

INTRODUCTORY

The initiation and progress of Indian education has been remarkable in rapidity of development and highly praise-worthy and commendable to the highest degree in motives. From its earliest beginnings the Christian missionary worked and prayed for the prosperity and good of the Indian, and later when they became the wards of the Nation this feeling and public sentiment crystalized into our present system of public education for the Indian. Unfortunately, the earlier conditions and beginnings, under government supervision, were so intimately blended with disreputable bargains and entangling alliances that the Indian schools are still under a cloud, so that even now the service is still endeavoring to remove this stigma. Our Indian schools are doing on the whole a great work, though its best friends must admit that there is still much room for improvement. The present conditions are the results of great but rapid growth; so great that the readjustments have not always been able to keep pace with the immense growth. In fact, so rapid has been this growth that, while the department has a more or less clearly defined policy, really no clearly defined system may be said to exist. The future policy and system has never been clearly defined.

The immense importance of the subject to the Indian and the citizenship of the Union, demands a thorough and frank discussion of Indian education. The question involves not only the future of the race, but since the Indian is either now or sooner or later to become an actual citizen and voter, it involves the safety of our government. The subject is even at present of great interest, but is not only increasing in interest and importance, but as the subject unfolds, is acquiring a wonderful momentum in possibilities.

In the unfolding of the question there is great need for thorough discussion and research. Indeed, we have often wondered why our leading universities, always awake for new subjects and having so many advanced students, seeking new pedagogical fields, while the Indian question is peculiar to and a part of the United States, have never—in so far as we are aware—excepting in ethnological investigation offered studies in Indian Education. This is especially important since the education of the Indian invites the study of several new phases of education very popular in educational studies. Courses might be offered in pedagogy, sociology or history, and other subjects that would be intensely interesting and profitable and greatly aid in the promotion, education and betterment of the Indian. Two books, the most noted on school administration, do not even mention the cause of Indian Education. The subject ought by all means to receive the best thought of our most serious-minded people. Our Indian schools, resting at the basis of