

Truth and Reconciliation

Calls to Action for Map and Data Professionals

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Truth and Reconciliation Commission & National Centre for Truth and Reconciliation



The image is a screenshot of the National Centre for Truth and Reconciliation website. At the top left is the logo, which consists of a stylized orange flame inside a circle. To the right of the logo, the text "National Centre for Truth and Reconciliation" is displayed in a serif font, with "UNIVERSITY OF MANITOBA" in a smaller sans-serif font below it. A horizontal navigation menu is located to the right of the logo, containing links for "News", "About", "Education", "Research", "Archives", "Exhibitions", and "Reports". Below the navigation menu is a large banner image. The banner features a photograph of a young girl and an older woman looking off to the side. Overlaid on the right side of the banner is the text "TRUTH INSPIRES OUR FUTURE." in large, bold, white capital letters. Below this text, in a smaller white font, is the message: "Read, watch and listen to incredible stories of resilience, courage and determination. Click here to watch an important video from residential school survivors". At the bottom of the banner, there is a line of small text: "A National Residential School Crisis Line has been set up to provide support to former students. This 24-Hour Crisis Line can be accessed at: 1-866-925-4419." To the right of this text is a row of five small, colored dots (orange, grey, red, red, grey).

 National Centre for
Truth and Reconciliation
UNIVERSITY OF MANITOBA

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**TRUTH INSPIRES
OUR FUTURE.**

Read, watch and listen to incredible stories of resilience,
courage and determination.
*Click here to watch an important video
from residential school survivors*

A National Residential School Crisis Line has been set up to provide support to former students. This 24-Hour Crisis Line can be accessed at: 1-866-925-4419.

"Reconciliation is about forging and maintaining respectful relationships. There are no shortcuts."

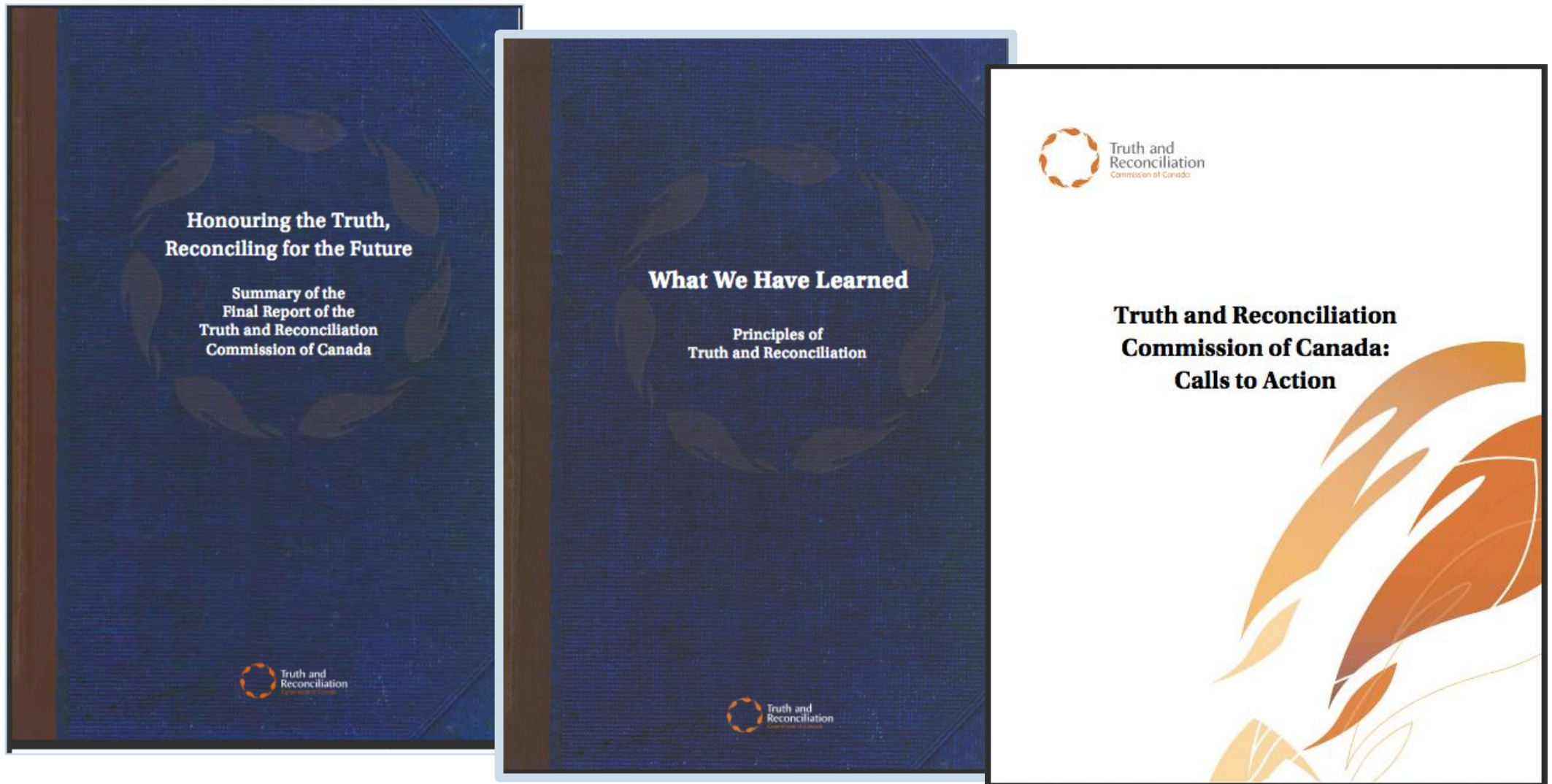
Justice Murray Sinclair, Chair, Truth and Reconciliation Commission of Canada

