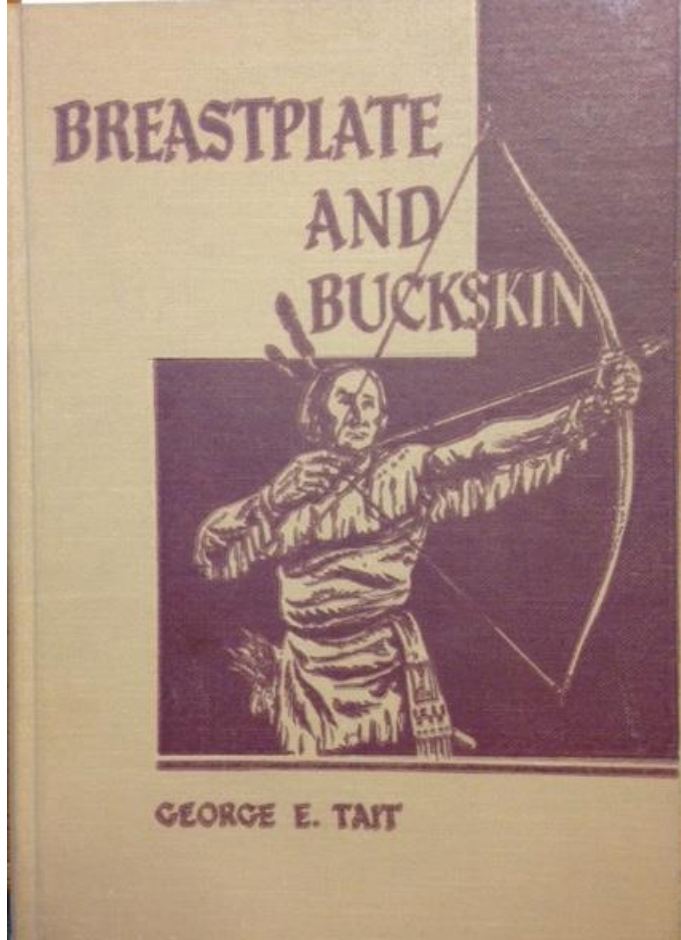


Truth and Reconciliation

Summary Presentation
by the Steering Committee of Waterloo North's
Truth & Reconciliation Action Group
Sunday, October 24, 2021

