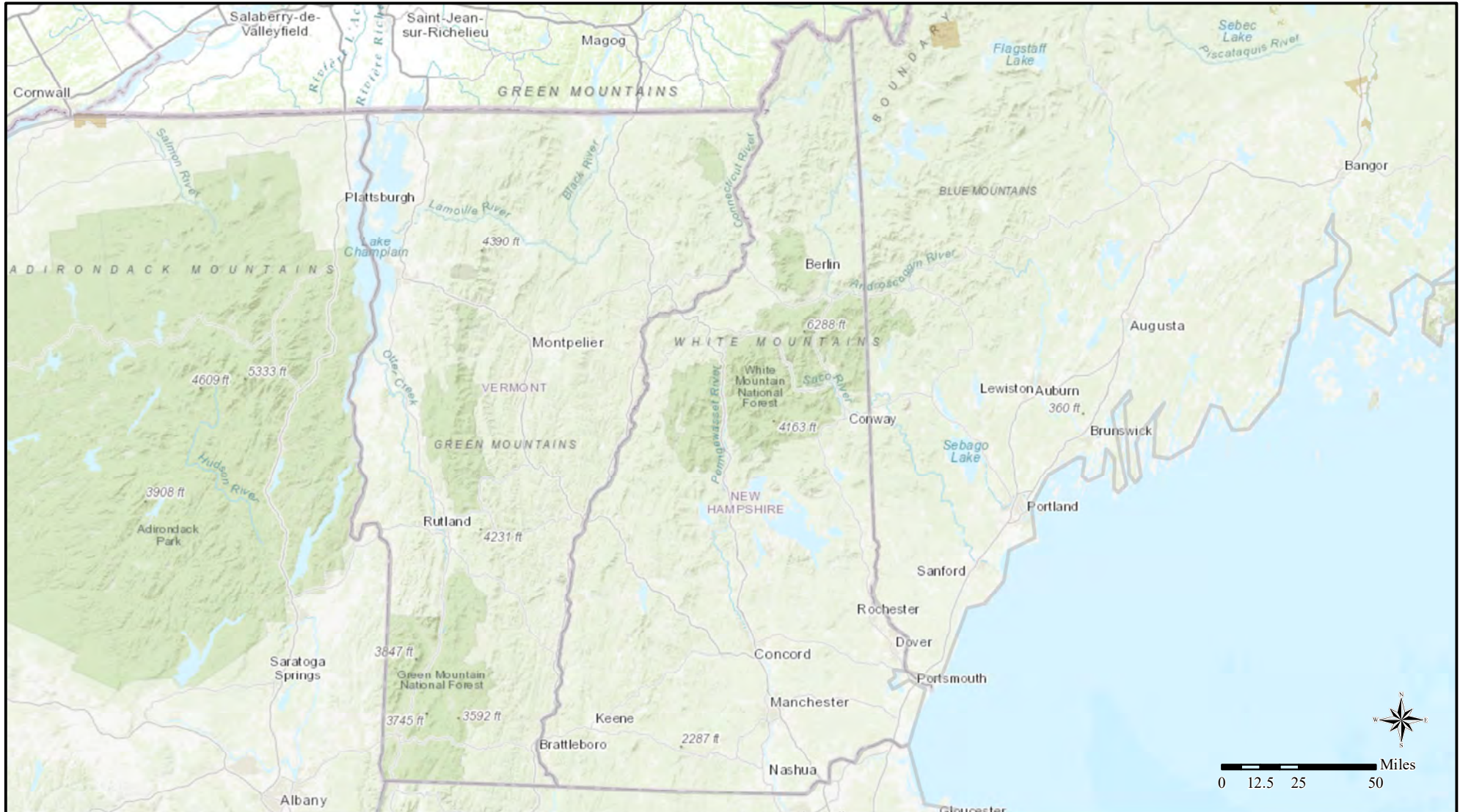
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Federal Indian Boarding School Sites Identified In New Hampshire

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Number of Federal Indian Boarding School Sites - 0

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Federal Indian Boarding School Sites Identified In New Jersey

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Number of Federal Indian Boarding School Sites - 0

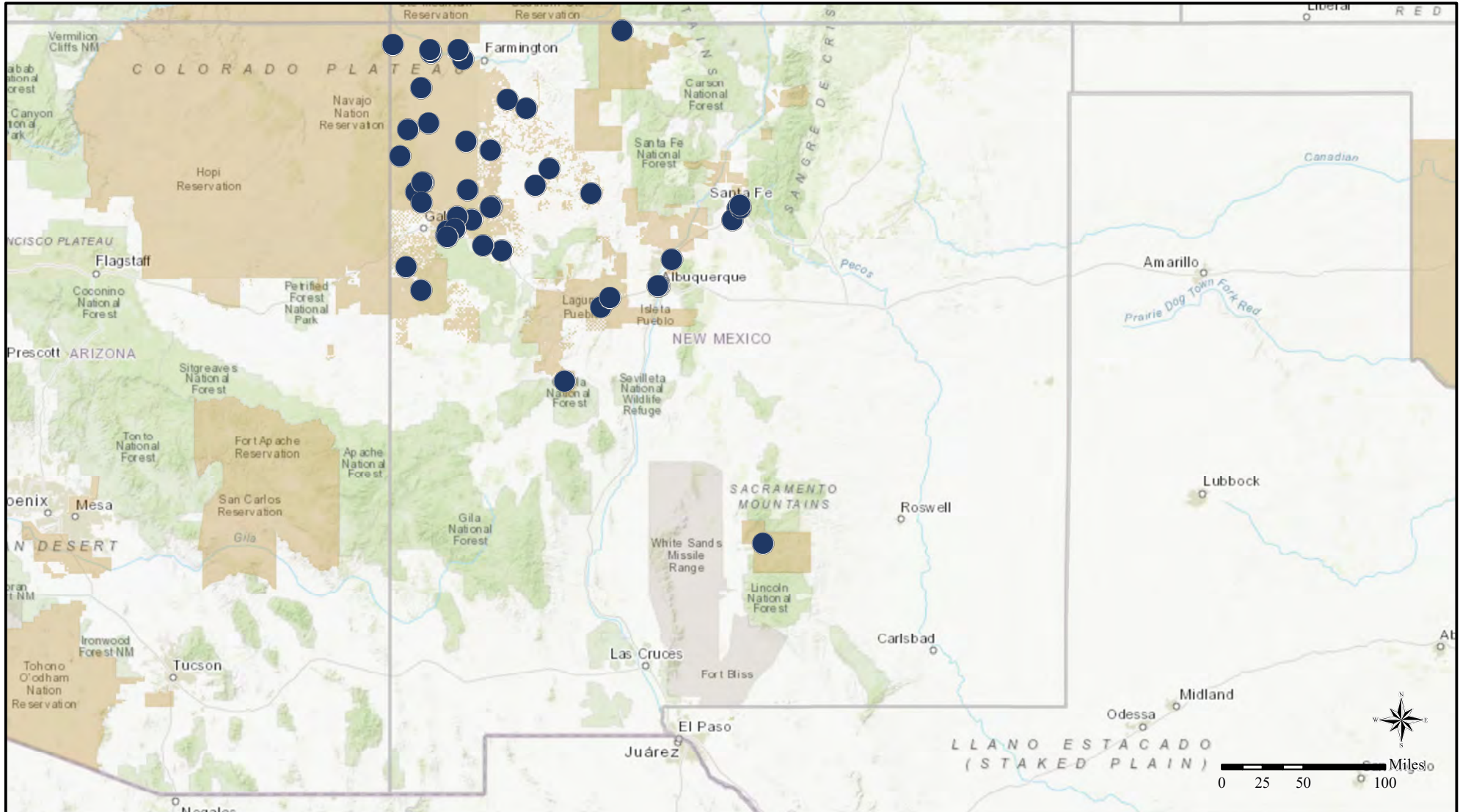
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In New Mexico

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● Number of Federal Indian Boarding School Sites - 45