Truth and Reconciliation Principle #10:

Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.

Source: Truth and Reconciliation Commission of Canada. 2015. **What we have learned: Principles of Truth and Reconciliation.** https://nctr.ca/assets/reports/Final%20Reports/Principles_English_Web.pdf

Truth and Reconciliation
through education and
awareness



Access to all of the Truth and Reconciliation Commission of Canada Reports at <http://nctr.ca/reports2.php>

Films and Visual Resources

Mini-Documentaries

RESULTS (102)

◀ 1 2 3 next ▶

Honourary Witness Ceremony MDNNE126 / 2011-06-28

Shelagh Rogers discusses what it means to be an honorary witness, including listening to the stories of Survivors and bringing these stories along with you on your own journey of reconciliation. She also discusses the responsibility to confront racism as an ongoing task of honorary witnesses.



Fostering Reconciliation Through Education MDAB650 / 2014-03-27

In this TRC mini-documentary, the Hon. Frank Oberle, former Minister of Aboriginal Relations Alberta, announces the commitment by the Province of Alberta to ensure that



Education



Education Home



Imagine a Canada



Project of Heart



Healing Forest



ReconciliACTION:
Youth Driven
Reconciliation



National Centre for
Truth and Reconciliation

UNIVERSITY OF MANITOBA

https://nctr.ca/scripts/mwima.in.dll/144/DESCRIPTION/MDSUMMARY?SESSIONSEARCH&EXP=VIMS_VIDEO%20MD

INDIGENOUS VOICES AND RECONCILIATION



We Can't Make the Same Mistake Twice

Alanis Obomsawin
2016 | 2 h 43 min



Angry Inuk

 CAMPUS
Alethea Arnaquq-Baril
2016 | 1 h 22 min




We Were Children

 CAMPUS
Tim Wolochatiuk
2012 | 1 h 23 min



Women in the Shadows

 CAMPUS
Norma Bailey
1991 | 55 min



https://www.nfb.ca/channels/edu_home_indigenous_voices_reconciliation_en/



aptn
investigates

www.aptn.ca/news/



Indigenous

www.cbc.ca/news/indigenous/



ici.radio-canada.ca/espaces-autochtones

Decolonize airspace via indigenous podcasts

<https://newjourneys.ca/en/articles/11-indigenous-podcasts-for-your-listening-pleasure>

Reconciliation through Education

Calls to Action #62 to #65

- Curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada
- Funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms
- Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history
- Building student capacity for intercultural understanding, empathy, and mutual respect

Source: Truth and Reconciliation Commission of Canada: Calls to Action.

https://nctr.ca/assets/reports/Calls_to_Action_English2.pdf

Decolonizing and
improving access to map
and data collections

Research Guides and Data Portals

The screenshot shows the 'Aboriginal Maps and Mapping' research guide. The left sidebar contains a vertical menu with links: Home, Books & Media, Mapping, British Columbia, Canada, Language Maps, Population Maps, Treaty Maps (selected), Residential School Maps, Associations, Citing, and Xwi7xwa Library. The main content area is titled 'Aboriginal Maps and Mapping' and includes a search bar. Below the title, there are two sections: 'Treaty Maps - British Columbia' and 'Treaty Maps - Canada'. The 'Treaty Maps - British Columbia' section lists three items: 'B.C. Treaty Commission Interactive Map', 'Douglas Treaties Map (Hul'quim'num Treaty Group)', and 'Individual Claims Negotiations Update'. The 'Treaty Maps - Canada' section lists four items: 'Treaties, Claims, and Agreements Maps', 'Canadian First Nations Treaty Map Index', 'Historical Indian Treaties (Atlas of Canada)', and 'Maps of Treaty-Making in Canada (AANDC)'. Each item includes a brief description of the resource.

