Technology & Colonization

The role and power of photography in the entrenchment of the Canadian Residential School system

A presentation by Orest Kinasevych
Faculty of Education Graduate Students’ Symposium
March, 2016
Acknowledgements

Elder Mae Louise Campbell – for her guidance on this topic and the appropriate use of the images.

Dr Frank Deer – for encouragement to participate in the symposium.

Dr Denis Hlynka – for his insights into technology and media.

Dr Niigaan Sinclair – for helping me better understand our relations as treaty peoples. This presentation stems from a paper I prepared under his tutelage.

Staff at National Centre for Truth and Reconciliation – for their guidance and support: Rose Hart, Jarad Buckwold, and Ry Moran.

Thank you, all.

Any shortcomings in this work are entirely my own.

– Orest Kinasevych
SOCIAL DARWINISM AND THE RESIDENTIAL SCHOOL PROJECT
“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, that is the whole object of this Bill.”

-- Duncan Campbell Scott  
Deputy Superintendent General of Indian Affairs, 1920
LESSON XXX.—TIME OF DAY.

clock     watch     watch-chain

1. What time is it? It is 10 o'clock.
2. When does the sun rise? It rises at half-past six.
3. At what time will you start in the morning?
   I shall leave at 9 o'clock and 30 minutes.
4. When does your school open? At 9 o'clock.
5. When does it close? At 3.30.

   half-past three 3 o'clock and 30 minutes
   twelve o'clock 12 o'clock
   17 minutes to eleven 10.43
   10 minutes past six 6.10
   20 minutes past 4 4.20
   15 minutes after 5 5.15
   5 minutes past 9 9.15

6. We have dinner at 12 o'clock, and supper at 6 o'clock.
7. Every morning we eat breakfast at 7 o'clock.
8. What time do you go to bed? 10 o'clock.
9. At what time do you rise? 5 o'clock.
MEANING AND INTERPRETATION OF PHOTOGRAPHY
The Kodak Camera.

“You press the button, — we do the rest.”

The only camera that anybody can use without instructions. Send for the Primer, free.

The Kodak is for sale by all Photo stock dealers.

The Eastman Dry Plate and Film Co.,

Price $25.00—Loaded for 100 Pictures.       ROCHESTER, N. Y.

A full line Eastman’s goods always in stock at LOEBER BROS., 111 Nassau Street, New York.
Social Darwinism & Photography

- Meaning
- Appropriation
- Colonial narrative, superiority
- Interpretation
PHOTOGRAPHY AND RESIDENTIAL SCHOOLS
Differencing
DOMINION OF CANADA

ANNUAL REPORT
OF THE
DEPARTMENT OF INDIAN AFFAIRS
ON THE
YEAR ENDED 30th JUNE
1896

PRINTED BY ORDER OF PARLIAMENT

OTTAWA
PRINTED BY E. S. LAUMON, PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY
1897

THOMAS MOORE, AS HE APPEARED WHEN ADMITTED TO THE
REGINA INDIAN INDUSTRIAL SCHOOL.

THOMAS MOORE, AFTER TUITION AT THE REGINA INDIAN
INDUSTRIAL SCHOOL.
CLASS OF PRINTERS WITH INSTRUCTOR, REGINA INDIAN INDUSTRIAL SCHOOL.
THE BRASS BAND, ST. JOSEPH'S INDIAN INDUSTRIAL SCHOOL, HIGH RIVER, ALBERTA.
Conformity
Indian School
Carcross
Yukon
June 1921
(T.O.S.)
Obedience
Assimilation
Indigenous Responses

- Reluctance to participate
- Indigenous photographers
- Contemporary reflection and action
CONCLUSION
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References: Texts


References: Images


*Curtis, E. S. (1910a). In a Piegan lodge* [Photograph]. Retrieved from http://loc.gov/pictures/resource/cph.3a51472/

*Curtis, E. S. (1910b). In a Piegan lodge* [Photogravure]. Retrieved from http://hdl.loc.gov/loc.award/iencurt.cp06005


*Group of female students and a nun in a classroom at Cross Lake Indian Residential School, Cross Lake, Manitoba.* (1940). [Photograph]. Retrieved from
Jackson, W. H. (1871). *Peta-La-Sha-Ra (Manchief The Younger) in Partial Native Dress with Headdress and Ornaments and Holding Pipe-tomahawk* [Photograph].

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*Rinehart, F. A. (1898b). Hubble Big Horse, Cheyenne* [Photograph, platinum print]. Retrieved from /culturalinstitute/asset-viewer/hubble-big-horse-cheyenne/TQELhCLNN2T05A?hl=en


