

Analysis #1

This is an analysis of the article “Schooled for Inequality: The Education of British Columbia Aboriginal Children” written by Jean Barman. After reading this article I have found that it provides a very strong thesis statement and follows exactly what it says it will do. It states that “this essay is not to assess the rightness and wrongness of the federal goal of assimilation, but rather to examine why...[residential schools] became such a dismal failure with far reaching consequences for the history of Aboriginal education.”¹ This article does this very well by following the creation of residential schools from before they were made. This article is very organized as it provides headings and how each related to the creation of residential schools. I found this quite knowledgeable as it has stories of how the children of people whom went to residential schools are still suffering because the harm from residential schools “visited [them] every day of [their] childhood through the replaying of [their] parents’ childhood trauma and grief which they never had a chance to resolve in their lifetimes.”² Barman talks about the DIA’s curriculum for Indian students is somewhat different from a European students³ and I feel that this is where there could have been another road taken to offer both of these practices instead of assimilating them all into the European one. I feel that showing the First Nations that their education and their beliefs are equally valid would have saved thousands of people from pain and suffering.

Analysis #2

This is an analysis of “Implementing Integrated Education Policy for On-Reserve Aboriginal Children in British Columbia, 1951-1981” written by Helen Raptis. I feel that this paper does not argue any specific point it merely states facts as the thesis statement says:

This paper traces the province’s earliest integration initiatives until 1981. It illustrates a complex and dynamic implementation process that changed considerably over time. In

particular, it demonstrates the difficulties provincial authorities encounter in attempting to leverage change at the level of individual learners.⁴

Although there is no specific argument, this article is very detailed and provides a great deal of information regarding the creation and downfall of residential schools. I found it very interesting in a sad sort of way that the government implemented residential schools so Indian children wouldn't feel so segregated. Indian children were already attending white people schools before residential schools were implemented for selfish purposes. Studies were conducted on the progress of Indian children and Harry Hawthorn's 1967 report "blamed Indian children's failure in school on disparities in housing, clothing, food, playthings, learning styles, use of language, methods of discipline and opportunities for making decisions."⁵ I feel this relates to the wider historiography on the topic as it relates the changes in B.C. to the rest of Canada. This makes me wonder why they did not shut down residential schools as soon as they saw that it was causing more issues than harm.

Analysis #3

This is an analysis of the article "A New Understanding of Things Indian': George Raley's Negotiation of the Residential School Experience" written by Paige Raibmon. I found this article to be a very interesting read and very inspirational. The purpose of this article is to shed light on some of the positives of residential schools as well as point out the negatives. Raley took his job as principal of the 1972 Coqualeetza Indian Residential schools very seriously and even "emphasized the positive educational and moral structures of Native society."⁶ I believe this is what Residential schools should be more like, they should be taking the best from both education systems and mixing them together to make the best education possible. Raley was not perfect as he still tried to push the Christian religion over all students but he better fostered their emotional needs and connections to teachers. I found this article very informative as it shows a side of residential schools that is never talked about. This article relates to the overall historiography on the topic as it puts a more critical view on the common beliefs of what residential schools were.

Notes

- ¹ Barman, Jean. "Schooled for Inequality: The Education of British Columbia Aboriginal Children." in Sara Burke and Patrice Milewski (Eds.), *Schooling in Transition: Readings in the Canadian History of Education*, Toronto: University of Toronto Press, 2012: 256
- ² Barman, Jean. "Schooled for Inequality: The Education of British Columbia Aboriginal Children." in Sara Burke and Patrice Milewski (Eds.), *Schooling in Transition: Readings in the Canadian History of Education*, Toronto: University of Toronto Press, 2012: 269
- ³ Barman, Jean. "Schooled for Inequality: The Education of British Columbia Aboriginal Children." in Sara Burke and Patrice Milewski (Eds.), *Schooling in Transition: Readings in the Canadian History of Education*, Toronto: University of Toronto Press, 2012: 256
- ⁴ Raptis, Helen. "Implementing Integrated Education Policy for On-Reserve Aboriginal Children in British Columbia, 1951-1981." *Historical Studies in Education* 20, no.1 (Spring 2008): 118.
- ⁵ Raptis, Helen. "Implementing Integrated Education Policy for On-Reserve Aboriginal Children in British Columbia, 1951-1981." *Historical Studies in Education* 20, no.1 (Spring 2008): 127.
- ⁶ Raibmon, Paige. "'A New Understanding of Things Indian': George Raley's Negotiation of the Residential School Experience." *BC Studies* 110 (1996): 74.

Work Cited

- Barman, Jean. "Schooled for Inequality: The Education of British Columbia Aboriginal Children." in Sara Burke and Patrice Milewski (Eds.), *Schooling in Transition: Readings in the Canadian History of Education*, Toronto: University of Toronto Press, 2012: 255-276.
- Raptis, Helen. "Implementing Integrated Education Policy for On-Reserve Aboriginal Children in British Columbia, 1951-1981." *Historical Studies in Education* 20, no.1 (Spring 2008): 118-146.
- Raibmon, Paige. "'A New Understanding of Things Indian': George Raley's Negotiation of the Residential School Experience." *BC Studies* 110 (1996): 69-96.