<http://guides.library.ubc.ca/aboriginalmaps>


The screenshot shows the 'First Nations and Indigenous Studies' research guide. The left sidebar contains a vertical menu with links: Getting Started, Terminology, Books & Media, Articles, Core Journals, Finding Indigenous Perspectives, Local Collections, Theses, Images, Newspapers, Primary Sources, Statistics & Data (selected), Help with Statistics, Indigenous Statistics in UBC Research Guides, Related Guides, UBC Catalogue, Demographics, Census Data, Analysis of Statistics on Aboriginal People, Statistics Links, and Research Portals. The main content area is titled 'First Nations and Indigenous Studies' and includes a search bar. Below the title, there are several sections: 'Help with Statistics', 'Indigenous Statistics in UBC Research Guides', 'Related Guides', 'UBC Catalogue', and 'Subject Headings'. The 'Help with Statistics' section includes a link to 'Koerner Library - Government Publications Division'. The 'Indigenous Statistics in UBC Research Guides' section lists three items: 'Aboriginal Health Statistics & Data', 'Aboriginal Education Statistics', and 'Residential School Statistics'. The 'Related Guides' section lists four items: 'Xwi7xwa Research Guides', 'Education Statistics', 'Health Statistics & Data', and 'Law - Crime & Justice Statistics'. The 'UBC Catalogue' section includes a link to 'Indians of North America - Canada - Statistics'. The 'Subject Headings' section includes three items: 'Indians of North America - Canada - Statistics', 'Indigenous Peoples - Canada - Statistics', and 'Native Peoples - Canada - Statistics'.

<http://guides.library.ubc.ca/c.php?g=307187&p=3990958>

Terminology and Aboriginal Identity

"The ways in which Aboriginal peoples in Canada self-identify and are defined by the state—and the ways in which these two systems of definition, one based in law and legislation, the other in family tradition and community practice, are frequently in conflict."

Source: Indigenous Foundations. University of British Columbia Faculty of Arts.
http://indigenousfoundations.arts.ubc.ca/aboriginal_identity_terminology/



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Briefing Note on Terminology

Concept Note – Terminology Related to Indigenous Peoples
By Celeste McKay Consulting ©2015
April 2015

Introduction

This briefing notes sets out terminology related to the original peoples of the land and their descendants, commonly referred to as “Aboriginal Peoples” or “Indigenous Peoples,” and provides background on how these terms came to be and the distinctions in meaning between the terms.

Terminology and Identity

“Aboriginal.” “Native.” “Indigenous.” Many terms are used to describe the original peoples of this land and their descendants. The choice of words is important. All Indigenous Nations have words in their own languages that they use to define themselves. These names are expressions of pride and a symbol of the continued resilience of Indigenous identity. For example, Métis in Manitoba use the term “Le mechiif” in Western Canada. In contrast, terms imposed by others, by the Canadian government and by settler society have often had the intent or the effect of disparaging Indigenous peoples or restricting their rights and status. Thus, the question, “What is in a name, or a term” is an important one in this context.

Aboriginal or Indigenous?

The terms “Aboriginal” and “Indigenous” are both collective terms encompassing all the original peoples of the land in Canada. First Nations, Métis and Inuit (see below) are all Aboriginal or Indigenous peoples.

“Aboriginal” is a term most commonly used in Canada, although it is seldom used in other countries. The term “Aboriginal” came into use in the 1980’s when the government of Canada selected it as the term to use to codify the rights of First Nations ¹, Métis and Inuit under section 35 of the *Constitution Act of Canada*. Some organizations and peoples today prefer to use this term for clarity in relation to the law and government policies. At the same time, the close association with the government and Canadian law and the history of the term as developed by government, leads others to rely on different terms, such as “Indigenous.”

“Indigenous” is the term most often used around the world and it’s the term used in international human rights instruments such as United Nations *Declaration on the Rights of Indigenous Peoples*. In meaning, the term is fully interchangeable with “Aboriginal.” One advantage of the term “Indigenous” is that it has no negative connotations or associations. The term does have positive associations with self-determination and human rights more generally and is parallel to other positive terms such as “Indigeniety” which express continued pride and resilience of culture and identity. For these reasons “Indigenous” is increasingly preferred in Canada.


The term “Native,” once commonly used as a general term to refer to the Indigenous peoples of Canada, is used less and less often. It entered into common use through the Indigenous

<http://umanitoba.ca/student/indigenous/terminology.html>

indigenousfoundations.web.arts.ubc.ca/terminology/

ous perspectives →

indigenousfoundations.arts.ubc.ca



Navigation

Identity

Terminology

Aboriginal Identity & the Classroom

Aboriginal Identity & Terminology

Land & Rights

Government Policy

Community & Politics

Culture

Global Indigenous Issues

Special Projects

Guide Pages

Terminology

So, which terms do I use?

