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AN UPDATE ON OUR GABRIEL DUMONT INSTITUTE

- Dr. Walter Currie

"Management Board - Jim Sinclair

Welcomed the new Management Board members, with the realization that the Dumont Institute is finally starting and is the beginnings of our having some control over the education system."

Taken from page 7 of the minutes of the Dumont Management Board Meeting held Thursday, December 18, 1980.

In this brief article, it is intended to note what has been started in the Institute, of what is being planned, of the "new Management Board", and of "...the beginnings of...some control over the education system."

When some of us last met in Saskatoon, at the Bessborough Hotel, September, 1980, one of the major things we did was to finalize the proposed Constitution and Bylaws for the Institute and to forward them to our parent organization, AMNSIS, for acceptance and action. The AMNSIS Board, through the Interim Board of the Institute, and in accordance with the Bylaws, appointed four members of the AMNSIS Board, one nominated by each of the eleven areas, two from the Metis and Non-Status Women's Association, two Native students (one from each university), and four non-native members (one from each university, one from the provincial government and one from the federal government).

At the first meeting, Thursday, December 18, 1980, "the authority of the AMNSIS Executive through the Interim Board of Dumont was...transferred to the newly established Management Board." The officers and committees elected by the new Board according to the Constitution and Bylaws are:

President: Frank Tomkins

Vice-President: Martin Genaille

Secretary: Mike Durocher

Treasurer: Janice Pelletier

Personnel Committee: Jim Durocher, Terri McPhail, Jim Sinclair

Finance Committee: Jim Durocher, Dave McKay, Janice Pelletier

SUNTEP Management: Terry Daniels, Merylene Lorenz, Terri McPhail, Janice Pelletier, Jacqueline Wiebe

The Management Board members
from the AMNSIS Board: Jim Sinclair, Jim Durocher, Frank Tomkins, Dave McKay

from the Areas: Far North - Terry Daniels
Northern II - Robert Young
Northern III - Mike Durocher
Eastern I - Ann Dorion
Eastern II - Martin Genaille
Eastern IIA - Merylene Lorenz
Eastern III - Mary Anne Cameron
Western I -
Western IA - Morley Norton
Western II - Medric McDougall
Western III - Bill Fayant

University Students: Terri McPhail (SUNTEP, U of Regina)
Jacqueline Wiebe (SUNTEP, U of Saskatchewan)

from Native Women: Janice Pelletier and Rose Boyer

University representatives: Blaine Holmlund (U of S)
Teal Lowery (U of R)

Provincial Government: Gary Wouters

Federal Government: (still vacant, as of this writing)

Three Board meetings have been held to date with the first being the most successful. The nineteen members in attendance completed the business of taking over the authority and responsibility for the Institute from the Interim Board, and of being briefed by the senior staff about the functions, programs, and plans of the Institute. Because there was no quorum for the second and third meetings, January 28 and March 19, those in

attendance had to meet in-committee to discuss business. One of the items discussed was the matter of ensuring attendance by members at meetings because "The development of the Gabriel Dumont Institute is a very important thing for the Metis and non-status peoples of this province and our work as board members in guiding the developments and new programming is very critical...".

Of all the programs started in the Institute, the Saskatchewan Urban Native Teachers' Education Program (SUNTEP) has gotten off to an excellent start. In September, 1980, two centres were opened, one on campus at the University of Saskatchewan in Saskatoon and the other in the Institute's offices in downtown Regina. Of the twenty-seven students who started, twenty-four are still moving forward toward the successful completion of the first of three long years of studies.

In September, 1981, a third centre will open in Prince Albert with an enrollment of fifteen in the first year as took place in the other two centres last year. Action is being taken to hire, as in the other two centres, a co-ordinator, a counsellor, and a resource leader. As well, offices and classroom space will need to be located in the city.

For September, 1981, Saskatoon will have ten students in second year and twenty in first year. Regina will have fourteen and sixteen with Prince Albert having fifteen in first year. In full operation, there will be forty-five in each centre, 135 in all. Beginning in September 1983, the first certified teacher graduates from SUNTEP will be entering the classrooms of our province. It will have taken much time, much work and it will be well worth the time and the work.

The Library-Resource Centre, under Sara Lohead's direction, is steadily growing with the purchasing of material related to the Metis and non-status peoples and the classes in Native Studies and teacher development. All research material gathered previously by the Aboriginal Rights Program is on the shelves of the library. This research material is to be placed in safety storage after it is catalogued and copied onto micro-fiche. In micro-fiche form, the thousands of pages will need no more space than a desk drawer. A second and larger satellite library centre than the one in Saskatoon will be set up in the Prince Albert SUNTEP quarters.