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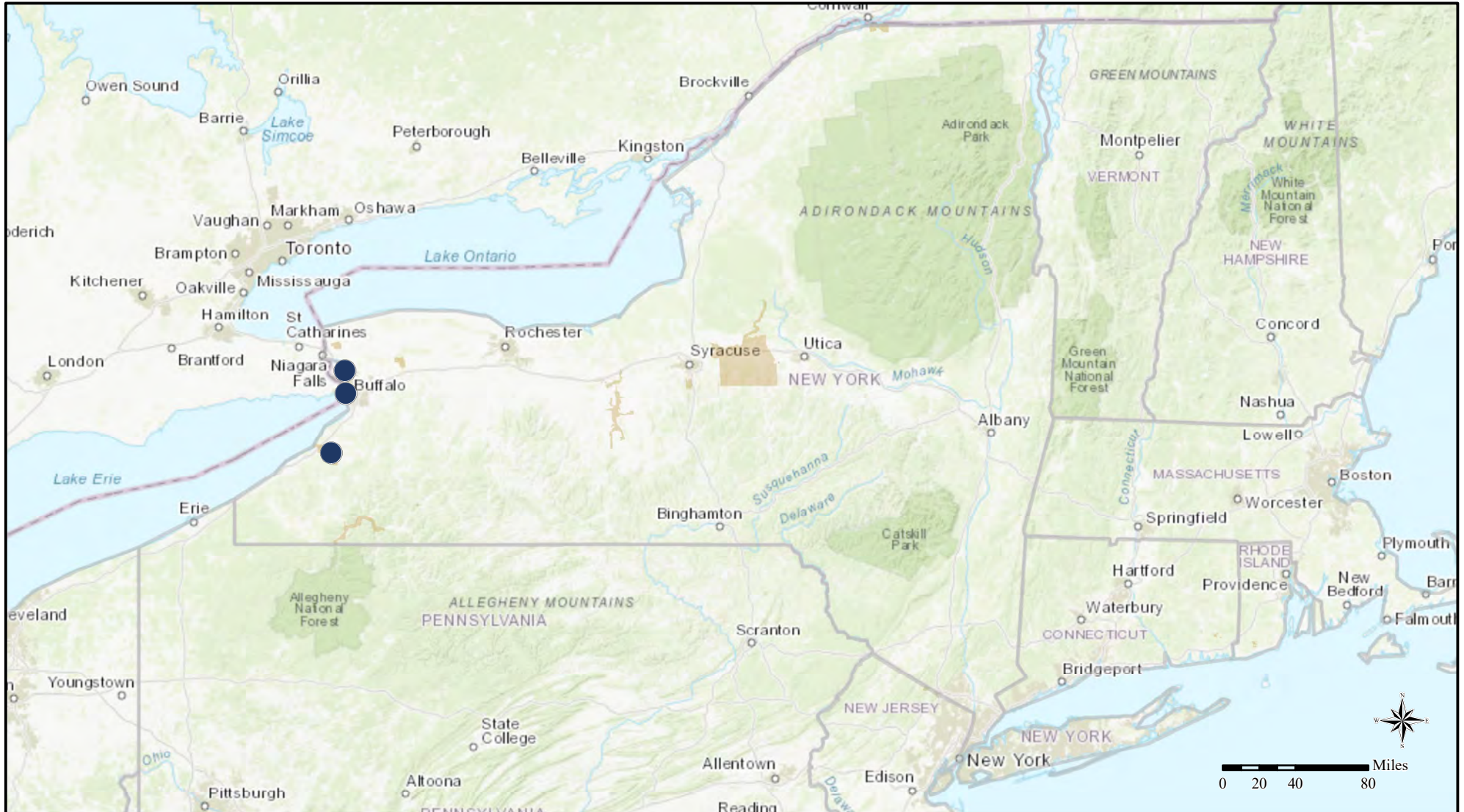
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Federal Indian Boarding School Sites Identified In New York

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● Number of Federal Indian Boarding School Sites - 3

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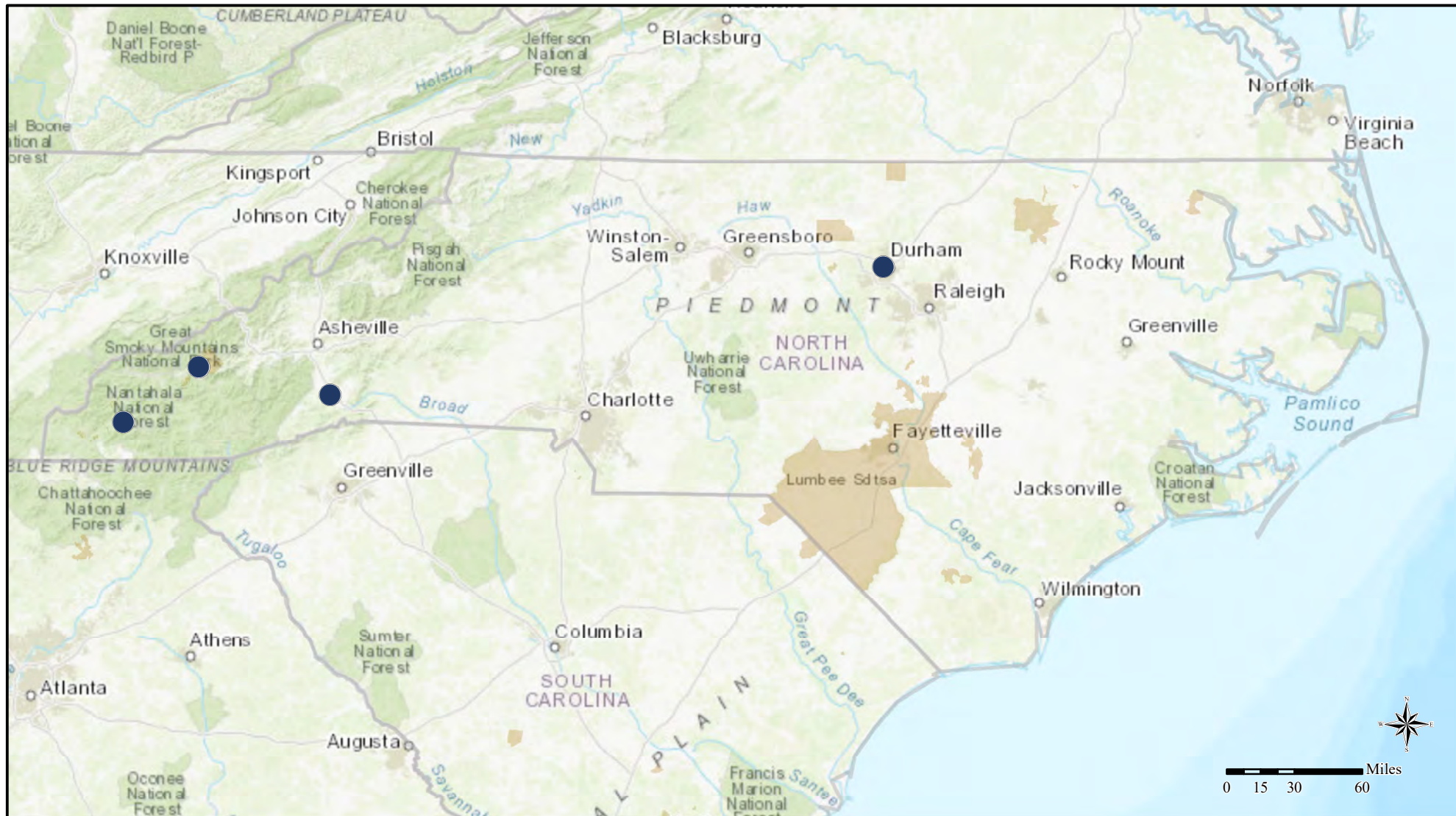
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Federal Indian Boarding School Sites Identified In North Carolina

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● Number of Federal Indian Boarding School Sites - 4

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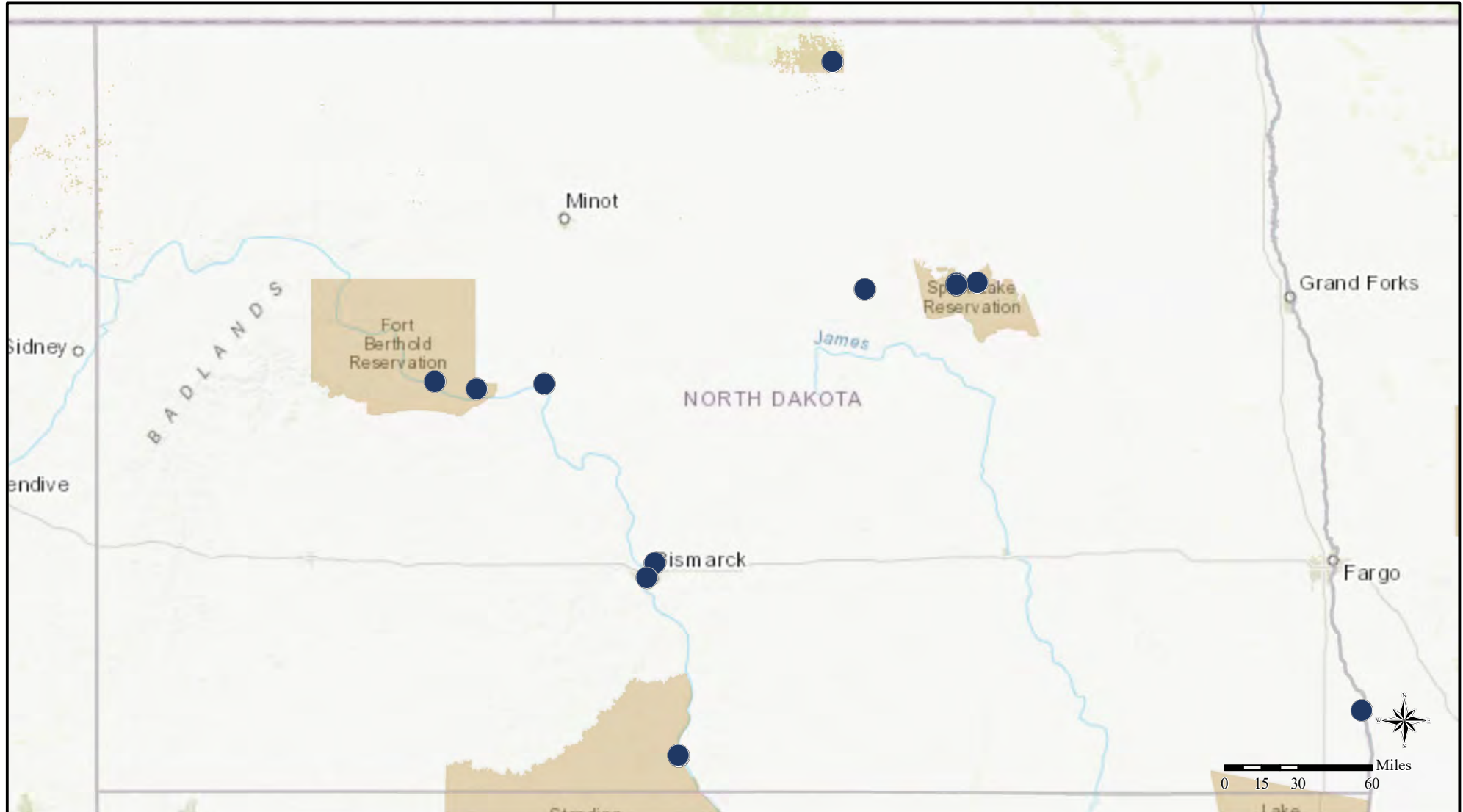
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Federal Indian Boarding School Sites Identified In North Dakota