Terminology, particularly as it relates to Indigenous peoples, can be tricky to navigate. A term that might be acceptable to some might be offensive to others. Because of this, many people do not feel confident using certain terms when referring to Aboriginal peoples. Fear of using the “wrong” word should never stifle important dialogue and discussions that need to be had.

By taking a moment to consider the history of certain terms, it is very possible to learn and be comfortable with which words to use in which contexts. We have compiled this guide to help inform your decisions on terminology.

Terms in this section:

First Nations | Inuit | Metis | Indian | Inuit | Indigenous | Native | Peoples (plural)

To capitalize or not to capitalize?

Why does terminology matter?

SiteMap

Search this site... Search

<http://indigenousfoundations.web.arts.ubc.ca/terminology/>

Demographics

BC Statistics

Information on how BC Statistics defines “Aboriginal” for statistical purposes can be found [here](#).

- Aboriginal Peoples of British Columbia
Labour force data, population statistics, health service area statistics, and more.

Statistics Canada

Information on how Statistics Canada categorizes and defines “Aboriginal” for statistical purposes can be found [here](#).

- Aboriginal Peoples Survey, 2012 (CWL Login required to access datasets)

“The purpose of the APS is to provide data on the social and economic conditions of Aboriginal people in Canada. More specifically, its purpose is to identify the needs of Aboriginal people and focus on issues such as education, employment, health, language, income, housing and mobility”

<http://guides.library.ubc.ca/c.php?g=307187&p=3990958>

“We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation.”

TRC CALL TO ACTION #55



TRC Call to Action #55

- Aboriginal children in care
- Comparative funding for education of children on and off reserves;
- Comparative data about educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal People
- Comparative health indicator data (Aboriginal and non-Aboriginal communities)
- Data showing the rate of criminal victimization of Aboriginal people, including data related to homicide, family violence, and other crimes
- Data about over representation of Aboriginal people in the justice, correctional system, and youth custody

Source: TRC Calls to Action.

[http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls to Action English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

Building and improving access to your collections

- Acquire maps, atlases, data and statistical resources created from Indigenous perspectives; as well as resources relevant to research on Aboriginal topics.
- Find within your collections, maps, atlases, government publications created from Indigenous perspectives, as well as resources relevant to research on Aboriginal topics.
- Describe resources in your catalogue or database using revised subject headings and culturally sensitive metadata
- Reach out to researchers at your institution who are doing research from Indigenous perspectives and/or research on Aboriginal topics, encourage them to deposit their data (if they are permitted)
- Data rescue of legacy datasets

Data Rescue

LAND, TREATY RIGHTS, RESIDENTIAL SCHOOL DATA, HISTORICAL DATA AND CONTEMPORARY DATA.

Royal Commission on Aboriginal Peoples

<https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/introduction.aspx>

Marlene Thio-Watts, RN
Co-ordinator, Healthiest Babies Possible
Pregnancy Outreach Program
Executive Director, Northern Family Health Society
Prince George, British Columbia, 1 June 1993

TABLE 3.7
Percentage of Low and High Birthweight Babies, Registered Indian and Total
Populations, 1979-1992

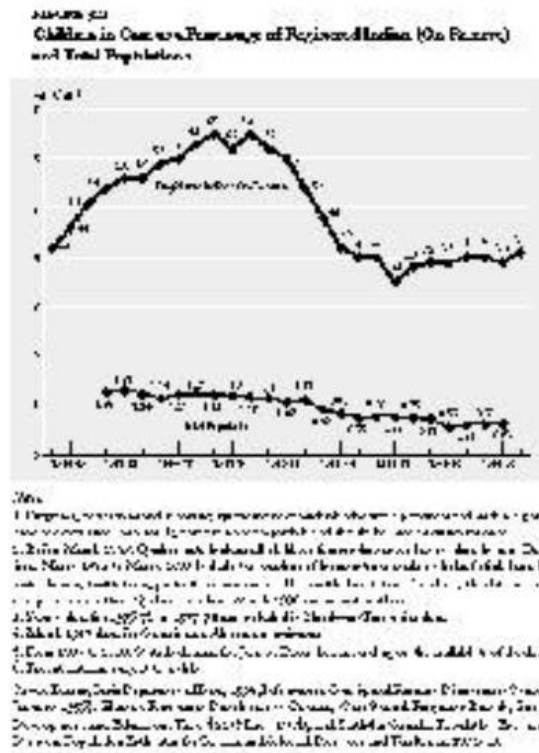
	Low Birth Weight1		High Birth Weight2	
	Total Population	Registered Indians	Total Population	Registered Indians
1979	6	5	10	—
1980	6	5	10	—
1981	6	5	10	—
1982	6	5	11	—
1983	6	4	11	—
1984	6	4	11	—
1985	6	4	11	—
1986	6	4	11	—
1987	5	4	12	—
1988	6	3	12	—
1989	5	4	12	14
1990	5	3	12	14
1991	6	5	12	5
1992	5	4	13	16

Notes:
1. Less than 2.5 kilograms.
2. More than 4 kilograms. — = data not available.