Pre-European Contact

Dave Neufeld



We never learned
this in school

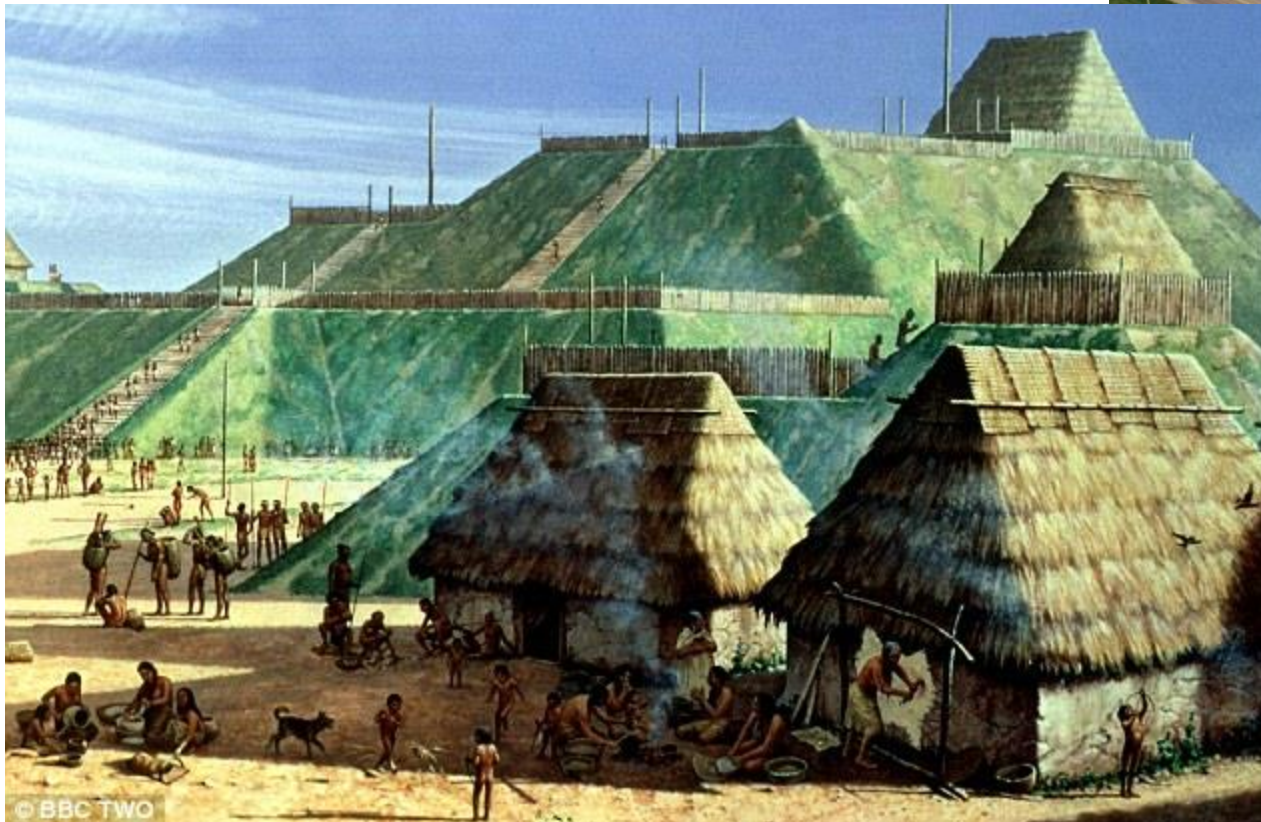


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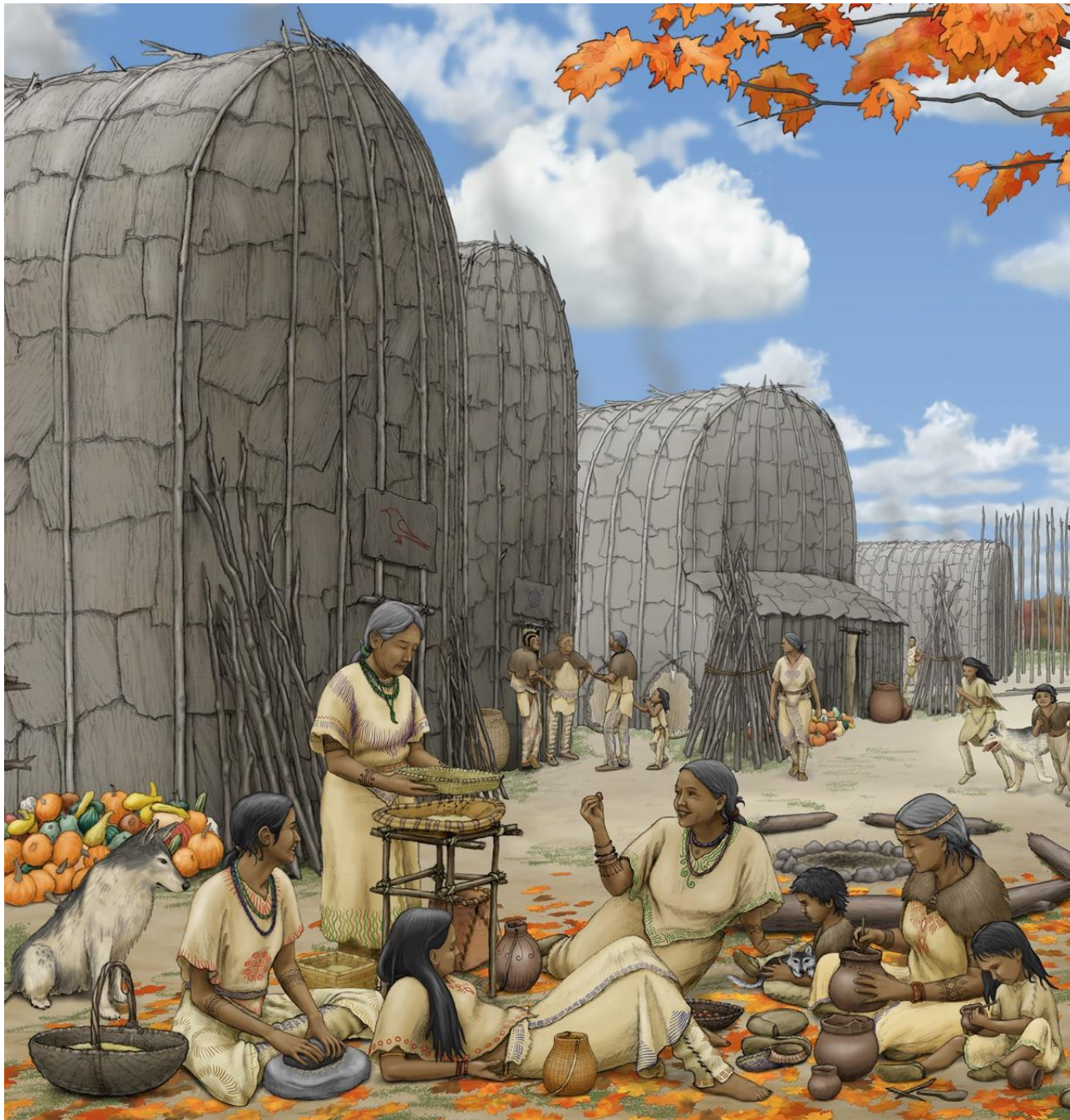
Colonial justifications for the denigration of Indigenous Peoples

