

An Introduction to  
**The Gabriel Dumont Institute of  
Native Studies and Applied Research**



Photo Credit: Canadian Archives

**Mission of the Institute**

To promote the renewal and development of Aboriginal culture through appropriate research, education, material development, collection and utilization of historic materials and oral tradition, development and delivery of specific educational and cultural programs and services. Sufficient Men and Non-Status people will be trained in the required skills, commitment and confidence to make the AMNSIS goal of self-government a reality.



**Gabriel Dumont Institute  
of Native Studies and Applied Research**  
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Regina, Saskatchewan  
S4N 0Z6 Phone (306) 522-5691

AN INTRODUCTION TO  
THE GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES  
AND APPLIED RESEARCH

June, 1987

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## INTRODUCTION

The purpose of this document is to introduce the Gabriel Dumont Institute to everyone excited by the prospects of developing educational and cultural opportunities for Metis and Non-Status Indian people in Saskatchewan.

The Gabriel Dumont Institute is part of a network which extends to every corner of the province, utilizing the local and area governing structures of the Association of Metis and Non-Status Indians of Saskatchewan. It represents a major step towards the realization of aboriginal self-determination in education, training and cultural strengthening.

BACKGROUND

Gabriel Dumont Institute

Recognizing the importance of cultural strengthening programs, A.M.N.S.I.S. organized a cultural conference in 1976, funded by the Department of the Secretary of State. The main conclusion of the conference was that the Association should work to establish a major educational-cultural program, which would take the form of a native studies, cultural and research institute. The Association developed a detailed proposal for such an institute, and presented this to various government agencies. After more than two years of discussions and lobbying, an agreement was reached by the Minister of Continuing Education and the President of A.M.N.S.I.S. in the Spring of 1979, to move toward the development of such an institution. This began with discussions on the purpose, role and programs to be carried out by such an institute. The purpose was identified as strengthening Native culture, developing job-oriented training programs geared to Native needs, and cross-cultural programming. The Institute became known as the Gabriel Dumont Institute of Native Studies and Applied Research, named for the heroic Metis Leader and General, Gabriel Dumont.

It was agreed that initial programs should include a library resource center, a research section, a curriculum development section, and field liaison services. It was also agreed that the Institute should have a community education role. The Institute evolved steadily as planning, resources and opportunities became available.

The first contract to fund the Gabriel Dumont Institute was effective December 1, 1979 and ran to June 1, 1980. It provided for a developmental phase, wherein the structure, policy and procedures of the Institute, along with a three-year program plan were developed. The recruiting, selection, and appointment of the senior staff took place during this phase as well. The first operational contract covered a three-year period, from June 1, 1980, to March 31, 1983. The progress of the Institute was reviewed at that time, and a new agreement was signed with the Department of Advanced Education and Manpower for core support.

Over the years, the Institute has gained a national reputation as a primary cultural and educational institution for Metis and Non-Status Indians. Gabriel Dumont Institute graduates are employed in several provinces, while curriculum materials produced by the Institute are purchased across Canada.



### Saskatchewan Urban Native Teacher Education Program

Concurrently with the development of the Gabriel Dumont Institute, the Department of Education and AMNSIS were developing the Saskatchewan Urban Native Teacher Education Program. Since a large segment of the urban school population was now Native, and since many Native students were experiencing serious problems with school, it was concluded that a major effort was needed to train Native teachers for the classroom.

Native people had been experiencing difficulty in attempting to acquire teacher training in the regular university programs. It was, therefore, decided that a special teacher education program should be developed, which would, however, be part of the regular system and subject to accepted training standards. The Dumont Institute was asked to deliver the program. It agreed, based on a plan of Native training centers in Regina, Saskatoon, and Prince Albert. Each center would eventually have up to 45 students, for a maximum of 135 persons in training at any one time. The Regina and Saskatoon centers opened in September of 1980, and the Prince Albert center opened in September of 1981. By the Spring of 1987, over 90 fully qualified Metis and Non-Status Indian teachers had graduated from the program.

By the Autumn of 1986, with an intake of Status Indian students at the Prince Albert center, SUNTEP enrollment reached a total of 164.

### Saskatchewan Training for Employment Program

In 1983, negotiations with the Federal Minister of Employment and Immigration were successful, resulting in the formation of the Saskatchewan Training for Employment Program (STEP) funded through the Skills Growth Fund.

The focus of the STEP program was to provide provincially certified training to Native people in occupations identified by CEIC on a list of national, regional or local labour market skill shortages. The program is based upon a model which provides a nurturing, supportive atmosphere where Native students are in the majority.