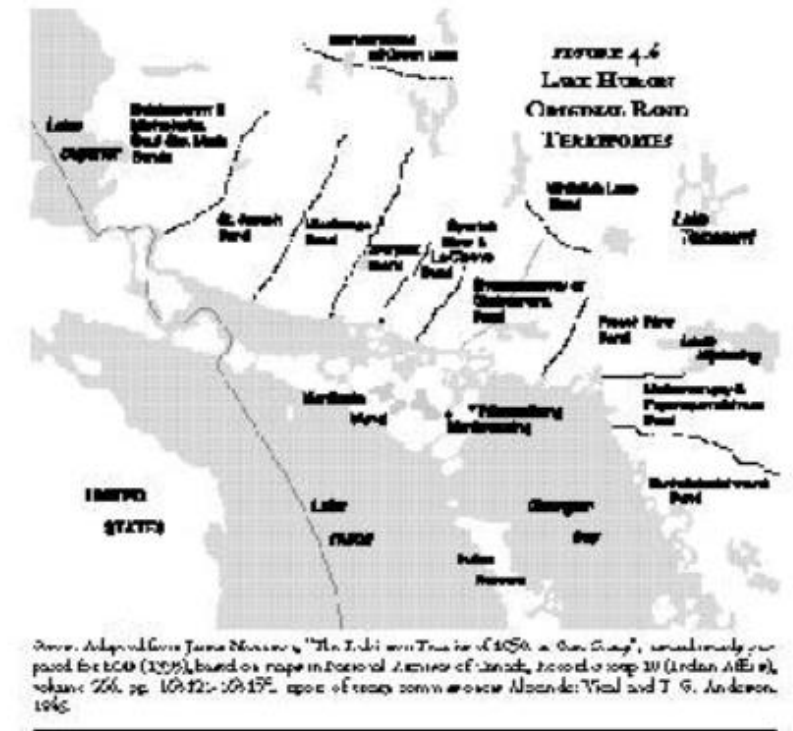
Figures have been rounded to the nearest per cent.

Source: For registered Indian population, Health Canada, Medical Services Branch, unpublished data; for total population, Statistics Canada, catalogue nos. 84-204 and 84-210.

Source: Table 3.7. In, RCAP. Volume 3, Gathering Strength, page 120.



Source: Figure 3.2. In, RCAP. Volume 3, Gathering Strength. Page 115.



Source: Figure 4.6. In, RCAP. Volume 2: Restructuring the Relationship. Page 444.

Indian Affairs Annual Reports – 1884-1990

<https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/first-nations/indian-affairs-annual-reports/Pages/introduction.aspx>

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List of Tables. Source: Indian Affairs Report, 1950.

<http://central.bac-lac.gc.ca/.item/?id=1950a054&op=img&app=indianaffairs>

Table 1
Census of Indians: Arranged under Provinces and Territories, 1949

Provinces	Total Number	Religions							Under 7 years		7 and under 16		16 and under 21		21 and under 70		70 and over	
		Anglican	Baptist	United Church	Presbyterian	Roman Catholic	Other Christian Beliefs	Aboriginal Beliefs	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alberta.....	13,991	1,963	127	1,708		9,954		239	1,698	1,724	1,639	1,591	700	692	2,592	2,579	206	270
British Columbia.....	27,936	5,561		5,633		15,977	775		3,147	3,144	3,003	3,149	1,423	1,412	6,332	6,245	550	531
Manitoba.....	17,513	5,735	12	4,094	804	6,001	82	95	2,022	1,991	1,956	2,021	940	830	3,815	3,340	293	305
New Brunswick.....	2,139					2,139			239	237	253	245	102	111	479	414	33	26
Northwest Territories.....	3,586	658				2,918			379	322	362	372	182	164	875	804	58	68
Nova Scotia.....	2,641					2,641			273	243	292	302	128	132	635	544	50	47
Ontario.....	34,697	10,940	1,514	6,025	611	12,965	1,146	2,306	3,348	3,352	3,330	3,349	1,761	1,747	8,282	8,005	713	720
Prince Edward Island.....	273					273			24	20	33	33	16	9	68	58	6	6
Quebec.....	15,970	3,106		451		12,120	152	147	1,587	1,642	1,611	1,655	844	839	3,832	3,407	293	260
Saskatchewan.....	16,308	4,580		1,682	184	8,402	25	1,635	1,853	1,869	1,795	1,866	854	811	3,416	3,347	246	251
Yukon.....	1,443	1,191				210	18	24	168	171	147	163	67	73	333	286	25	20
Total Indian population.....	136,407	34,138	1,653	20,153	1,599	72,790	2,188	3,846	14,728	14,715	14,421	14,746	7,012	6,820	30,959	28,029	2,473	2,504

Table 1. Source: Indian Affairs Report, 1950.

