
Special Supplement to Volume 18 The Experience of Indian Residential Schooling

Two major research reports constitute a special supplemental issue of *Canadian Journal of Native Education*, to be published in Fall, 1991. Subscribers to Volume 18 and Volume 19 will receive this supplement, which will not be sold separately.

The Effects of Residential Schools on Native Child-Rearing Practices

by

N. Rosalyn Ing

Three elders who had attended residential schools answered four open-ended questions about their experiences there. It is clear that values and skills taught by Native parents and elders, which were essential for survival in Native society, lost their importance in residential schools. The separation of siblings by sex and age created strangers in families. Self-esteem was challenged. These experiences affect subsequent generations. Ing refers to literature and to the interview data to discuss psychological and cultural dimensions of self-esteem, child-rearing practices, and language use. The paper is written from the perspective of an alumnus of three of those schools. Some recommendations are included for the promotion of individual and group healing.

Indian Residential Schooling: The Native Perspective

by

Linda R. Bull

A brief look at the history of Indian schooling in Canada contextualizes information obtained from archives describing Roman Catholic and United Church schooling for Indians. The archival information seems to indicate that the administrations' perceptions of the characteristics of Indians was one motivation for peculiar disciplinary measures. The major part of the work is based on interviews with ten alumni of Blue Quills Indian Residential School and the Edmonton Industrial School (or either of their predecessors) who were students in the schools between 1900 and 1940. They recounted both positive and negative experiences at the schools, but it is apparent from the interviews that as children they experienced extreme loneliness and degradation which was at times brutal. For many of the elders, major difficulties with taking on adult roles followed; they found strength to change their situations or to heal outside the school in their own culture.
