“Cultural genocide is the destruction of those structures and practices that allow the group to continue as a group.” TRC Report

1871 - 1906 The Numbered Treaties in Saskatchewan:
- Treaty 2 (1871), Treaty 4 (1874), Treaty 5 (1875), Treaty 6 (1874, treaty adhesion 1883), Treaty 8 (1899), Treaty 10 (1906). The treaties were land surrenders. Each treaty is modeled after the 1850 Robinson Treaties; however, each has unique clauses, reflecting the negotiation between the parties. For example, Treaty 2 in the southeast corner of the province did not include rights to hunt and fish.

In 1870, some land grants were issued to Métis communities (not individuals) in Saskatchewan.2

1876 – The First Indian Act was passed concerning registered Indian status and outlining of the administration of Indian rights, but does not grant Indian rights. The act consolidates the 1857 and 1869 Acts (above) already in force and outlines more of “Indian” including categories of status and non-status, provincial jurisdiction and ownership of land and natural resources, federal responsibility for Indians and reserve lands.

1879 – The Davin Report
Nicholas Flood Davin prepared a report after visiting several US Industrial Boarding Schools. In his report, he recommended the US model of “aggressive assimilation” through Indian Boarding Schools be adopted. He also recommended a contract method, in which missionary schools were utilized where possible. (For more information, see pages 30-31)

1857 – The Gradual Civilization Act was passed by the Province of Canada, requiring the enfranchisement of any male Indians and Métis over the age of 21 who could read, write, and speak English or French and who were of good moral character and free from debt. Enfranchisement required Indians to choose an approved surname and thus would be legally recognized. The 1869 Gradual Enfranchisement Act set out more ways Indian and Métis would become enfranchised (i.e. Indian woman who marries non-Indian man and offspring shall cease to be Indian).

1879 – The Davin Report
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1850 Act for the protection of the Indians in Upper Canada from imposition, and the property occupied or enjoyed by them from trespass and injury.
**1883 – Industrial Residential Schools** were intentionally built far from reserves to limit parental and cultural influence.

**1884 -1885 North-West Resistance** (often called North-West Rebellion in history books). Cree and Métis resistance in the Saskatchewan District of the North-West Territories (Louis Riel, Gabriel Dumont, Poundmaker, Mistahi-Maskwa/Big Bear, Star Blanket).

**1885 – Amendment to the Indian Act** prohibits traditional Indian ceremonies such as potlatches and the Sun Dance. (see Indian Act - Amendments). Bayter Reed’s implementation of the Pass System.

**1894 – Amendments to the Indian Act** gave authority to an Indian agent or justice of the peace to remove any “Indian child between six and sixteen years of age” who was “not being properly cared for or educated,” and that the parent, guardian or other person having charge or control of such child, is unfit or unwilling to provide for the child’s education” to place the children in an industrial or boarding school.

**1907 – Medical Inspector for Indian Affairs, Dr. P. H. Bryce** reports that health conditions in residential schools are a *Story of a National Crime*, Bryce recommends Residential Schools be turned into sanatoriums.

**1920 – Indian Act** legislates compulsory school attendance (day, industrial or boarding): Children were forcibly taken and resistant parents fined or jailed.

**I want to get rid of the Indian problem...Our object is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic, and there is no Indian question, and no Indian department...** Head of Department of Indian Affairs, Duncan Campbell Scott.

**1951 – An Act respecting Indians**

**1952 – Indian Residential schools**: Federal Government was responsible for hiring all teachers and had complete control over in-class curriculum.

**Russell Diabo talks about the current problems with the Indian Act.**

**1983 – Human Rights Atrocities in Residential Schools**

- Substandard Living Conditions
- Poor Construction and Ventilation
- Malnutrition
- Separation from Siblings
- Physical Assaults
- Sexual Violence
- Emotional/ Mental Abuse
- Forced Confinement
- Religious Fear and Indoctrination
- Cultural Theft Language
- Hatred, Racism, and Oppression
- Forced Sterilization
- Medical Experiments
- Disease and Infection
- Unsolved Child Deaths and Burials

**The “Sixties Scoop”**

The residential school legacy of removing children from their families and communities continued through the child protection system, with the mass removal of Indigenous children from their families in the child welfare system. (June 2015 Province of Manitoba issued an apology for the Sixties Scoop. Call for apology in Saskatchewan)


**1980s** – Adult students began disclosing sexual and other abuses while attending the schools. Sixties Scoop children began looking for their parents.

**1990 – Phil Fontaine**, National Chief of the Manitoba Chiefs goes public as the first Indigenous leader to tell the story of his own abuse in residential school, calling for recognition of the abuse, compensation and an apology for the inherent racism in the policy.

**1996 – The Royal Commission on Aboriginal Peoples Report** is released and recommends that a public inquiry be held to investigate and document the abuses in Indian Residential Schools

**1997 - Muscowequan(Lestock), Marieval (Grayson, Cowessess), and the Prince Albert residences closed**


**1998 – Aboriginal Healing Foundation** established to foster healing strategies for Indigenous communities in Canada. Published a *2004 Report on Canada's Dispute Resolution Plan to Compensate for Abuses in Indian Residential Schools*.

**2001 – Federal Office of Indian Residential Schools Resolution set up to manage and resolve abuse claims**

**2006 – Indian Residential Schools Settlement Agreement (IRSSA)** recognizing the damage inflicted by Residential Schools