What We Learned
Two Generations Reflect on Tsimshian Education and the Day Schools
Helen Raptis with members of the Tsimshian Nation

The legacy of residential schools has haunted Canadians, yet little is known about the day and public schools where most Indigenous children were sent to be educated. In What We Learned, two generations of Tsimshian students – elders born in the 1930s and 1940s and middle-aged adults born in the 1950s and 1960s – add their recollections of attending day schools in northwestern British Columbia to contemporary discussions of Indigenous schooling in Canada. Their stories also invite readers to consider traditional Indigenous views of education that conceive of learning as a lifelong experience that takes place across multiple contexts.

Helen Raptis is an associate professor in the Faculty of Education at the University of Victoria. The members of the Tsimshian Nation are Mildred Roberts, Wally Miller, Sam Lockerby, Verna Inkster, Clifford Bolton, Harvey Wing, Charlotte Guno, Don Roberts Junior, Steve Roberts, Richard Roberts, Carol Sam, and Jim Roberts.

CONTENTS
Foreword / James McDonald
1 A Class List and a Puzzle: Researching Indigenous Schooling and Education
2 Indigenous Schooling as Assimilation: From Segregation to Integration
3 Tsimshian Education versus Western-Style Schooling
4 Walking on Two Paths: Education and Schooling at Port Essington among the Pre-1950s Generation
5 Buried Seeds Taking Root: Dispossession and Resurgence at Terrace among the Post-1950s Generation
6 Stability and Change: Tsimshian Education and Schooling across Time and Place
Epilogue
Notes; Bibliography; Index

What We Learned is a gem to be read for pleasure, even as it opens up important new understandings respecting the resolve of Canada’s Indigenous peoples. Clearly written and compelling, it turns attention to day schooling from the 1930s onwards. Shared in the present day, Tsimshian students’ candid and compelling recollections are, in the words of lead author Helen Raptis, “a testament to their strength” that “bodes well for future reconciliation.”

– Jean Barman, professor emeritus, University of British Columbia

Helen Raptis provides us with an important case study of “Indian education” and the interface between Indigenous education and Canadian Indian policy … This book is an important contribution to the communities, preserving their past not just as a memory but also as a way of life that will continue into tomorrow.

– from the foreword by the late James MacDonald, professor of anthropology, University of Northern British Columbia