

THE “OTHER” AMERICA PT II

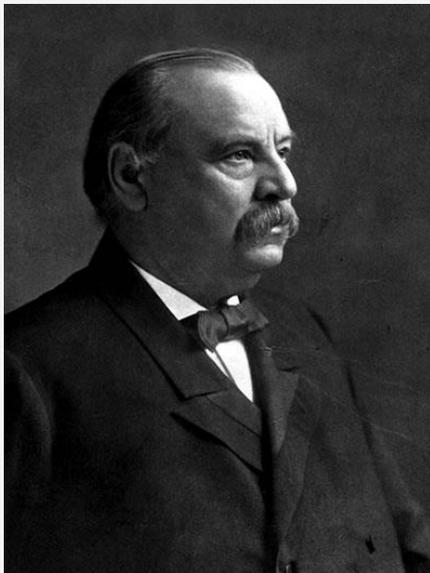
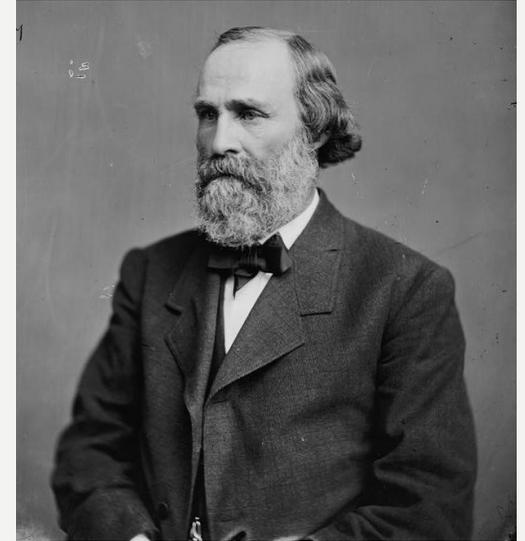
MINORITIES IN RECONSTRUCTION

THE “INDIAN PROBLEM”

- Native Americans and Europeans fought over:
 - Land
 - Resources
 - Culture
- Native Americans battled European settlers and lost (as mentioned earlier in the year)
- Forced onto reservations (Trail of Tears)
- Americans and politicians still fear Native Americans
 - Close knit tribes still exist
 - Claimed they could band together and fight again

DAWES AND CLEVELAND

- Henry Dawes (R-MA)
 - Believed “civilized” people “wear civilized clothes, cultivate the ground, live in houses, ride in Studebaker wagons, send children to school, drink whiskey, and own property.”
 - Make Native Americans “American”
 - Proposes the “Dawes Act” to “teach them to farm and [leave them alone]”



- President Grover Cleveland
 - Agrees with Dawes
 - “Integration” is **good for everyone** (yeah right...)

INDIAN LAND FOR SALE

GET A HOME

OF

YOUR OWN

✦

EASY PAYMENTS



PERFECT TITLE

✦

POSSESSION

WITHIN

THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED
IRRIGABLE

GRAZING

AGRICULTURAL
DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location.	Acres.	Average Price per Acre.	Location.	Acres.	Average Price per Acre.
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Eureka.	MINNESOTA: Osgood.	NORTH DAKOTA: Fort Totten. Fort Tilden.	OREGON—Gen. Saw and Fish Agency. Wheeler.	SOUTH DAKOTA: Cheyenne Agency. Crow Creek. Gunsight. Lower Brule. Pine Ridge.	WASHINGTON: Fort Simons. Fort Spokane. Tulsa. Tulso.
COLORADO: Limon.	MONTANA: Crow Agency.	OREGON: Anasanka. Cannonville. Colony. Darlington. Hemlock, J.L. Pawnee.	WISCONSIN: Elmwood Agency. Fond Du Lac. Kewburg. Mesa.	WISCONSIN: Kewburg. Mesa.	IDAHO: Lapwai.
KANSAS: Forton. Kadoka.	NEBRASKA: Bass. Kearney. Winnebago.				

WALTER L. FISHER,

Secretary of the Interior.

ROBERT G. VALENTINE,

Commissioner of Indian Affairs.

GOALS OF THE DAWES ACT

- Responsible for enacting the division of the American native reserves into plots of land for individual households, the Dawes Act was created by reformers to achieve six goals:
 - Breaking up of tribes as a social unit,
 - Encouraging individual initiatives,
 - Furthering the progress of native farmers,
 - Reducing the cost of native administration,
 - Securing parts of the reservations as Indian land, and
 - Opening the remainder of the land to white settlers for profit
- 150 million acres of Native American protected land was reduced to 78 million by 1900

Strip natives of their cultural identities and **assimilate** them into American culture. This will **alleviate** the threat.

HENRY TELLER (R-CO)

The Dawes Act..."was the culmination of American attempts to destroy tribes and their governments and to open Indian lands to settlement by non-Indians and to development by railroads."

