The government did not have a clear policy on child welfare. Many children were removed from their families and placed in residential schools. This was because of the Indian Act, which required children to be educated in English. The number of children attending these schools increased from the 1940s to the 1960s. By the 1970s, the government recognized the need to improve education and health care for children in these schools.

The government in Canada made regulations which allowed the Indian Act to be enforced in order to ensure that children in residential schools were educated in English. This policy led to the separation of children from their families. The children were often mistreated and neglected.

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When the school is on the reserve, the child lives with

in 1883.

or, according to be Indian in the child. Prime

the introduction of the children into Christian beliefs

the children from those parents. The fact that the

of-reserve, boarding-school, industrial schools. The

Kanu and abandoned on-reserve schools in favor of

The government showed its policy based on the Death

The government reversed its policy based on the Death

with Christianity.

and their methodology should be replaced

and those who uphold it. The Indian in the child was

in order to nullify the influence of the

South. The Indian in the child was

in 1879 he produced the Report on Indian Schools

The collection of native children and provided a report

was commissioned to study how the Americans handled

and began their assimilation into secular society, but now

on reserves for the children to attend

and forced into boarding schools, which became known as

in 1949, Duncan Campbell Scott, Deputy Superintendent of

as a deterrent. The practice of corporal punishment is

to very grave offenses and

ease, the practice of corporal punishment is ended.

be removed from the

are the principles of the reserve schools, that children are

these directions to this effect:

harry, Indian Affairs, Deputy Minister, Report

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and begin their assimilation into secular society, but now
The act stated that children could be excused if
necessary household duties.

It is important to stress that in the Indian Reserve
and
The parents must come themselves to get their own
children. If they are unable to come they must send
their children to school. The school bus will come to their
homes.

To the school, the children will be assigned in
December, 6th to 10th, and this will be your privilege this
year to have your children

Dear Parents,

November 12, 1948

Kamloops Indian Residential School

School is a copy or a letter sent to parents whose child
certain rules.

The rules are:

1. Abide by the rules.
2. Wear proper clothing.
3. Observe proper behavior.
4. Study hard.
5. Be respectful and honest.
6. Follow instructions.
7. Respect others.
8. Do not be late.
9. Clean up after yourself.
10. Be kind to others.

Any parent who wishes to come should contact the
principal, who can arrange for transportation.

In 1924, the act was amended to include
outgoing first-
imposed on our Indian wards.

in our education system we have

the school. The year with the problem starts to show at age 4 or 5 percent.

in 1972, the same year that Dyce made his report the

Indian Affairs is too costly and not worth.

Most of Dyce's recommendations were rejected by the

recommendations for extensive treatment of

were chronicled by the Department of Indian Affairs.

the Department of Indian Affairs. The report provided a

the report on the Indian schools of Manitoba and the North. The

Department of Indian Affairs in 1972. Dyce asserted

in which the Department of Interior's

the report on the Indian schools of Manitoba and the North.

in which the Department of Interior

in which the Department of Interior is to be

Dr. Peter Dyce, a medical

in which the Department of Interior is to be

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she said, Canada developed a “habit of exclusion and
ignorance” after a brief period of interaction and equality.
In the early 20th century, residential schools were established to educate children off-reserve. These schools were run by government or church agencies and aimed to assimilate Indian children into non-Indian society. The Canadian government implemented policies that required Indian children to attend these schools, often forcibly, and they were forced to abandon their cultural traditions and speak English. Residential schools continued until 1996, the legacy of intergenerational trauma on
one child in 1996, and the increase in attendance was mandatory
without choice. Residential schools were not an option; they
were compulsory.
In the report, the TRC used the term “cultural trauma”
of the Calls to Action.

The residential school policies (see Appendix 3) for the full list
of residential schools operated under the Indian Act and the
Cree and Inuit Languages of Canada and the Truth and Reconciliation Commission of Canada, and
the Final Report of the Truth and Reconciliation Commission of Canada

Following the formal apology, the Truth and Reconciliation Report (see pages 64 for the full transcript of the apology) was delivered by former Prime Minister Stephen Harper. Canada provides financial compensation to survivors of Indian Residential Schools.

The report highlighted the need for reconciliation and healing. It called for a renewed relationship between governments and Indigenous peoples. The report also recommended the establishment of a Truth and Reconciliation Commission to address the harm caused by residential schools.

The British Columbia Indian Residential School
Reconciliation Inquiry (2013) was established to
investigate the impact of residential schools on
Indigenous children and to provide a platform for
survivors to share their experiences.

The report recommended a “full and sincere
apology” to survivors and their families, and it called for
the establishment of a Truth and Reconciliation Commission to
address the harm caused by residential schools.

In 1996, the Indian Residential School Settlement Agreement was reached, providing financial compensation to survivors and their families. The agreement also included a ceremony of reconciliation and healing.

In 2015, the Truth and Reconciliation Commission of Canada released its final report, acknowledging the harm caused by residential schools and calling for reconciliation and healing.

In 2019, the federal government announced the establishment of the Residential School Truth and Reconciliation Commission, which aims to provide a healing and reconciliation framework for survivors and their families.

It is crucial to recognize the harm caused by residential schools and to work towards healing and reconciliation. The Truth and Reconciliation Commission of Canada has played a significant role in addressing the legacy of residential schools and promoting reconciliation.

Native women, Indigenous people, and the hundreds of missing and murdered Indigenous people; the disproportionate number of incarcerated persons; the large number of Indigenous children in foster care; the disproportionate number of incarcerated women in prison; the drop in education attainment for the Indigenous community continue to impact Indigenous people, families, and communities.

The legacy of the residential school system continues.

The Sixties Scoop continued until 1989.