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● **Number of Federal Indian Boarding School Sites - 14**

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Federal Indian Boarding School Initiative**

Federal Indian Boarding School Sites Identified In Ohio

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● Number of Federal Indian Boarding School Sites - 0

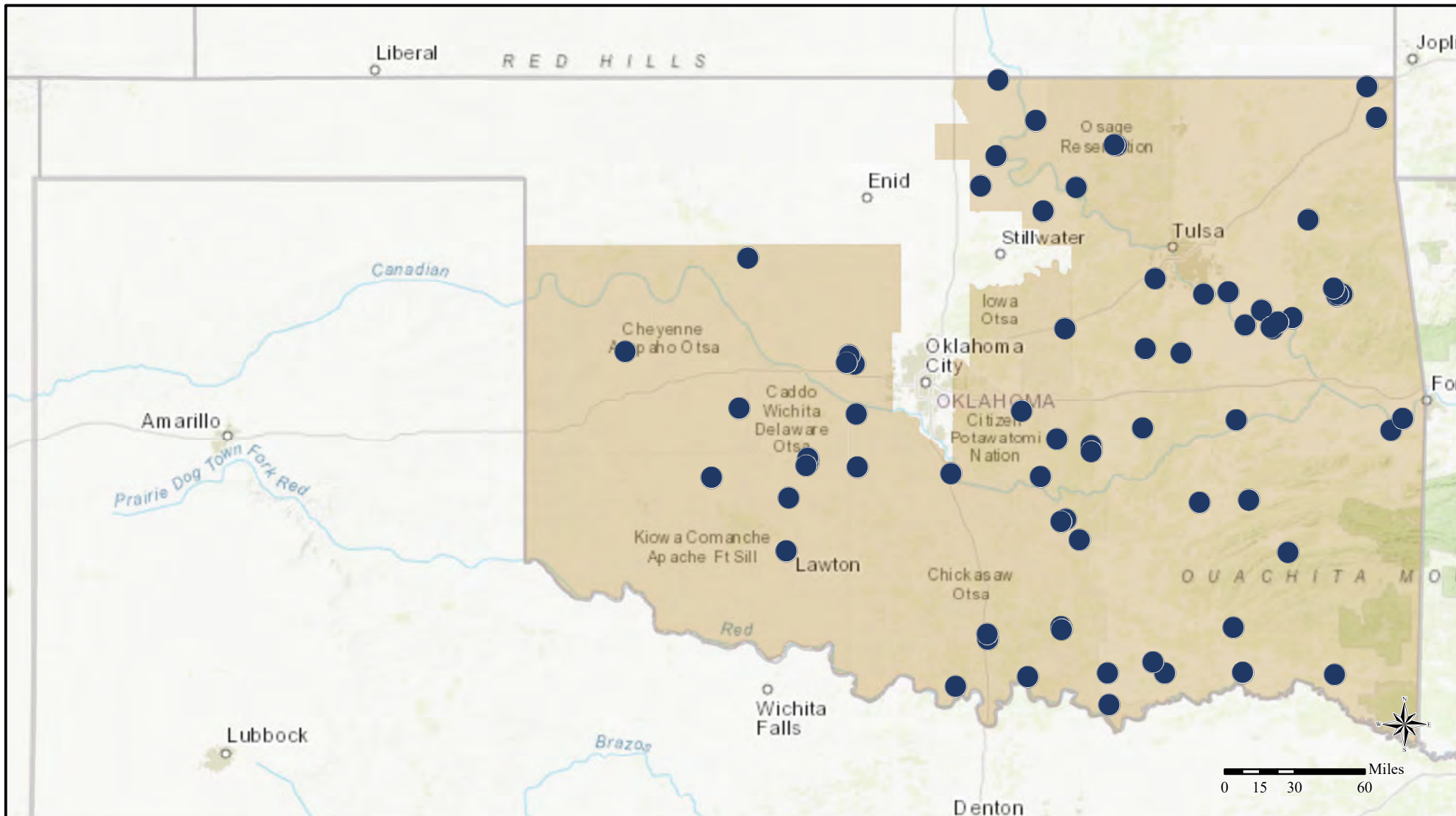
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In Oklahoma

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● Number of Federal Indian Boarding School Sites - 79

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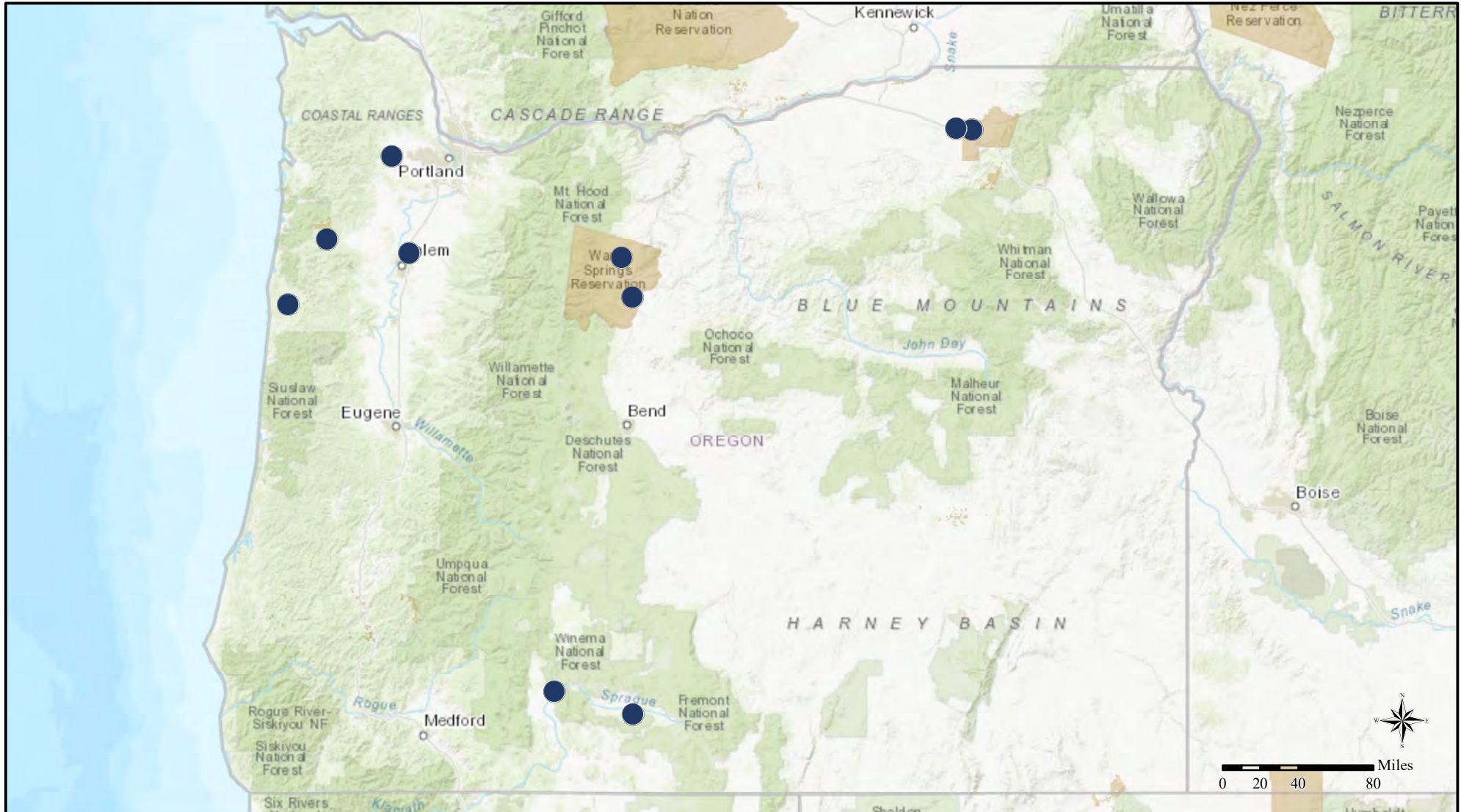
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Federal Indian Boarding School Sites Identified In Oregon

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● Number of Federal Indian Boarding School Sites - 10