- There weren't many of them here anyway
- They were primitive, stone age
- Lacked technology, Europeans had superior technology. (We brought civilization)
- They made little productive use of the land
- They had no government
- They were nomadic, had no settled existence
- They were violent, savage, brutal to Europeans and each other

Cahokia
Adena/Hopewell/Mississippian Cultures
1200 CE



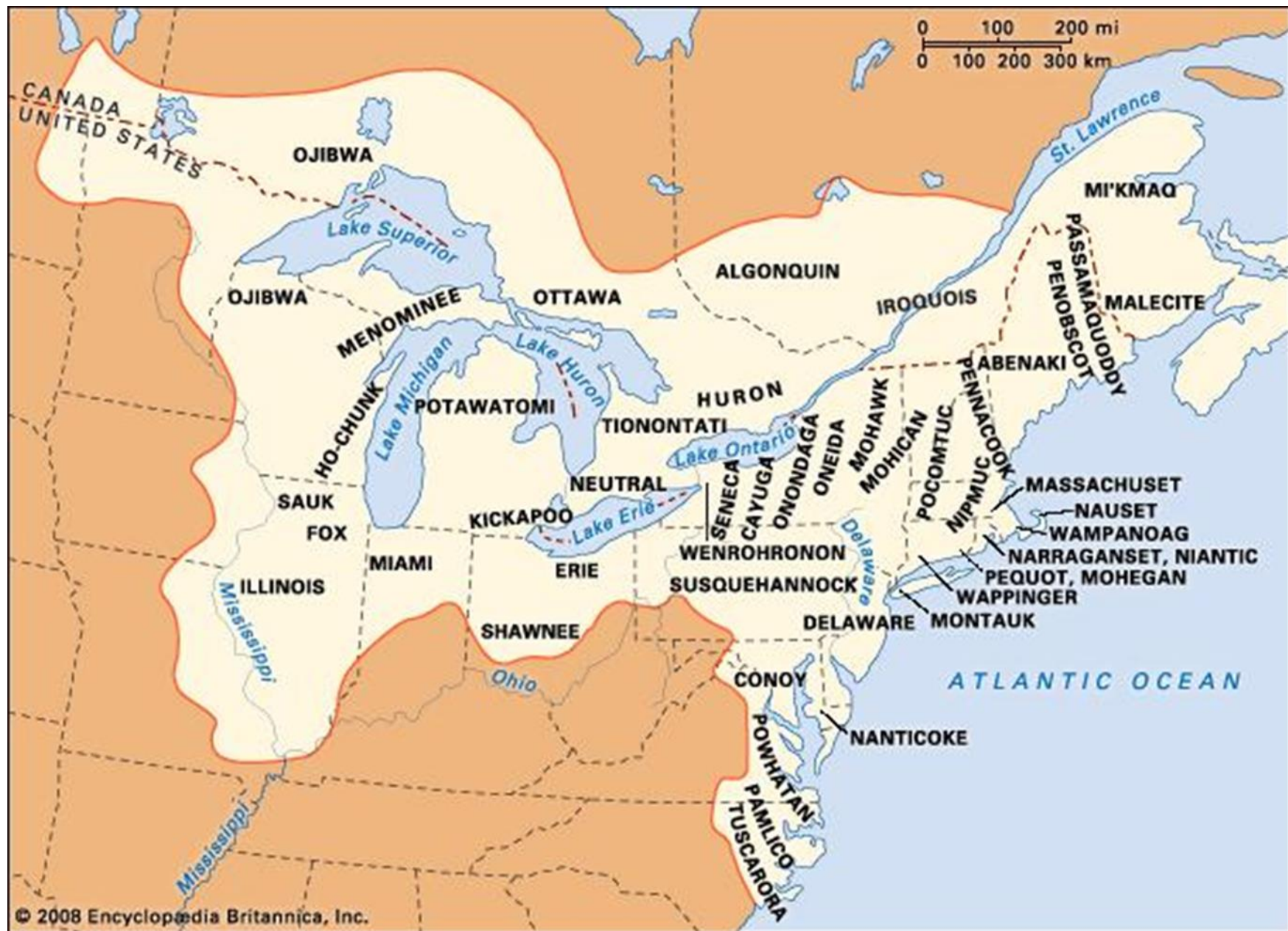
-images courtesy of
Cahokia State Park



Is this
“Revisionist History?”

