

## **Globally, Education was Used as A Tool for Oppression**

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"The ultimate tragedy is not the oppression and cruelty by the bad people but the silence over that by the good people." Dr. Martin Luther King Jr. It's a tragedy when the leaders among influential people are silenced. Our secrets thrive in darkness. When generations of people aren't taught the true dark history of their passed ancestors, then the cycle continues to repeat itself. The Bible states that sin thrives in darkness, lies, and secrets. Thus, for all its fearsome appearance, the kingdom of evil is structurally fragile. When we look at the impact of oppression, we notice mental pressure or distress that continues if prolonged control and cruel and unjust treatment continue.

Suppose one were to ask themselves how education has been used as a tool of oppression. In that case, one might touch on internalized oppression of Indigenous people, like the onboarding and residential schools that served globally as a sign of pressure for many indigenous peoples and cultures. They were destroying their sense of themselves as Native Americans. The residential/boarding school system's impact on Indigenous people has been tragic—everything from violence, substance abuse, suicide, and generational trauma continues to impact the victims today. Indigenous people struggle to maintain sovereignty rights when colonization and oppression occur within a country.

There are neither good nor bad colonists: there are colonists. (Jean-Paul Sartre 1957) Globally, there is not a top colonizer. All the colonists are different; there isn't just one dominant race conquering the world. The difference between the colonists of Canada and the Colonists of the United States is that the people who colonized Canada were from France, and those who inhabited the United States started as Spain (the Spanish). Still, it later changed when England took over. The Colonists from England were poor, starving, homeless peasants who were promised a better life if they crossed a vast ocean.

These colonists, the English, France, and the British are alike in many ways. The force of religion, the thieves of culture, land, and children. The colonists came with the ideology that they were better than the indigenous peoples because of the color of their skin. The news station and every leader in charge were feeding them this concept, so for many years, white supremacy has been a belief in a global aspect.

Besides black and Jewish descent. Indigenous people must continue fighting for their freedom, land, and rights: colonialism stretches globally. Indigenous Education is in danger because of the extent the colonists went to destroy it. This is how we know that indigenous education is robust and does its job by engaging the generations to pass down the knowledge effectively. Before colonization, Traditional stories were shared forms of oral instruction. The role of Indigenous oral traditions was to pass along cultural and life teachings to indigenous people.

In the United States and Canada, boarding and residential schools were modeled after the first residential school in the United States, Carlisle Indian

industrial school, designed by General Richard Henry Pratt in 1879. Henry Pratt came from a military family. When he created Carlisle, he founded the motto, "Kill the Indian, Save the Man," as in killing off the culture, and saving the child, turning them into workers of low-income jobs. "Captain Pratt's prototypical Carlisle Indian Industrial School opened its doors in November 1879, and many respects served as the template for what followed." However, it's even more interesting to learn that these institutions aren't only located in the United States and Canada but globally.

One part of the States that's interesting to discuss when bringing up the topic of colonization because of the genocide continuing to happen to this day is our very own Hawaii. Many governments tried to take over Hawaii before the United States got ahold of it. British were the first to arrive as immigrants who wanted to take over. In the 19<sup>th</sup> century, Japan tried to colonize Hawaii before it became American territory.

Boarding and Residential schools in Hawaii were very similar to the boarding schools enforced for Native Americans. The only difference their target audience was the Native Hawaiians. Native Hawaiians work towards raising awareness about the dark chapter in history. But like the States, congress and the federal government are working to acknowledge past wrongs. Native Hawaiian education act congress enacted in 1988, the NHEP program gets cultural and language revitalization by getting funds to groups who can bring this to the community in an essential way.

The Sami are indigenous people of Norway, Sweden, and Finland. Historically, they suffered similar discrimination and repression because of Denmark and Sweden's governments who colonized these people. They lived off the land and were

stripped from their culture. So, to this day, the Sami are fighting for their cultural traditions back because the Lutheran missionaries arrived in Sapmi during the 17th century and “insisted that the Sami drop their language for religious purposes” (Corson 1995).

“The Sami were instead encouraged to speak Finnish, the missionaries' language. In addition to the Lutherans, there were also Russian Orthodox missionaries with the same primary goals. The Christian missionaries saw Sami culture as inferior and heathenistic, which needed to be cleansed and altered for the good of the Sami people. Shamanism was viewed as a sin, and more Western ideas began to be introduced to the Sami.

Several Christian schools were established in Sapmi. These educational establishments aimed to educate Sami men in Christianity so they could return to their homes as missionaries. The missionaries did not set up an educational system for all Sami children, but their training schools served as precursors for later educational systems established in Sapmi.”

Australian and New Zealand Aboriginals fight hard for their rights as aboriginal people of their traditional homelands. As advocates of water and land, they lost due to colonization by the British. I learned that their indigenous populations were deeply affected when colonizers came through, taking with their selfish ways. A similar strategy of tearing apart families by stealing children from everything they've ever known is one strategic generational barrier these aboriginal people face.

One way the New Zealand Aboriginal people choose to heal in educational crises is that indigenous educators and teachers must be trained to be 'change agents' to develop the transformation of undesirable circumstances. They must develop a 'radical pedagogy' (a teaching approach for Change). Their cultural preferences must also inform such pedagogy. Respond to their critical circumstance.

After understanding from a global perspective how education can be used as a tool of oppression, one can see how genocide takes place before oppression and colonization begin. When addressing genocide, one must know that genocide is genocide, no matter what form it takes or what you call it. (Sharon H. Venne, residential school survivor June 2000)

Genocide includes the killing of members of the indigenous group; Causing severe bodily or mental harm to members of the group; Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; Imposing measures intended to prevent births within the group; Forcibly transferring children of the group to another group. It is worth remarking on the obvious: killing is only one of five criteria or twenty percent of the total.

Biological Genocide includes involuntary "sterilization, compulsory abortion, segregation of the sexes and obstacles to marriage," ' as well as any other policies intended to prevent births within a target group. Cultural Genocide encompasses the schema of denationalization/ imposition of alien national pattern Lemkin had described as being the central feature of the crime in 1944-- includes all policies

aimed at destroying the specific characteristics by which a target group is defined or defines itself, thereby forcing them to become something else.

Even in the dilute form in which it was adopted, the second article of the 1948 Convention on Prevention and Punishment of the Crime of Genocide defines the crime as being "any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such."

To heal, indigenous people must connect back to their roots and decolonize. Phase one would be rediscovery and recovery. The next phase would be mourning, the third would be dreaming, and the fourth would be commitment. The last phase is action. According to Paka Laenui's "Process of decolonization." "If you are free, you need to free somebody else. If you have some power, your job is to empower somebody else." Toni Morrison

Currently, indigenous people are reclaiming control of their Indigenous community identity through education and traditional knowledge primarily because of the role education played in the systematic genocide and racism against Indigenous people. One can also address how education was used to destroy Indigenous nations. Schools of religion, unstable work, and living conditions were established. A massive part of colonization was successful because of their role in forced assimilation.