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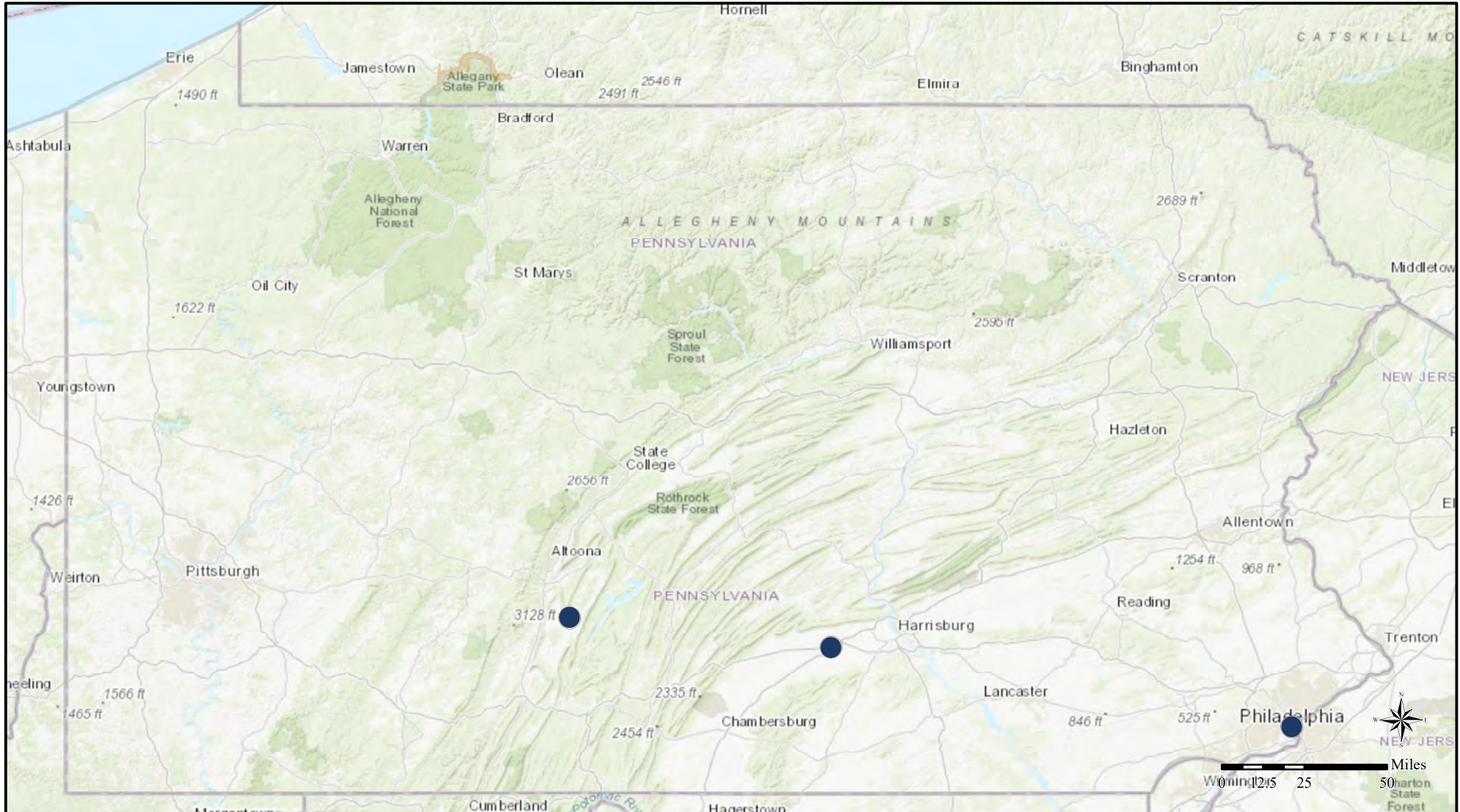
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Federal Indian Boarding School Sites Identified In Pennsylvania

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● Number of Federal Indian Boarding School Sites - 4

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



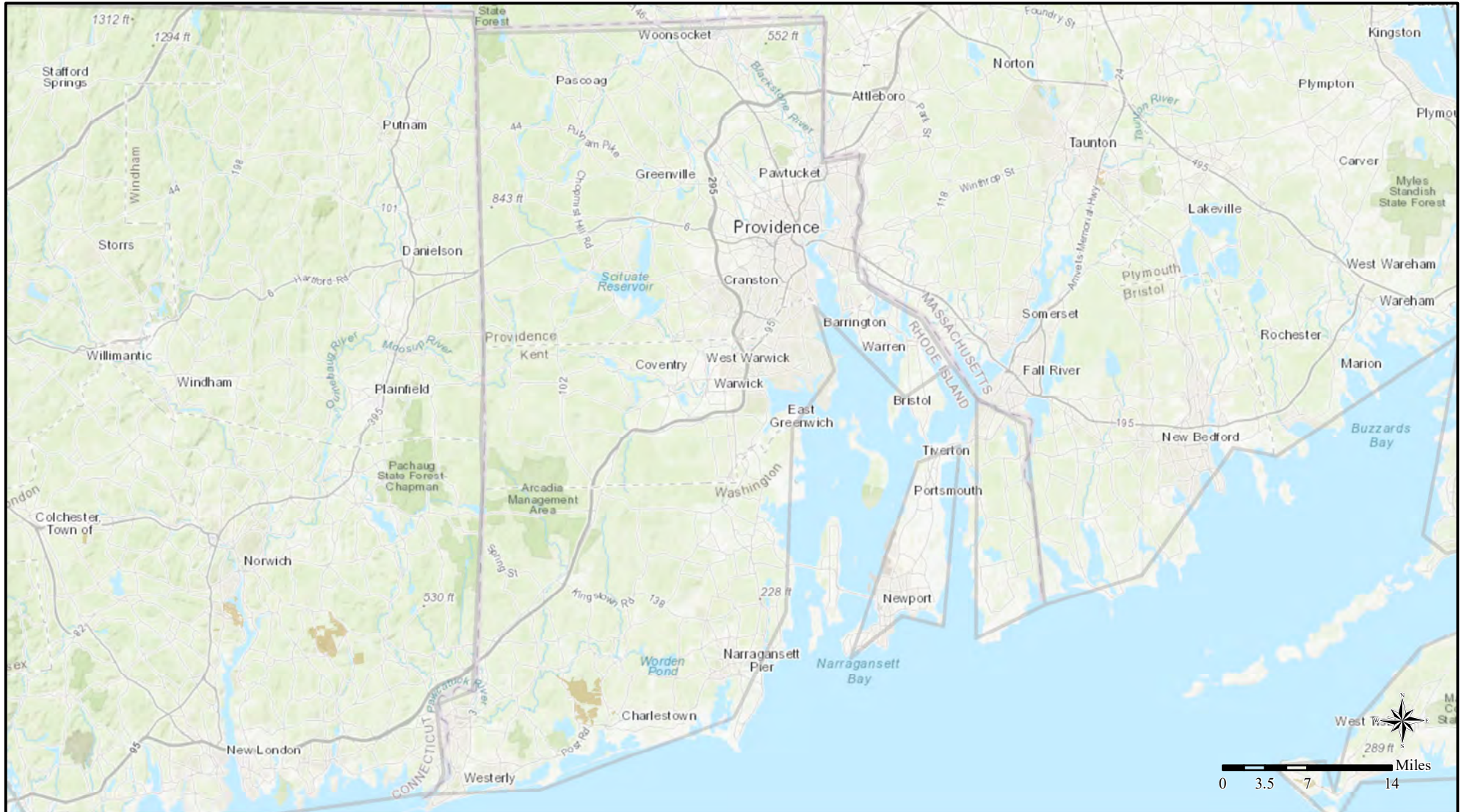
U.S. Department of the Interior Federal Indian Boarding School Initiative

Federal Indian Boarding School Sites Identified In Rhode Island

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U.S. Department of the Interior Federal Indian Boarding School Initiative