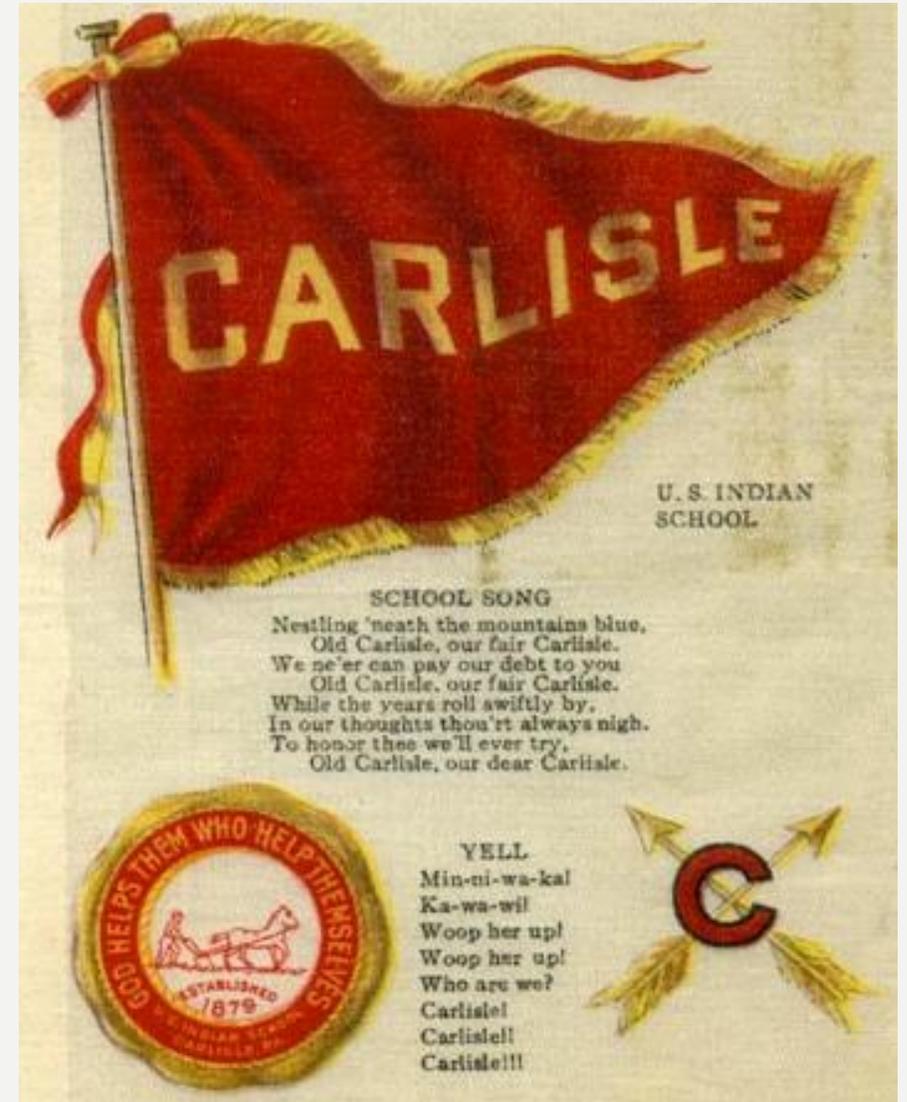
...allotment was a policy "to despoil the Indians of their lands and to make them vagabonds on the face of the earth."

..."the real aim [of allotment] was "to get at the Indian lands and open them up to settlement. The provisions for the apparent benefit of the Indians are but the pretext to get at his lands and occupy them. ... If this were done in the name of Greed, it would be bad enough; but to do it in the name of Humanity ... is infinitely worse."

Was Teller a supporter or opponent of the Dawes Act? Highlight the evidence.

CARLISLE INDIAN SCHOOL

- Founded in 1879, lasts until 1918
- Created by Cpt. Richard Henry Pratt
 - Pratt had spent time in the Indian nations
- Believed that school would “kill the Indian and save the man”
- Some people believed without schools to assimilate Native Americans they would die off.
- Unsuccessful in assimilating Natives
 - Conversely, white students tried to learn Native languages instead!



EFFECTS

- The lands given to the Natives was realistically “unfarmable”
- The inability to successfully farm put groups into poverty
- Native American groups fail to assimilate
 - They do not want to adopt “American” culture
 - They do not want to speak English
 - They want to uphold their religions and traditions



MEXICANS AND NATIVISM

- **Nativism:** The policy of protecting the interests of native-born or established inhabitants against those of immigrants. A return to or emphasis on traditional or local customs, in opposition to outside influences.
- **Xenophobia:** Intense or irrational dislike or fear of people from other countries.
- Following the Mexican-American War, white Americans did not want Mexicans to have political influence and questioned their status in relation to the 14th Amendment



CHINESE

Political unrest in China forced thousands to move to the United States
East coast (Massachusetts) and West coast (California) received most

- Miners
- Railroad Workers

Language barriers led to immigrants staying close to each other (Chinatowns)

Increased competition for jobs – Chinese willing to work for less

- White immigrants/Natives become upset with Chinese

Chinese Exclusion Act: 1882

- 10 year moratorium (halt) to immigration for non-workers
- Extended in 1902 permanently until 1943
- In reality, Japanese begin coming over and establish themselves

CHINESE

[T]he Chinese do not desire to become citizens of this country, and have no knowledge or appreciation of our institutions. Very few of them learn to speak our language To admit these vast numbers of aliens to citizenship and the ballot would practically destroy republican institutions on the Pacific coast, for the Chinese have no comprehension of any form of government but despotism, and have not the words in their own language to describe intelligibly the principles of our representative system.

-Joint Resolution of Congress (Committee to Investigate Chinese Immigration)

Did Englishmen who lived under monarchies have it in “their” language to describe the principles of Representative Systems? Do Americans today even know enough?!

CHINESE

[T]he presence within our territories of large numbers of Chinese laborers, of distinct race and religion, remaining strangers in the land, residing apart by themselves, tenaciously adhering to the customs and usages of their own country, unfamiliar with our institutions, and apparently incapable of assimilating with our people, might endanger good order, and be injurious to the public interests

-Melville Fuller, Supreme Court Justice (later a Chief Justice)

Are “China towns” really scary?