We need to rethink our
understanding of
Indigenous Nations
prior to contact.

Pierre Radisson called
the Iroquois lands,
“a country in every
sense of the word”.





What did Waterloo Region really look like when the Mennonites arrived in 1800, already 250 years after Indigenous contact with Europeans?

DOCTRINE OF DISCOVERY

Ron Flaming





https://en.wikipedia.org/wiki/Pope_Nicholas_V#/media/File:Paus_Nicolaas_V_door_Peter_Paul_Rubens.jpg

The Bull *Romanus Pontifex* (Nicholas V)

January 8, 1455

Nicholas, bishop, servant of the servants of God ... seeking and desiring the salvation of all ... granted among other things free and ample faculty to the aforesaid King Alfonso to ...

... reduce their persons to perpetual slavery, and to apply and appropriate to himself and his successors the kingdoms ... and to convert them to his and their use and profit

http://caid.ca/Bull_Romanus_Pontifex_1455.pdf

DOCTRINE OF DISCOVERY



The Doctrine of Discovery established a spiritual, political, and legal justification for colonization and seizure of land not inhabited by Christians.

<https://upstanderproject.org>

Dis

RESPECT





DOCTRINE OF DISCOVERY today

Crown land belongs to Canada because England claimed it. The Crown sold that land to European settlers and gave them deeds to the property.

REPUDIATE THE DOCTRINE

Dismantling the Doctrine of Discovery

A movement of Anabaptist people of faith

<https://dofdmennon.org/>

Ditching the Doctrine

short article by an Indigenous lawyer

<https://www.oktlaw.com/ditching-doctrine-discovery-means-canadian-law/>

FRIENDSHIP

PEACE

FOREVER

**Respect the People
Honour the Treaties**

Residential Schools

Bernie Burnett

Historical Timeline of Residential Schools

BEFORE

- Connection to the land
- Family, social, political systems intact

DECOLONIZATION

- Cultural resurgence – process to revitalize culture and strengthen original Indigenous teachings
- Healing
- Reconciliation

DURING

- Loss of autonomy, erosion of self (mentally, physically, emotionally and spiritually)
- Extreme trauma
- Disconnection of land base and way of life

AFTER

- Trauma, loss and grief
- Unhealthy coping skills
- Lack of parenting skills leads to inter-generational impacts

PRECONTACT

- Connection to land and creation
- Family systems intact
- Sustainable economy and land base
- Role modelling through mentoring, role of elders
- Language and ceremonies – history and teaching
- Confederation based on peace

COLONIZATION TIMELINE

1400's 1600's	16-1800's	1765 – 1783 1812 - 1815	Ongoing
Explorers Doctrine of discovery Diseases	Treaties	American Revolution War of 1812	Land and resource displacement

COLONIZATION TIMELINE (continued)

1876 - present

Indian Act

1880 – 1996

1960's

Residential schools

60's scoop

RESIDENTIAL SCHOOLS

LATE

1880'S.....1996!!

- Residential school was a well documented Canada-wide policy of assimilation of Indigenous children.

Duncan Campbell Scott

Deputy Superintendent General of Indian Affairs

1913 - 1932



KNOWN TODAY FOR ADVOCATING THE ASSIMILATION AND GENOCIDE OF INDIGENOUS PEOPLES OF CANADA.

QUOTES:

“WHEN HE MANDATED SCHOOL ATTENDANCE HE STATED “I WANT TO GET RID OF THE INDIAN PROBLEM. I DO NOT THINK AS A MATTER OF FACT, THAT THE COUNTRY OUGHT TO CONTINUOUSLY PROTECT A CLASS OF PEOPLE WHO ARE ABLE TO STAND ALONE.....

“OUR OBJECTIVE IS TO CONTINUE UNTIL THERE IS NOT A SINGLE INDIAN IN CANADA THAT HAS NOT BEEN ABSORBED INTO THE BODY POLITIC AND THERE IS NO INDIAN QUESTION, AND NO INDIAN, THAT IS THE WHOLE OBJECT OF THIS BILL.