● Number of Federal Indian Boarding School Sites - 0

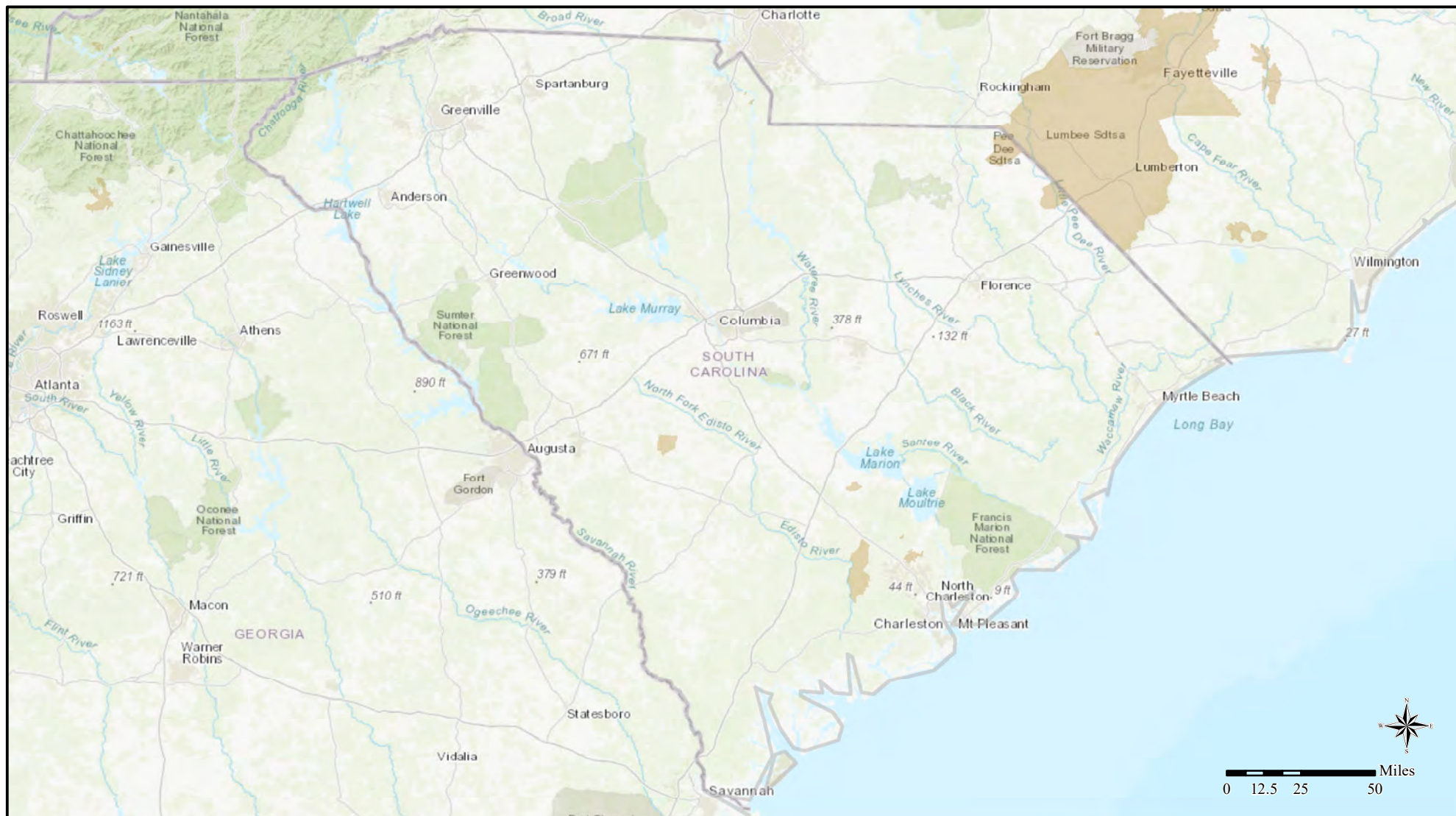
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In South Carolina

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U.S. Department of the Interior Federal Indian Boarding School Initiative

● Number of Federal Indian Boarding School Sites - 0

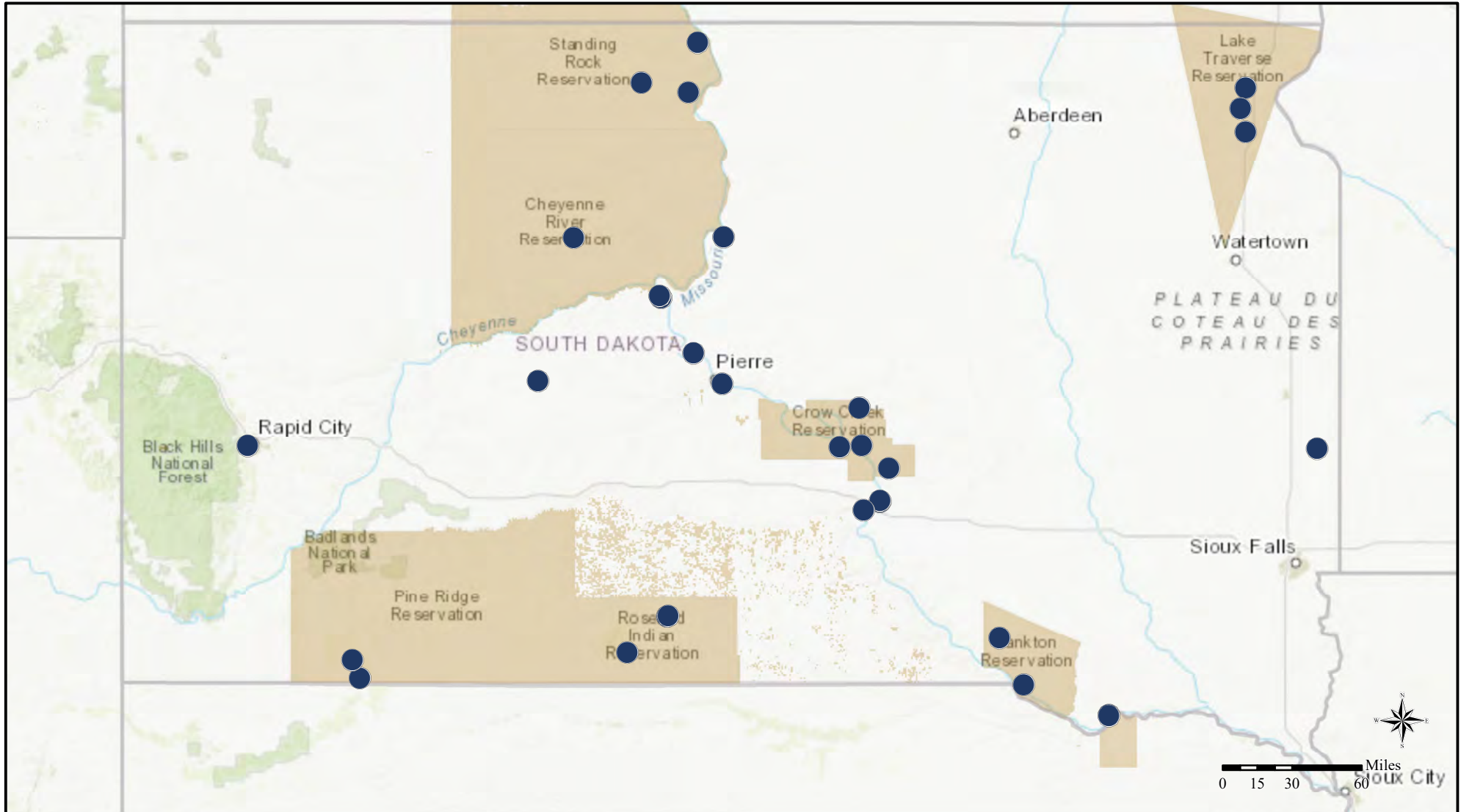
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In South Dakota

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● **Number of Federal Indian Boarding School Sites - 31**

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



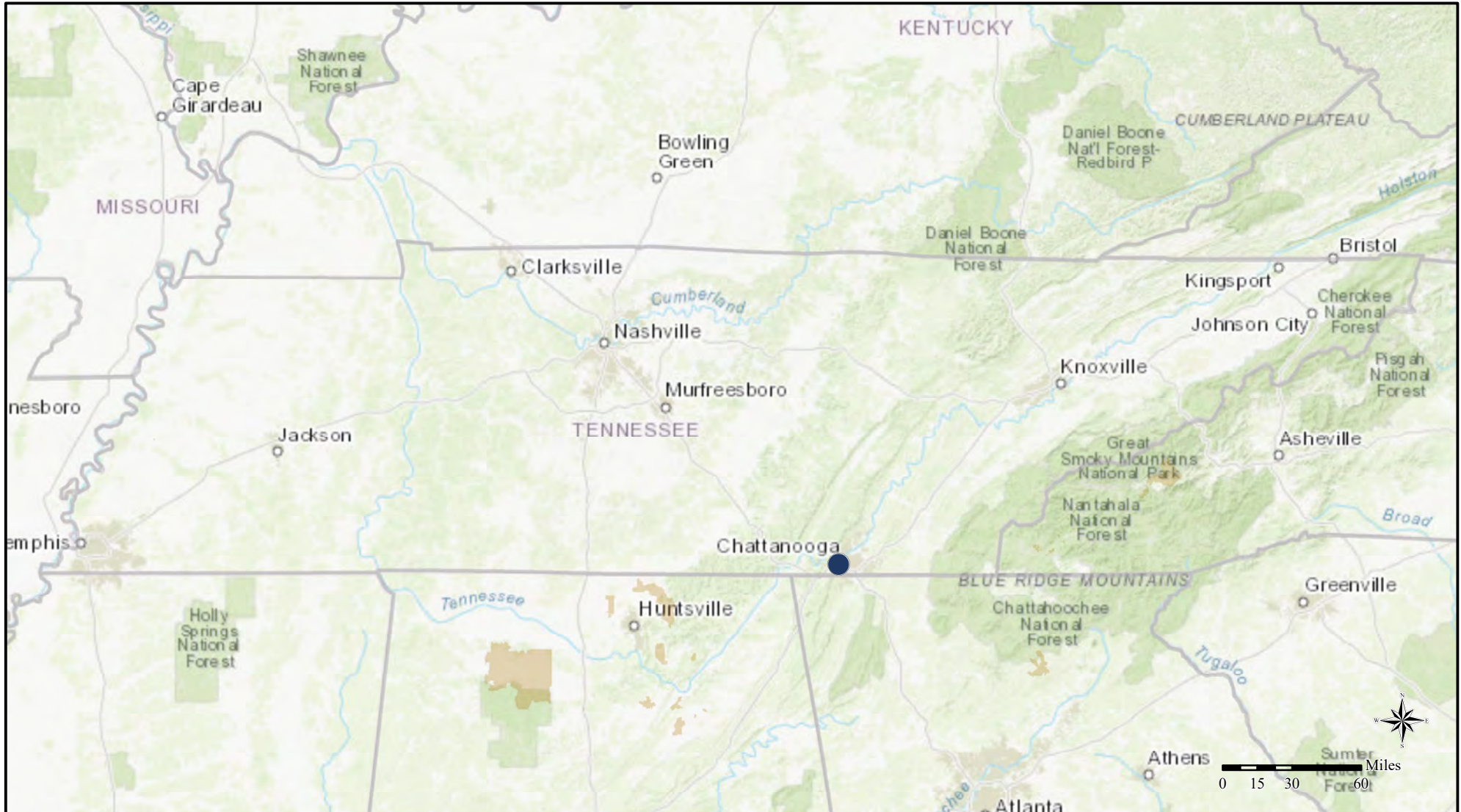
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Federal Indian Boarding School Sites Identified In Tennessee

