

Truth and Reconciliation

Calls to Action for Map and Data Professionals

ROSA ORLANDINI
MAP AND GIS LIBRARIAN
YORK UNIVERSITY LIBRARIES
TORONTO (TORONTO)

IASSIST – CARTO 2018
CONCORDIA UNIVERSITY
TIOHTIA:KE (MONTRÉAL)
MAY 30, 2018

My name is Rosa Orlandini. I am a non-Indigenous Librarian from York University sharing my thoughts, and I am aware that my perspective is through this very specific lens. It does not reflect the perspective of a First Nation, Inuk or Métis person. At York University, I am the Map and GIS Librarian. I am currently on sabbatical this year and working with the National Centre for Truth and Reconciliation on a project to identify and document the precise locations of residential schools in Canada. Over the course of this year, I have spent a lot of time reading, thinking, and reflecting on the history and legacy of residential schools in Canada. I would like to share some of my thoughts and reflections in this presentation.

Truth and Reconciliation Commission & National Centre for Truth and Reconciliation



“For over 150 years, residential schools operated in Canada. Over 150,000 indigenous children attended these schools. Many never returned. Often underfunded and overcrowded, these schools were used as a tool of assimilation by the Canadian state and churches. Thousands of students suffered physical and sexual abuse. All suffered from loneliness and a longing to be home with their families. The damages inflicted by these schools continue to this day.” That quote is from the website of the National Centre for Truth and Reconciliation. In 2009, the Truth and Reconciliation Commission of Canada began a multi-year process to listen to Survivors, communities and others affected by the Residential School system.

The commission prepared a comprehensive historical record on the policies and operations of the schools and published reports and Calls to Actions. The resulting collection of statements, documents and other materials now forms the heart of the National Centre for Truth and Reconciliation.

"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 #9:

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

Justice Murray Sinclair, was the chair of the Truth and Reconciliation Commission. This statement is humbling but also puts into perspective the importance reconciliation, that it goes beyond words. The TRC published 10 principles of reconciliations, which can be found in your handout.

1. The *United Nations Declaration on the Rights of Indigenous Peoples* is the framework for reconciliation at all levels and across all sectors of Canadian society. **2.** First Nations, Inuit, and Métis peoples, as the original peoples of this country and as self-determining peoples, have Treaty, constitutional, and human rights that must be recognized and respected.

4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, administration of justice, and economic opportunities and prosperity. **6.** All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.

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.

Truth and Reconciliation through education and awareness



The TRC produced several reports.

I highly recommend reading, “Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada.

Another report, What We have Learned, discusses the principles of Truth and Reconciliation.

It is important to also be aware and read the 94 The Calls to Action, which are recommendations to further reconciliation between Canadians and Indigenous peoples

Films and Visual Resources

Mini-Documentaries

RESULTS (182)

Honourary Witness Ceremony
MDN126 / 2012-06-28

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
MSAB60 / 2014-05-27

In this TSC mini-documentary, the Hon. Frank Oberlin, 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
- Reconciliation: Youth Drives 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
Alicia Blomquist
2010 / 1:25:40 mins



ANGRY INUK
Alicia Blomquist
2010 / 1:25:40 mins



We Were Children
Tina Munnich
2012 / 1:25:40 mins



Women in the Shadows
Norma Bailey
2010 / 1:00 mins



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

Video and audio recordings are also important. The NCTR has a website of short videos that can be used in the classroom, as well as at home. In addition, the National Film Board of Canada has a webpage linking to films and documentaries from the Indigenous perspectives and about reconciliation





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

Media sources are a valuable resource as well. The Aboriginal People's Television network broadcasts news on a nightly basis. One program in particular is well worth watching, APTN investigates, is the first Indigenous investigative news program in Canada. The Canadian Broadcasting Corporation and Radio-Canada, have online news webpages about Indigenous communities and peoples. Also, there are select number of podcasts from the indigenous perspectives.

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

The Calls to Action addresses Reconciliation through education and touches upon the 10th Principle. .

Curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada (#62i)

Funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms (#62ii)

Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history (#63i)

Building student capacity for intercultural understanding, empathy, and mutual respect. (#63ij)

Decolonizing and improving access to map and data collections

As map and data professions, working in academic and government institutions, we can start by decolonizing and improving access to our collections. By doing this, we help out with Principle #10 as well as the calls to action relating to education.

Research Guides and Data Portals

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

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

This slide provides an example of several research guides at the University of British Columbia. There are similar research guides at other Universities in Canada as well. Land acknowledgements remind us that non-indigenous peoples in Canada are on Indigenous land. Our research guides should be broad in focus (general) as well as more regional, by linking to reports, maps, statistics, and data that reflect the traditional territories of Indigenous people's in the region in which you are working and living. Also keep in mind that municipal governments, indigenous organizations and communities, local media also produce maps, data, and reports.

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/

Terminology about Aboriginal identity is essential. It is important to use culturally sensitive terminology in your research guides, as well as in the metadata that you create to describe data and map resources in your collections.



Several Universities have produced guides about terminology, if your institution doesn't have one, I would recommend using the ones from UBC or University of Manitoba. These guides will help you understand how to use "First Nations, Inuit, Metis", Indigenous, and when to capitalize and when not to capitalize.

As an example of how to incorporate the terminology, lower right image is a screen capture of the Data & Statistics Research Guide, which directs how BC Statistics and Statistics Canada defines "Aboriginal" for statistical purposes.

“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

The TRC, in their calls to action highlighted key data and statistics that are recommending that all levels of government to compile in distribute to Canadians.

This includes data about:

- 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 reducing the rate of criminal victimization of Aboriginal people, including data related to homicide, family violence, and other crimes
- Data about over representation Aboriginal people in the justice, correctional system, and youth custody

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 print 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

Find maps (atlases, print maps), mapping resources (geospatial data and websites), data and statistics resources created from Indigenous perspectives as well as other maps and data resources relevant to research on Aboriginal topics

Subject headings are loaded with dated and colonial language, find out if there are efforts at your institution to transform subject headings such as what has happened at UBC and UManitoba

Data Rescue

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

Data rescue isn't an explicit call to action, although as professionals, we need to be aware of what data is hidden in print documents, highlight them in our research guides. As researchers, educators, map/data librarians we have the skills to bring these datasets out into the open. We can do this by rescuing the data, converting the data in the digital formats (tables, GIS datasets), and creating culturally sensitive metadata. This will assist researchers in analyzing and understanding the impacts and legacy of the Indian Act, Residential Schools, and other governmental and institutional policies.

Royal Commission on Aboriginal Peoples

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

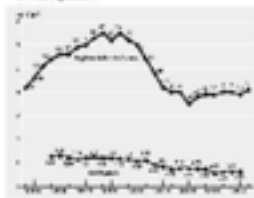
Volume Three: RCAP
Commission Report
Report of the Royal Commission
on Aboriginal Peoples
Published by the Canadian Library of
Parliamentary and Political Science
Ottawa, Ontario K1A 0S4

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

Year	Low Birthweight Babies (%)	High Birthweight Babies (%)
1979	10.0	10.0
1980	10.0	10.0
1981	10.0	10.0
1982	10.0	10.0
1983	10.0	10.0
1984	10.0	10.0
1985	10.0	10.0
1986	10.0	10.0
1987	10.0	10.0
1988	10.0	10.0
1989	10.0	10.0
1990	10.0	10.0
1991	10.0	10.0
1992	10.0	10.0

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

Figure 3.2
Growth in Number of Registered Indian Children in
Care, 1979-1992



The graph shows a significant increase in the number of registered Indian children in care from 1979 to 1992. The number of children in care rose from approximately 1,000 in 1979 to a peak of about 3,500 in 1990, before declining to around 2,500 by 1992. This trend is consistent across all provinces and territories.

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.

Canadian Royal Commission established in 1991 to address many issues of Aboriginal **status** that had come to light with events **such** as the **Oka Crisis** and the **Meech Lake Accord**. The commission culminated in a final report of 4000 pages, published in 1996. It also included research reports submitted by experts to the committee. You are thinking, well I heard it is available online, so why does this data need to be rescued?