IT IS READILY ACKNOWLEDGED THAT INDIAN CHILDREN LOSE THEIR NATURAL RESISTANCE TO ILLNESS BY HABITATING SO CLOSELY IN THESE SCHOOLS, AND THAT THEY DIE AT A MUCH HIGHER RATE THAN IN THEIR VILLAGES. BUT THIS ALONE DOES NOT JUSTIFY A CHANGE IN THE POLICY OF THIS DEPARTMENT, WHICH IS BEING GEARED TOWARDS THE FINAL SOLUTION OF OUR INDIAN PROBLEM.

Residential School Information

- It is estimated that over 150,000 Indian, Inuit and Metis children attended Indian residential school.
- These schools were funded by the federal government and operated by Churches (Catholic, United, Mennonite (NW Ontario))
- 1931 at its peak there were 80 schools operating
- While the number of schools began to decrease after that the number of students increased
- Children attended from age 7-16, some began as young as 4
- Forcibly removed from homes (RCMP employed to carry out this action)
- Resistance by the parents or the community was met with consequences – imprisonment, denial of treaty rations
- No contact with parents while they were at the school (some came home for the summer, some did not)

Residential School information (cont)

- Students were roughly bathed and deloused with a powder
- Their hair was shorn upon admittance (spiritual significance and culturally a sign of mourning)
- They were stripped of all their belongings
- Not allowed to speak their language
- Given a number to use as name
- Boys and girls were segregated as were siblings
- Bells dictated everything they did (eat, pray, clean, sleep, wake up)
- Low educational expectations
- Used for unpaid labor
- Overcrowding and underfunding contributed to poor health, poor quality of teachers, poor readers and supplies
- Poorly fed including processed foods they were unaccustomed to, little variety and questionable nutritional value – staff fed better
- Sports teams (escapism) and the Arts (periods of respite) were recalled as positives by survivors
- Physical, sexual, mental abuse prevalent

Residential School information (cont)

- Currently just over 4000 documented unmarked graves across Canada at Residential School grounds
- More to be discovered with use of technology at more school sites
- Estimate 30,000 students unaccounted for (Murray Sinclair)
 - Record keeping of deaths by the government was stopped in 1907
 - to this day records from the schools the Churches kept have not all been handed over
- Some residential schools did not qualify for funding and therefore deaths in those were not counted
- Some children were sent directly to hospitals and subjected to experiments – deaths not counted
- There is anecdotal evidence of the use of incinerators to destroy evidence
- If students became ill they were sometimes sent home or to the hospitals and deaths not counted

“Many of us have little ability to carry our own shadow side, much less the shadow side of our church, group, nation, or period of history. But shadowlands are good and necessary teachers.”

—Richard Rohr

Understanding Our Worldviews and Concepts of Land

Anne Brubacher

Truth and Reconciliation

*Understanding our World views
and the Concept of Land*



We all come with
different
perspectives and
different
worldviews...

Land & Gratitude: A Thanksgiving Address



... for all
creation



*In some Native languages the term for
plants translates to “those who take
care of us.”*

- Robin Wall Kimmerer, *Braiding Sweet Grass*

Grandfather Teachings

Out of a sense of gratitude, we treat each other and all of creation with:

1. Humility
2. Truth
3. Honesty
4. Wisdom
5. Bravery
6. Respect
7. Love

The seven teachings have been given to the Anishinaabe people to guide them in living a good life, living without conflict and living in peace.

Our Basic Worldviews

Indigenous View

- Many truths, depending on individual experiences
- Everything and everyone is related
- *Land is sacred and for benefit of all creation*
- Feeling comfortable is measured by the quality of your relationships with people
- *Human beings are not the most important in the world where there is a relational circle.*
- *Amassing wealth is important for the good of the community*

Western View

- Truth is based on science or Western style law
- Society tends to be compartmentalized
- *Land should be available for the benefit of humans*
- Feeling comfortable is related to how successful you feel you have been in achieving goals
- *Human beings are the most important...top of the pyramid*
- *Amassing wealth is important for the good of the individual*

Understandings of Land

Indigenous View

- Land collectively belongs to future generations
- Everyone should benefit from the land
- Take what you need but use all that you take
- Respect what you take from the land
- Land is shared

Western View

- Land is an individual's private property
- Land viewed as a commodity with equity
- Land is for personal benefit
- Land can be manipulated, controlled and exploited
- Land is owned

Seven Generations and Stewardship

The concept of 7 generations is central to Indigenous decision making. As Settlers, many of us have now been on this land for at least 7 generations and now we are facing the realities of climate change and the earth's pollution.

Indigenous connection to the land including its waters and its animals, is not so much one of **ownership** as it is one of **stewardship**.

Some would compare the Indigenous connection to the land more like an **umbilical cord**.

“We only take what we need
not more than we need
because that is the way
we were taught.”

- Joyce Peters, Cat Fish First Nation