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● Number of Federal Indian Boarding School Sites - 1

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Federal Indian Boarding School Sites Identified In Texas

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● Number of Federal Indian Boarding School Sites - 0

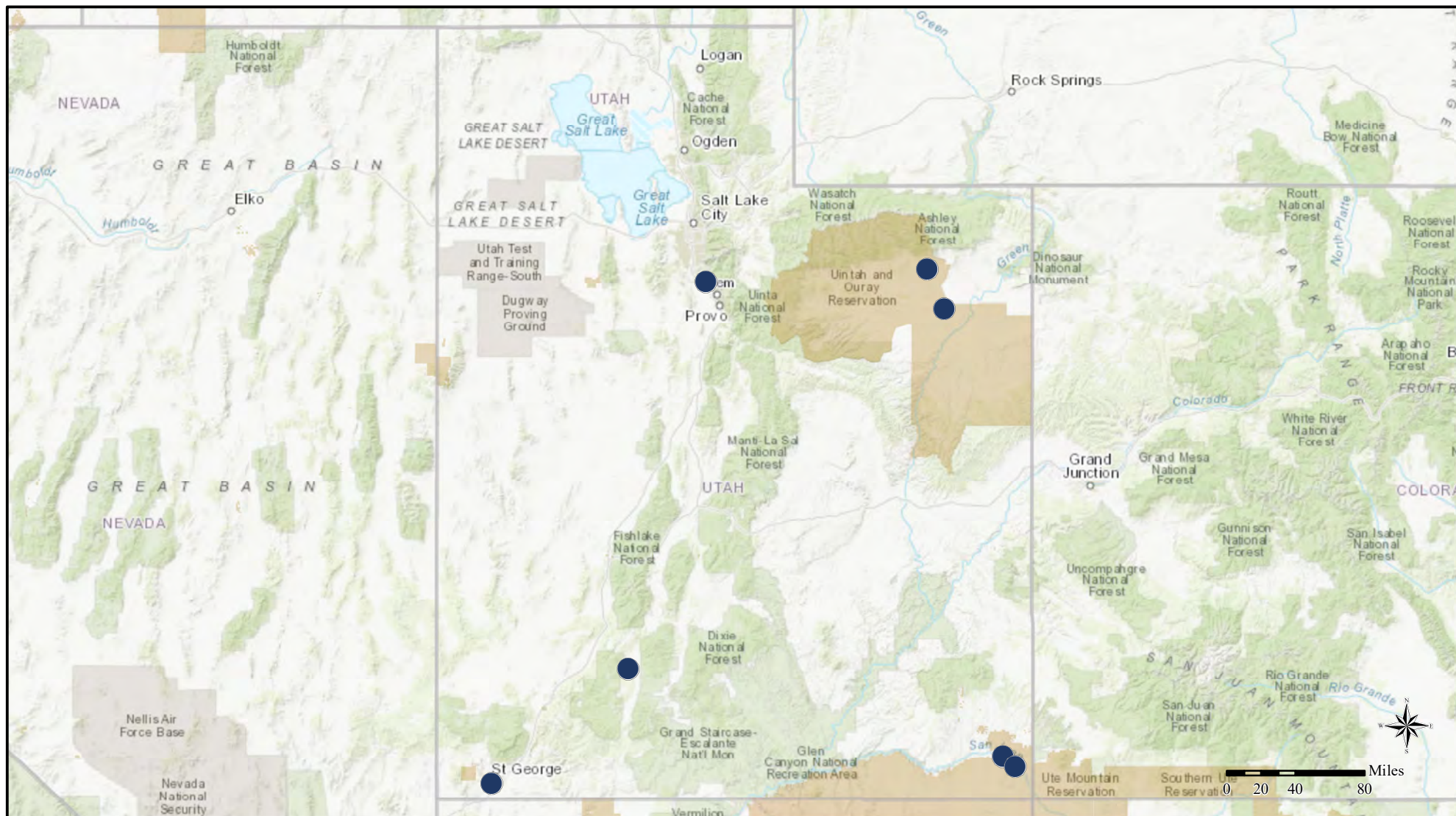
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In Utah

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Number of Federal Indian Boarding School Sites - 7

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



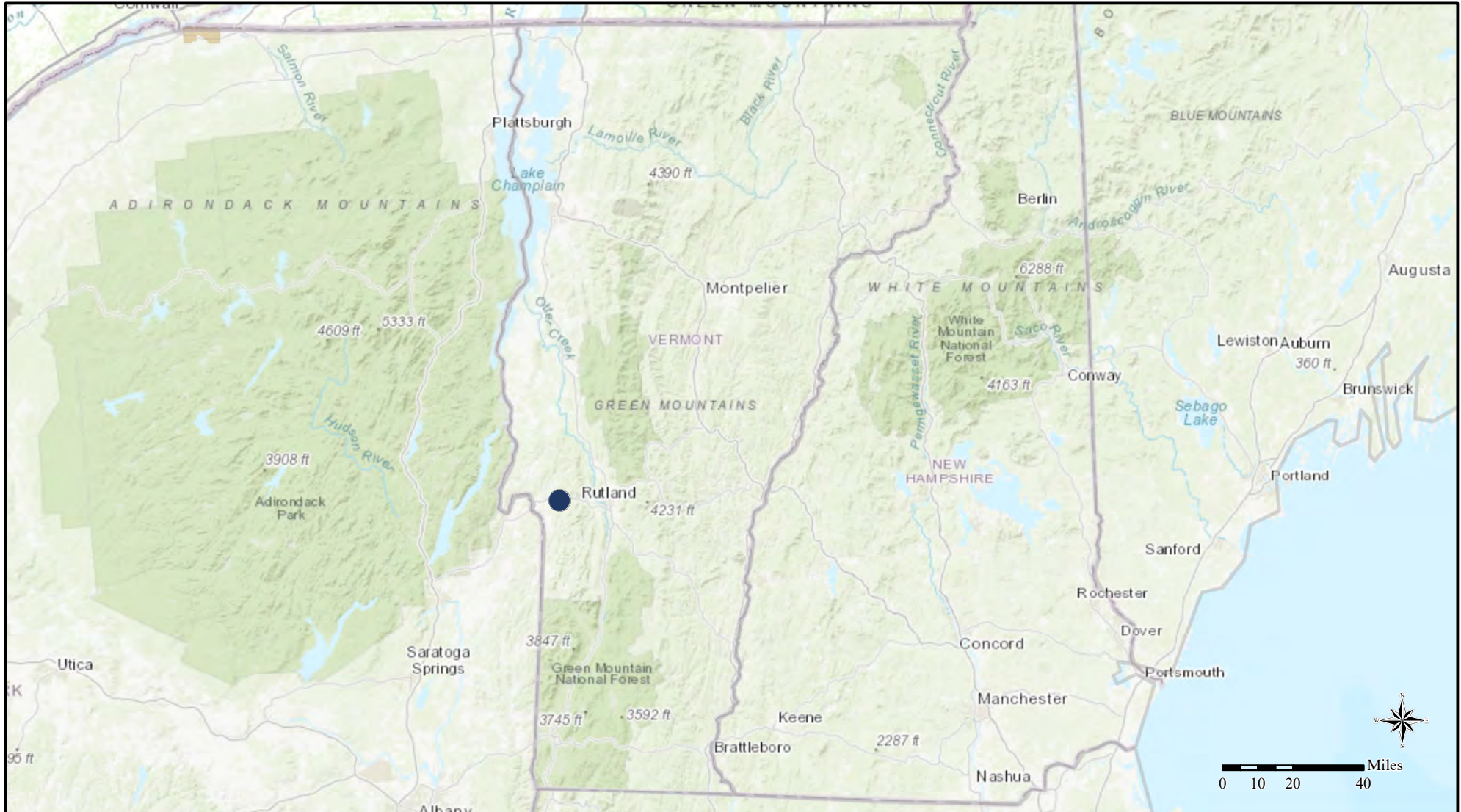
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Federal Indian Boarding School Initiative**

Federal Indian Boarding School Sites Identified In Vermont

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Number of Federal Indian Boarding School Sites - 1