Some of the data tables are readable, but they are not part of the “official” Statistics Canada datasets on the Stats Canada website. Report contains data tables that are previously unpublished, such as Table 3.7.

Also, the scanning was done at low resolution so the maps and figures are unreadable. Figure 3.2 (above) provides data on registered First Nations children in care over time, as you can see, it is not readable, and a researcher has to go back to the print original to read the figure. On the right is a map showing the original band territories of the Lake Huron region.

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>

Tabular Statements:

Table 1—Census of Indians: Arranged under Provinces and Territories, 1950.	82
Table 2—Land, Property, and Live Stock, Fiscal Year Ended March 31, 1950.	82
Table 3—Statement of Ordinary Expenditure, Year 1949-50.	84
Table 4—Open Account—Advances for Assistance to Indians, Fiscal Year Ended March 31, 1950.	84
Table 5—Indian Trust Fund.	84
Table 6—Indian Education Ordinary Expenditure, 1949-50.	85
Table 7—Statement showing Enrolment by Province in the Different Classes for the Fiscal Year Ended March 31, 1949.	86
Table 8—Summary of School Statement.	86
Table 9—Indian Children attending Provincial and Private Schools, Elementary Grades.	88
Table 10—Indian Children attending Provincial and Private Schools, Secondary Grades and Special Courses.	88

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

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

Indian Affairs Annual Reports were published between 1884 and 1990. These reports are available online via the Library Archives website in PDF format. Tabular data was published for most years. This slide shows a list of the tables that were published in the report for 1950.

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

Provinces	Total Number	Religions							Age and Sex									
		Anglican	Roman Catholic	United Church	Protestant	Baptist	Other Christian	Atheist and Agnostic	Under 7 years		7 and under 15		15 and under 25		25 and under 45		45 and over	
									Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alberta	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
British Columbia	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Manitoba	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Saskatchewan	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Ontario	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Quebec	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Atlantic Provinces	10,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Total	100,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000

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>

This is an example of one of the tables in the Annual Reports. This is a the “Census of Indians, arranged by provinces and territories, 1949. The term Indians refer to First Nations and Inuit. Similar data was published almost every year in the reports. To my knowledge, this data isn’t available as a digital dataset (feel free to challenge me on this).

Province	Number of Schools	Description	Number on Roll					Grades											
			Boys	Girls	Total	Average Attendance	Percentage of Attendance	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Yukon Territory	1	1	1	1	2	1.00	100.00												
Northwest Territories	1	1	1	1	2	1.00	100.00												
British Columbia	1	1	1	1	2	1.00	100.00												
Alberta	1	1	1	1	2	1.00	100.00												
Saskatchewan	1	1	1	1	2	1.00	100.00												
Manitoba	1	1	1	1	2	1.00	100.00												
Ontario	1	1	1	1	2	1.00	100.00												
Quebec	1	1	1	1	2	1.00	100.00												
Atlantic Provinces	1	1	1	1	2	1.00	100.00												
Total Residential Schools	6	6	6	6	12	1.00	100.00												

Province	Number of Schools	Description	Number on Roll					Grades											
			Boys	Girls	Total	Average Attendance	Percentage of Attendance	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Prince Edward Island	1	1	1	1	2	1.00	100.00												
Yukon Territory	1	1	1	1	2	1.00	100.00												
Northwest Territories	1	1	1	1	2	1.00	100.00												
British Columbia	1	1	1	1	2	1.00	100.00												
Alberta	1	1	1	1	2	1.00	100.00												
Saskatchewan	1	1	1	1	2	1.00	100.00												
Manitoba	1	1	1	1	2	1.00	100.00												
Ontario	1	1	1	1	2	1.00	100.00												
Quebec	1	1	1	1	2	1.00	100.00												
Atlantic Provinces	1	1	1	1	2	1.00	100.00												
Total Day Schools	6	6	6	6	12	1.00	100.00												

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>

Residential School Data that is contained in the reports the annual report from 1950. This table shows the enrollment in Residential Schools and Day Schools, by province and territory. The data is organized by religious denominations, enrollments, and grades. As you can see, this data table reveals that very few children go beyond grade 9.