<https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/first-nations/indian-affairs-annual-reports/Pages/item.aspx?IdNumber=33844>

Table 7

Enrolment by Provinces in the Different Classes

RESIDENTIAL

Province	Number of Schools	Denominations				Number on Roll				
		Church of England	Presbyterian	Roman Catholic	United Church	Boys	Girls	Total	Average Attendance	Percentage Attendance
Nova Scotia.....	1			1		82	84	166	164.49	90.09
Quebec.....	2	1		1		32	41	73	71.00	97.26
Ontario.....	11	4	1	6		771	790	1,561	1,423.45	91.19
Manitoba.....	8	1	1	4		472	624	1,096	999.59	91.20
Saskatchewan.....	12	2		8		872	1,024	1,896	1,797.70	94.82
Alberta.....	18	5		11		957	1,079	2,036	1,831.07	89.53
Northwest Territories.....	4	1		3		110	149	259	234.38	86.63
British Columbia.....	12	2		9	1	1,049	1,133	2,182	2,039.59	93.47
Yukon Territories.....	1	1				17	30	47	41.79	85.91
Totals Residential Schools.....	69	17	2	43	7	4,362	4,954	9,316	8,593.06	92.24

DAY

Province	Number of Schools	Number on Roll			Average Attendance	Percentage of Attendance
		Boys	Girls	Total		
Prince Edward Island.....	1	24	22	46	35.29	83.24
Nova Scotia.....	7	216	210	426	334.23	90.19
New Brunswick.....	9	196	201	397	339.30	85.52
Quebec.....	31	894	975	1,869	1,665.25	89.10
Ontario.....	90	1,770	2,001	3,771	3,224.18	85.50
Manitoba.....	54	1,013	1,073	2,086	1,672.85	80.19
Saskatchewan.....	41	684	649	1,333	1,128.34	84.65
Alberta.....	16	377	362	739	676.58	91.55
Northwest Territories.....	8	202	190	392	323.75	82.59
British Columbia.....	65	1,321	1,333	2,704	2,342.41	86.63
Yukon Territories.....	7	98	125	223	174.28	78.15
Total—Day Schools.....	329	6,795	7,191	13,986	11,969.46	85.58

for the Fiscal Year Ended March 31, 1950

SCHOOLS

Grades											
I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
49	13	33	23	23	13	8	4				
28	21	9	9		6						
488	196	207	165	131	100	79	69	80	15	23	8
329	142	157	144	102	70	72	35	45			
697	275	230	237	208	159	110	44	25	1		
595	319	297	306	201	162	103	36	14	3		
116	41	29	27	20	21	5					
539	333	318	240	251	202	134	72	72	9	11	1
18	5	8	4	6	2	2					
2,770	1,345	1,288	1,135	942	735	513	261	236	28	34	9

SCHOOLS

Grades											
I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
19	8	5	2		7	3	1	1			
126	68	88	57	26	36	10	6	9			
126	66	49	50	47	19	20	20				
690	322	257	202	165	136	88	41	8			
1,205	540	529	417	397	312	176	192	7	2	3	
1,026	345	317	168	113	80	43	18	3			
550	228	194	131	111	62	34	16	7			
323	180	83	40	72	42	28	15	4	1		1
187	57	52	31	21	21	10	6	3	2	1	1
1,073	515	378	262	238	130	71	46	1			
100	48	49	19	9	4	2	1				
5,395	2,328	1,983	1,379	1,201	790	485	362	43	5	4	2

Table 7. Source: Indian Affairs Report, 1950.

<https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/first-nations/indian-affairs-annual-reports/Pages/item.aspx?IdNumber=33848>

INDIAN LAND STATEMENT

Showing the Number of Acres of Indian Lands Sold during the year ended the 31st March, 1928, the total amount of purchase money realized and the quantity of land unsold at that date.