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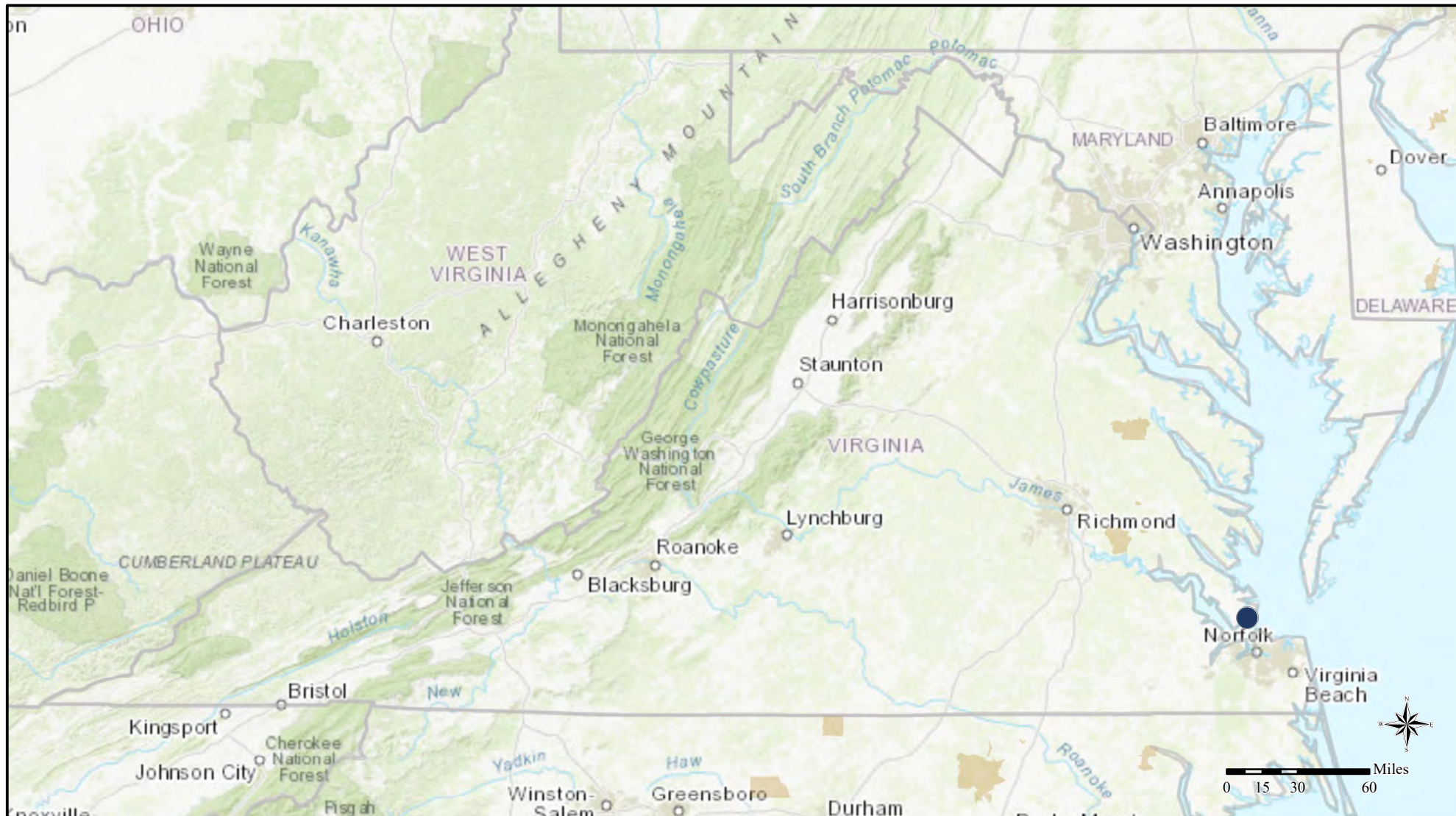
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Federal Indian Boarding School Sites Identified In Virginia

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● **Number of Federal Indian Boarding School Sites - 1**

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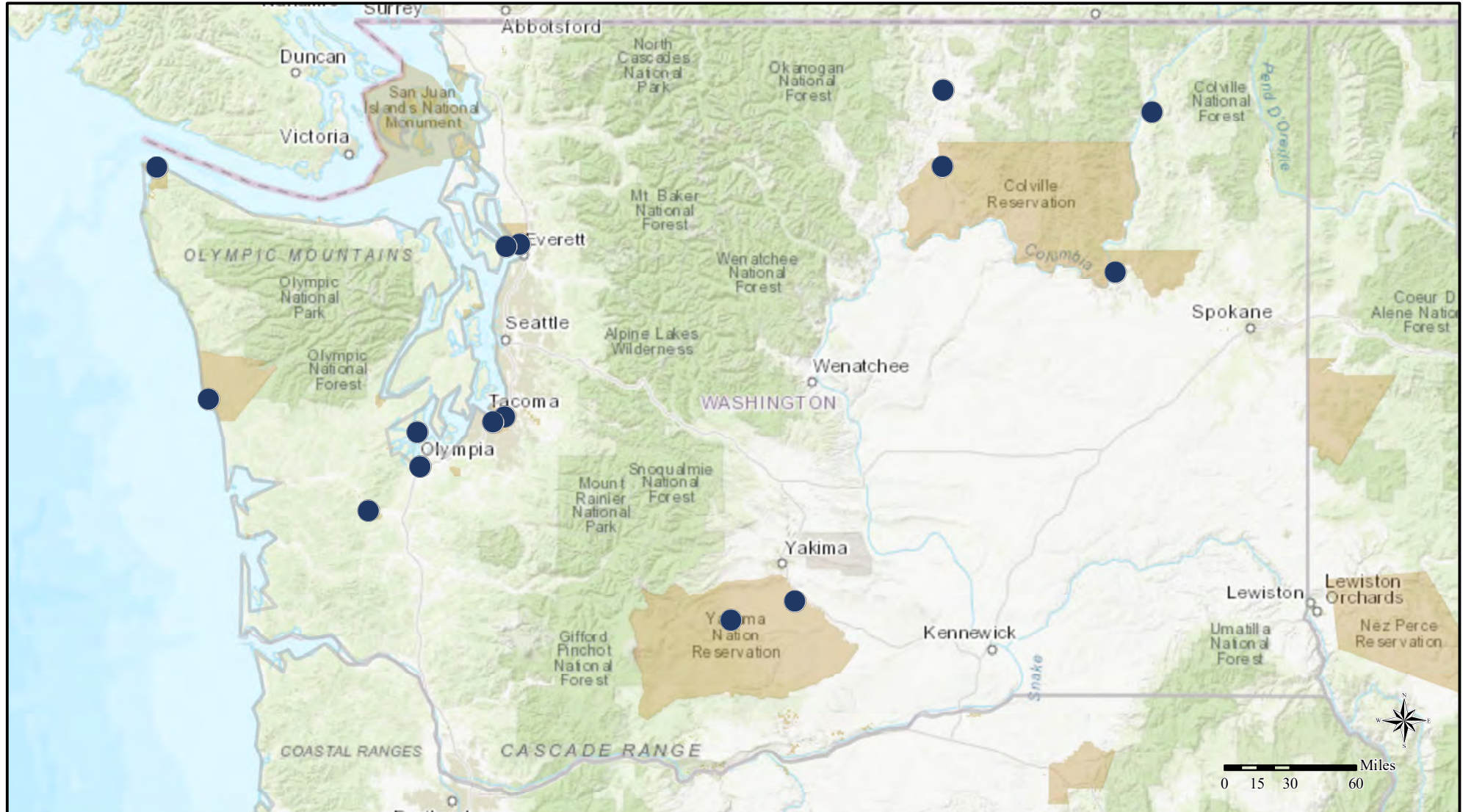
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Federal Indian Boarding School Sites Identified In Washington

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● Number of Federal Indian Boarding School Sites - 15

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



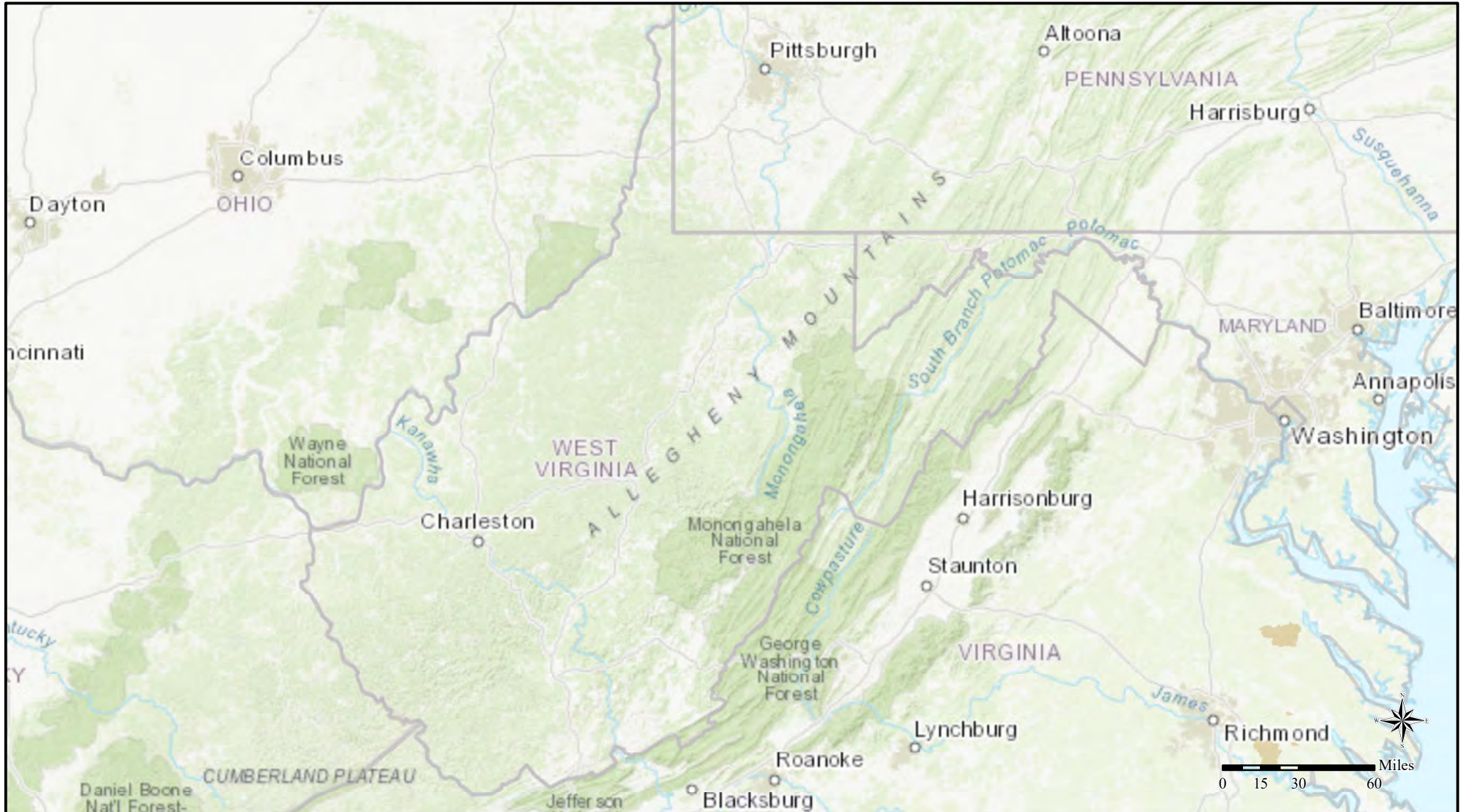
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Federal Indian Boarding School Sites Identified In West Virginia