National Centre for Truth and Reconciliation

DATASETS AND CURRENT PROJECTS

The NCTR is engaged in creation and management of several key datasets. These projects are well underway and the staff at NCTR have established strong working relationships with researchers, to assist them with these projects.

That being said, it is important to be aware of the projects and data that exists at National Centre for Truth and Reconciliation.

National Centre for Truth and Reconciliation Missing Children and Burial Information

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

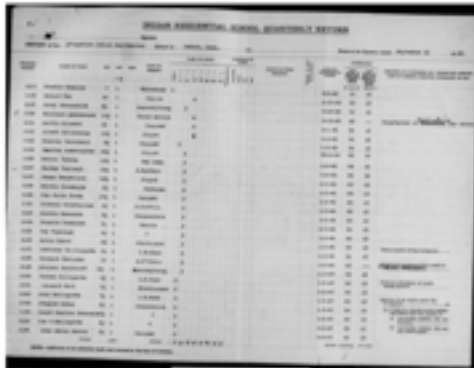
Online registry of residential school cemeteries locations and unmarked graves; and to plot maps of the grave locations (Call to Action #73)

The NCTR is tasked with taking the lead on (1) developing and maintaining the Registry of Missing Children; (2) creating an registry of residential school cemetery locations and unmarked graves; and to plot maps of the grave locations'. The data registries will have culturally sensitive metadata that is respectful to the survivors and the communities). The NCTR is also creating a data portal to store the data.

Recently, a special committee was established at the NCTR. This committee will invigilate/oversee all applications from researchers and educators, to access the NCTR databases and records. This internal ethics process will ensures that researchers and educators will be respectful towards aboriginal peoples and communities.

NCTR – Data Visualization – Potential Projects

Quarterly Returns



QUARTERLY RETURNS

NAME	ADDRESS	DATE	AGE	SEX	ETHNICITY	RELIGION	EDUCATION	STATUS	REMARKS
John Doe	123 Main St	1948-09-01	10	M	Indigenous	Catholic	Grade 1	Enrolled	
Jane Smith	456 Elm St	1948-09-01	8	F	Indigenous	Catholic	Grade 1	Enrolled	
...

RG 10, Volume 6327, file 660-2, part 1. Microfilm c-9807, image 1923
<http://data2.archives.ca/microform/data2/dm09/s09/S06001/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/119U2.jpg>

In my discussions in the past year, I learned the the NCTR would like to embark on a data visualization project.

Quarterly returns of school enrolments were published for most of the schools from the early 1920s until the late 1940s. Some of the quarterly returns are available via the Library Archives Canada, "School File Series". The image on the left is the first page of the Quarterly return for the Qu'Appelle Residential School in Lebret, Saskatchewan from September 1948. During that quarter, 174 students enrolled in the school, and were from 18 Indigenous communities in Manitoba and Saskatchewan. One student was from God's Lake, a fly-in/boat in community in Northern Manitoba, 500 km away from Lebret Saskatchewan. This the type of project that can be done by an advanced GIS course, with the understanding that the results of their maps and data be deposited with the NCTR. Regardless, it is important to reach out with the NCTR before engaging in a project such as this, so they know that students/researchers are approaching it in respectful manner

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

Finally, if you are a non-indigenous Canadian, there are many ways of building respectful relationships and working towards reconciliation:.

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



Speaking of outreach. This past year, I attended the Indigenous Mapping Workshop in Winnipeg. This happens annually. Next one is in Montreal in August. It is a great way to learn about Indigenous led geospatial research and community initiatives in Canada. Map and Data professionals can contribute by conducting workshops about data management, data sources, or software. Opportunity to build relationships but also work towards increasing the number of Aboriginal professionals in our areas of expertise.

Thank you

ROSA ORLANDINI

RORLAN@YORKU.CA