ONTARIO

Town or Township	County or District	Number of Acres Sold	Amount of Sale \$ cts.	Number of Acres Unsold	Remarks
Albionville	Bruce			88 00	
Easton	"			358 00	
Lindsay	"			489 00	
St. Edmunds	"			206 00	
Bury (Townplot)	"	5 11	72 00	119 03	Some of these lands were resumed by the Department.
Oliphant	"			40 00	
Southampton (Townplot)	"			2 00	the conditions of sale not having been complied with, so that in certain cases there appears to have been more land remaining unsold at the close of the past fiscal year than remained unsold according to the previous year's report.
Warton (Townplot)	"			8 00	
Islands Saageen Peninsula	"			160 07	
White Cloud Island	Grey			7 00	
Thessalon (Townplot)	Algoma			11 80	
Thessalon	"			117 79	
Haviland	"			718 00	
Apasqua	"			11 23	
Laird	"	454 00	454 00	1,593 00	
Vankoughnet	"			428 00	
Kahoe	"			14,337 00	
Pennsfather	Manitowlin			275 02	
Campbell	"	4 80		745 50	
Howland	"	40 00	25 00		
Shaguanadah (Townplot)	"			14 23	
Manitowaning (Townplot)	"	292 00	173 40	1,340 00	
Tehkummah	"				
Sandfield	"	0 30	25 00		
Shaftesbury (Townplot)	"			288 00	
Allan	"			\$,244 07	
West Bay	"			112 00	
Billings	"				
Assiginack	"			2 00	
Barrie Island	"			32 00	
Gordon	"	42 00	21 00		
Gore Bay (Townplot)	"	90 00	12 00	344 00	
Carnarvon	"	100 00	100 00	268 87	
Tolmanville	"	33 15	45 00	342 00	
Mills	"			4,178 00	
Dawson	"			1,129 00	
Robinson	"	943 00	468 50	183 00	
S. Baymouth (Townplot)	"			76 19	
Meldrum (Townplot)	"	0 81	64 00	23 36	
Cayuga (Townplot)	Haldimand			60 00	
Caledonia (Townplot)	"			0 39	
Shannonville (Townplot)	Hastings			120 00	
Thurlow	"			4 40	
Deseronto (Townplot)	"			350 00	
Tyendinaga (Townplot)	"			193 00	
Bedford	Frontenac				
Islands River St. Lawrence	Prov. Ontario				
Wild Land Reserve	Rainy River	1,468 86	1,617 76	2,344 00	
Long Sault Reserve	"	268 74	1,204 37	198 26	
Little Forks	"			82 43	
Islands Georgian Bay	Prov. Ontario	70 56	1,115 00		
Islands Otonabee Waters	Peterborough				
Beausage	Nipissing			1,262 42	
Commanda	"			19,568 58	
Pedley	"	320 42	888 05	2,720 38	
		4,077 54	6,299 88	64,114 34	

Source: Indian Affairs Annual Report, 1928

<http://central.bac-lac.gc.ca/.item/?id=1928a065&op=img&app=indianaffairs>

National Centre for Truth and Reconciliation

DATASETS AND CURRENT PROJECTS

National Centre for Truth and Reconciliation

Missing Children and Burial Information

Develop and maintain Registry of Missing Children (Action #72)

Online registry of residential school cemeteries locations and unmarked graves; and to plot maps of the grave locations (Call to Action #73)