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● **Number of Federal Indian Boarding School Sites - 0**

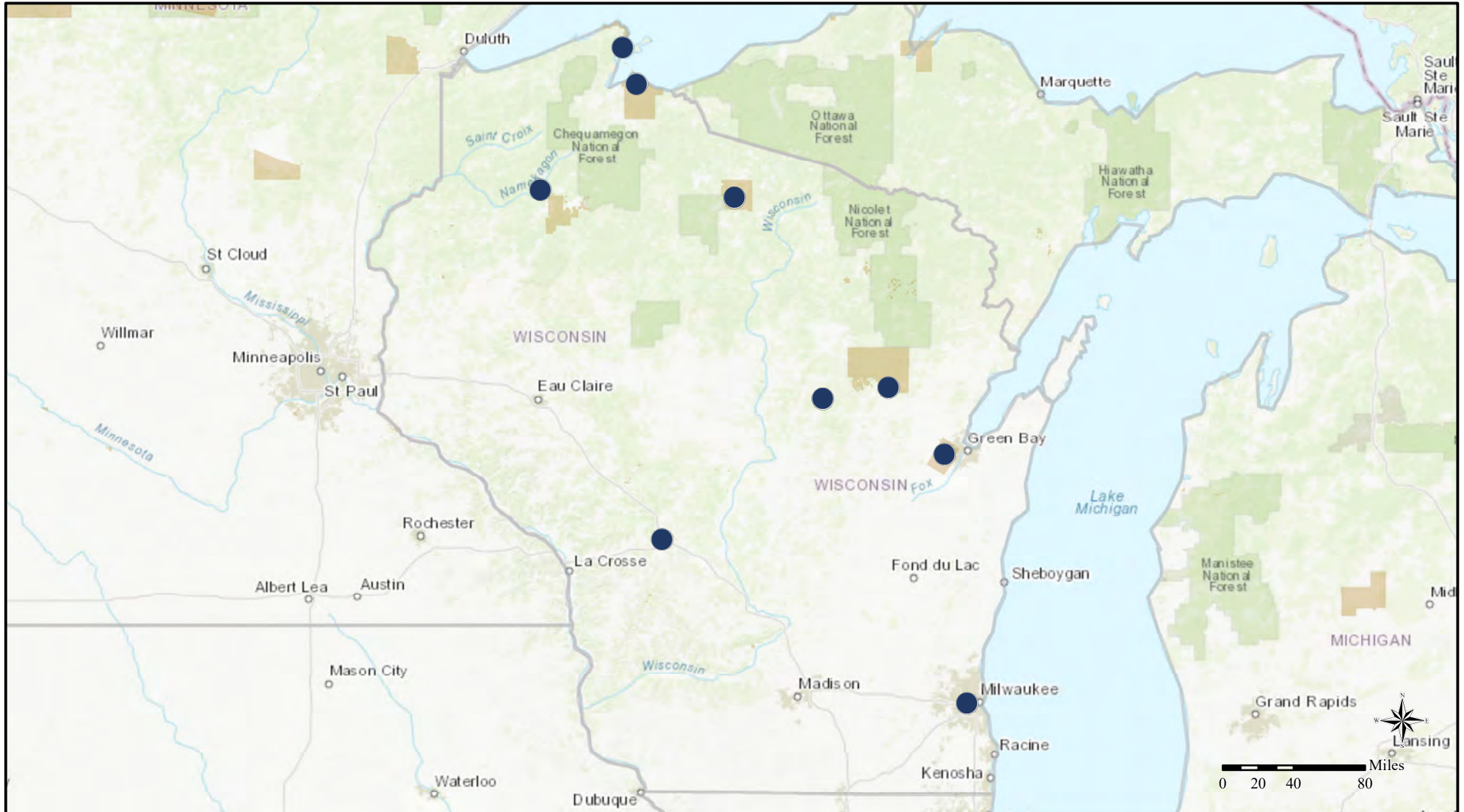
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In Wisconsin

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● Number of Federal Indian Boarding School Sites - 10



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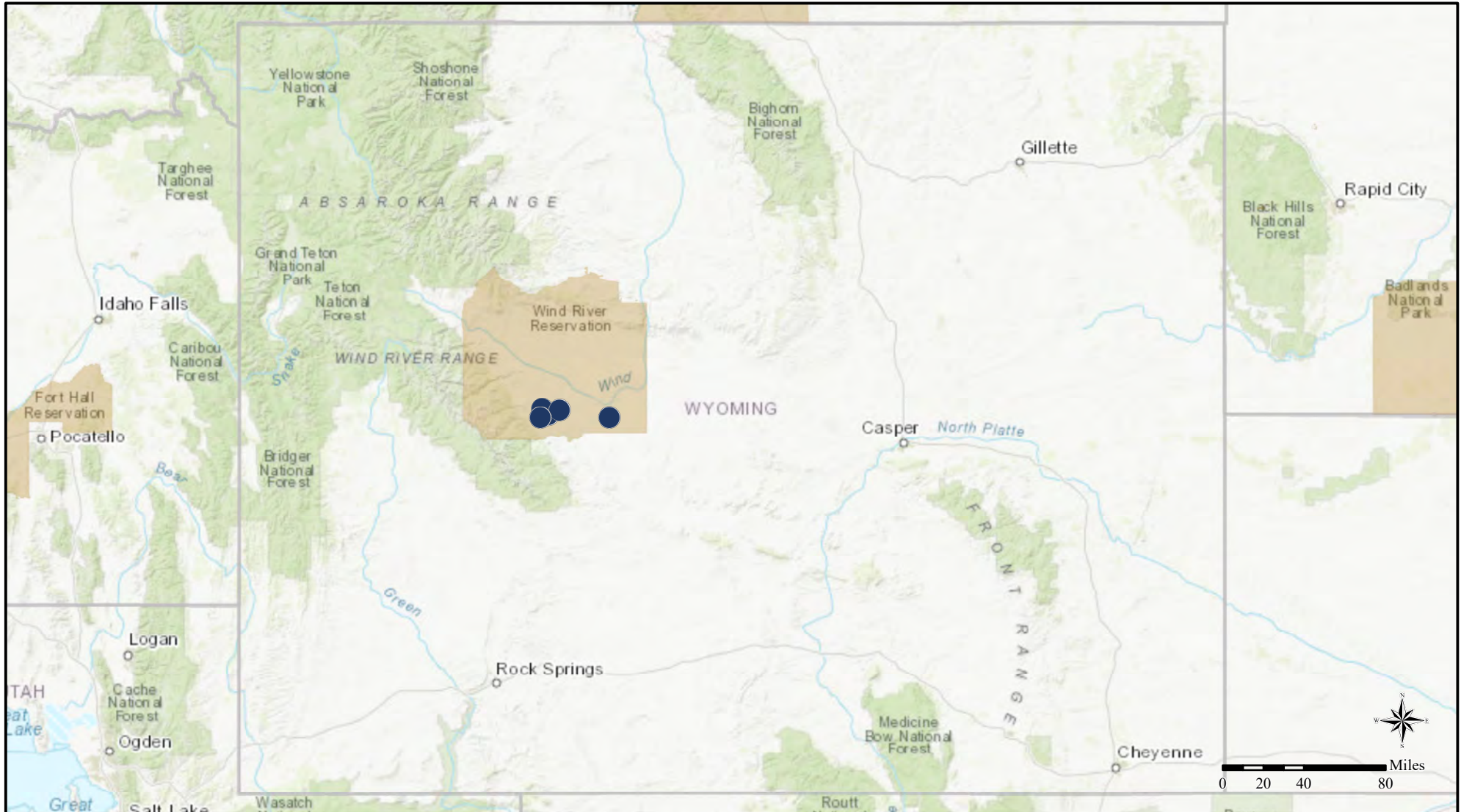
Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.

Federal Indian Boarding School Sites Identified In Wyoming

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● Number of Federal Indian Boarding School Sites - 6

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of April 1, 2022.



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