A new staff member, Marilyn Belhumeur, Metis, will be starting in the library as of April 1, 1981. She will be the library-technician and brings to the position more than seven years of training and experience gained through employment with the Provincial Library system in Regina.

The Community Consultation Program, headed by Lyle Mueller, is in it's second and final year. The program:

- a) developed a course on Metis history and culture
- b) all locals "will have been met with and exposed to information concerning Aboriginal Rights,"
- c) all locals "will have had an opportunity to have input into their declaration of Aboriginal Rights," and
- d) all material developed will be on file at the provincial AMNSIS office and the Institute library.

Lyle and his staff have earned the thanks of all for their work and dedication to a difficult, first-time job.

Keith Turnbull and his staff in Research and Curriculum Development plan to have available, this year:

- a) a sound-slide strip unit telling about the SUNTEP program, a second unit telling about the Institute, and a third one for Metis Heritage Days;
- b) a middle-grades project emphasizing the Metis and non-status peoples, for introduction into the school curriculum;
- c) a revision of the course on Metis History and Culture developed by the Community Consultation Program.

Research and the gathering of material into the library with basic documents about the history and culture of the Metis, locally and in the archives at Ottawa, is a continuing process. This phase of the Institute's work is less visible than SUNTEP, and for example, and very time consuming, but will produce effective quality units to meet the needs of our learners in the classrooms.

Native Studies, as a university offering, is now a fact, temporarily at least. The University of Saskatchewan approved a Native Studies 100 class for eighteen months, January '81 to June '82. By starting in January, the SUNTEP students have been able to take the class as part of their first year's program. In September '81, the class will be available to all University students and will be taken by all first year SUNTEP students. During the eighteen months, it is hoped that the studies planned by the University will warrant the establishment of a Native Studies Department. Meanwhile, a Native Studies 200 class, the History of the Metis and Non-Status Peoples of Canada, has been prepared by Institute staff and forwarded to the Dean of Arts and Science for him to seek approval for its offering to the second year SUNTEP students.

Some of you have met new staff members who introduce themselves as Field Liaison Workers. This is a Canada Manpower co-

sponsored development program and these six trainees will become Dumont staff, in time. A major part of their role is

- a) to introduce and explain the mandate and structure of the Institute;
- b) to inform the Institute of the concerns and needs of the locals and areas for future programming;
- c) to explain and recruit students for SUNTEP;
- d) to help develop Education Committees at the local level;
- e) to help inform native students in the schools of the variety of opportunities available (SUNTEP, NORTEP, Federated College, Native Law Program, Community Colleges, for example);
- f) to be of educational assistance to the locals and the areas.

Because funds could be raised for only six workers and because there are eleven areas, the Liaison staff have been assigned, with:

Dennis Klyne (Eastern Regions II & IIA & part of Eastern III)

Joy Amundson (Western Region III & Eastern Region III)

Lois Fiddler (Western Region II)

Walter Falcon (Western Regions I & IA)

Joyce Johnston (Northern Regions II & III)

Ed Charlette (the Far North & Eastern Region I)

Each trainee is to work through the Area Directors with the people at the locals. It is expected that as each trainee develops his/her skills and knowledge of the areas and the locals they will become of greater service to the people in assuming a greater control of their educational needs and ambitions.

One of the major items with which the Management Board is concerned is the role of the Institute in Community Education. Based on the definition of community education as raised by AMNSIS,

"those programs for adults delivered at the community level which will provide local people with educational experiences designed to meet the needs of local people. They include historical and cultural education, leadership and citizenship education, upgrading, job training..."

a proposal has been prepared and is being studied by the Board members. The key factor is for there "...to be a native community education program there has to be a native community education delivery system."

The Gabriel Dumont Institute of Native Studies and Applied Research has grown out of a demand expressed by the peoples in 1976. It is approaching the end of its first year in operation. It has gotten started successfully into Research, a Library-Resource Centre, Curriculum Development, Native Studies, Community Consultation, Field Liaison, and SUNTEP. For these it has been mandated, financed, and authorized. It has yet to be mandated, financed, and authorized "to do Community Education". With a Management Board, responsible to the members of AMNSIS, some control over the education system has been achieved by the Metis and non-status peoples of this province.

Further reports of a more regular nature will appear in future editions of the New Breed. For more information contact your area Board representative, the liaison worker in your area, or this office.