NCTR – Data Visualization – Potential Projects

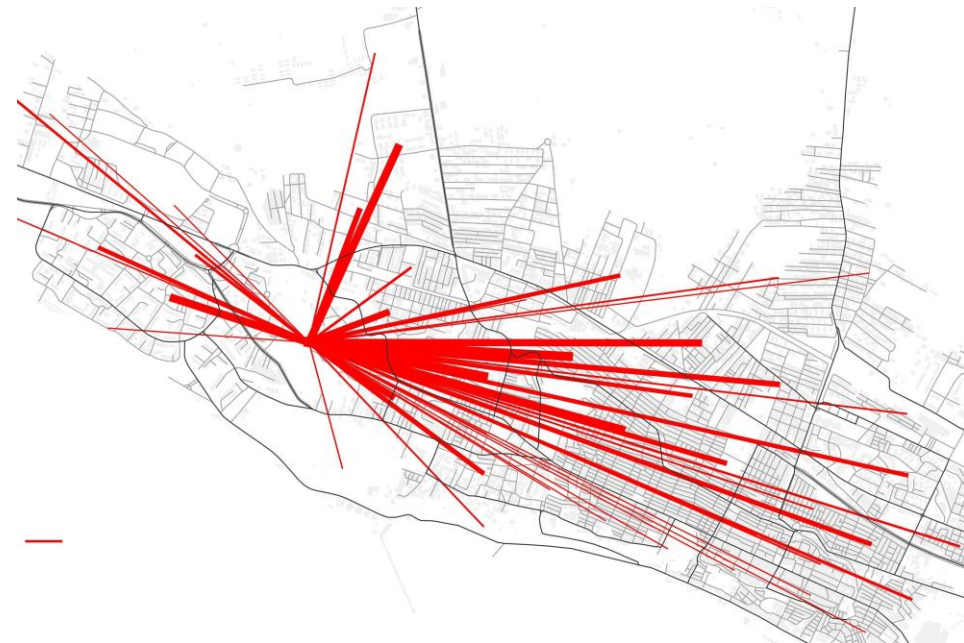
Quarterly Returns

INDIAN RESIDENTIAL SCHOOL QUARTERLY RETURN														
Agency														
REPORT of the Ojibwa Indian Residential School at Lebert, Sask., on Reserve for Quarter ended September 30, 1948.														
RESIDENT NUMBER	NAMES OF PEOPLE	AGE	SEX	ETHNIC OR RACE	CLASS OF STUDY							TRADE OR OTHER OCCUPATION	DATE OF ENTRANCE TO SCHOOL	ATTENDANCE
					1	2	3	4	5	6	7			
1117	Frankie MacIsaac	7	1	Whitebear	1								2-9-45	92 18
1118	Gerald Fox	10	1	Pisapot		4							1-10-45	92 18
1119	Gael Stonechild	8 1/2	1	Manowapitung	3								1-12-45	92 18
1120	Willard Aedownak	11 1/2	1	Garry Kettle	4								1-12-45	62 --
1121	Mervin Missens	12	1	Pasquaw	4								1-1-46	92 18
1122	Albert Kiskawaton	10 1/2	1	Pisapot		8							1-2-46	92 18
1123	Stanley MacDonald	9 1/2	1	Pasquaw	2								1-2-46	92 18
1124	Charles Hawkthunder	10 1/2	1	Pisapot	3								20-4-46	92 18
1125	Marcel Tuhahs	10 1/2	1	Oak Lake	3								1-9-46	92 18
1127	Harvey Tuxisapi	10 1/2	1	S. Buffalo	3								1-9-46	92 18
1128	James Desjarlais	10 1/2	1	Pisapot	3								1-9-46	92 18
1129	Mervin Truesdale	9 1/2	1	Pasquaw	3								1-9-46	92 18
1130	Joe Harry Thom	10 1/2	1	Pasquaw	3								1-9-46	92 18
1131	Michael Goodfeather	7 1/2	1	S. Buffalo	3								1-9-46	92 18
1132	Mervin Desnoie	9 1/2	1	Pasquaw	3								1-9-46	92 18
1134	Francis Pukonow	9 1/2	1	Okebis	3								1-9-46	92 18
1135	Gay Tuxisapi	9 1/2	1	"	3								1-9-46	92 18
1136	Sonia Starr	9 1/2	1	Starblanket	3								1-9-46	92 18
1137	Lawrence McIllegarde	7 1/2	1	L.S. Bear	3								1-9-46	92 18
1138	Richard Tawiyaks	10	1	S. Buffalo	3								1-9-46	62 --
1139	Michael Kasebluff	7 1/2	1	Manowapitung	3								1-9-47	92 18
1140	Vernon Bellegerde	7 1/2	1	L.S. Bear	2								1-9-47	92 18
1141	Leonard Bett	7 1/2	1	Starblanket	2								1-9-47	92 18
1142	Alxi Bellegerde	7 1/2	1	L.S. Bear	2								1-9-47	92 18
1143	Douglas McKay	8 1/2	1	Pasquaw	2								1-9-47	92 18
1144	Lloyd Charles Desnoie	8 1/2	1	"	2								1-9-47	92 18
1145	Joe V. Bellegerde	8 1/2	1	"	2								1-9-47	92 18
1146	Henry Mike Dubois	8 1/2	1	Pasquaw	2								1-9-47	92 18
NOTE—Additions to be correctly made and entered at the foot of columns.														

RG 10, Volume 6327, file 660-2, part 1. Microfilm c-9807, Image 1923

<http://data2.archives.ca/microform/data2/dm09/d09/006003/c-9807/pdf/c-9807-01923.pdf>

Network/flow map for one residential school showing distance from school to the childrens' home communities and the number of children from each community.



Example of a flow map. Source: GIS Stack Exchange.

<https://i.stack.imgur.com/1l9UZ.jpg>

Be an ally

Participate in Truth and Reconciliation committees in your workplace

Build respectful relationships with Aboriginal students, staff and faculty at your workplace

Be aware of Indigenous knowledge and teaching practices and start incorporating these practices in your teaching and outreach

Assist Aboriginal students by providing guidance in your areas of expertise, through workshops, consultation appointments or in other ways

CAPACITY BUILDING AS EMPOWERMENT

INDIGENOUS MAPPING WORKSHOP

The Firelight Group and its partners are proud to present the largest international geospatial conference for Indigenous governing bodies and communities on Indigenous-led geospatial research

ABOUT THE FIRELIGHT GROUP



<https://www.indigenousmaps.com/>

Thank you

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