After two years of operation, the following programs have either been delivered and completed, or are currently underway: Human Resource Development; Recreation Technology; Native Studies Instructors Training; Business Administration; Agricultural Machinery Mechanics; Radio/TV Electronics; Early Childhood Development; Social Work; and Science Skills Development.

By the Spring of 1987, 84 students had graduated with certificates or diplomas, and another 92 had successfully completed "preparatory programs" which provided them with the opportunity for on-going education.

STEP is expected to have an enrollment of over 150 students in eight training locations by September, 1987.

#### THE MANDATE

The Gabriel Dumont Institute is the educational arm of the Association of Metis and Non-Status Indians of Saskatchewan. The Institute's mission is "to promote the renewal and development of Native culture through appropriate research activities, material development, collection and distribution of those materials, and by the design, development and delivery of specific educational and cultural programs and services. Sufficient Metis and Non-Status people will be trained in the required skills, commitment, and confidence to make the AMNSIS goal of self-government a reality".

The goals of the Institute are threefold:

1. The development of healthy Metis and Non-Status Indian communities.
2. A renewed and strengthened Native culture.
3. The development of a new educational system.

These three goals have been historically articulated by the Metis and Non-Status Indian people of Saskatchewan. Beginning with the cultural conference of 1976 and continuing to the present, these goals have been collectively and consistently put forward as recommendations and have in turn provided policy direction to the Board of the Gabriel Dumont Institute, and policy guidelines to Institute planning.

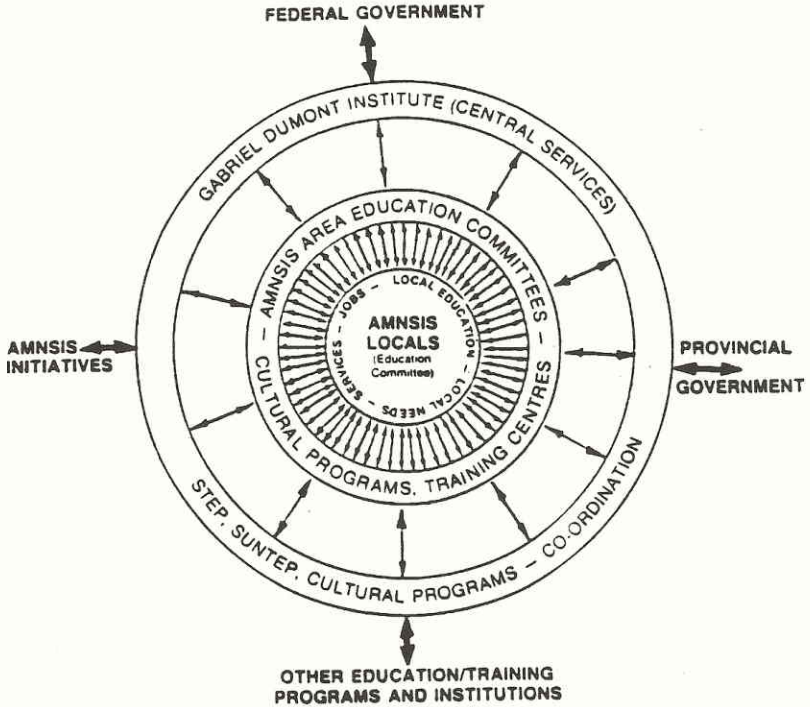
The mandate is revised every three years, as needs change.

#### PROGRAM PRINCIPLES

The Institute's educational programming is based upon three principles:

- all training and professional education must be fully accredited and recognized,
- all activities of the Institute, whether in the area of research, curriculum development, library service or in the provision of post-secondary education, must be of the highest quality,
- all Institute activities are directed towards the self-determination of Metis and Non-Status Indian people.

AMNSIS/DUMONT PLANNING NETWORK



The Local is the "hub" of the wheel. Good 2-way communication is required for planning between the locals and the AMNSIS areas. The AMNSIS area is the regional organization, co-ordinating services to locals in the areas of education, training and cultural events. The Gabriel Dumont Institute provides the coordination, planning and other services required at the provincial level.



## MANAGEMENT STRUCTURE

The Gabriel Dumont Institute is incorporated under the Non-Profit Corporations Act of Saskatchewan, and is governed by a Management Board comprised of 23 members - 4 representatives from AMNSIS, 1 from each of the 11 AMNSIS areas, 2 from the Native Women's Association, 1 from each university in the Province, 1 from each of the Federal and Provincial Governments, and 2 student representatives.

This Board meets six times yearly to determine policy and to supervise the affairs of the Institute. A four-person Executive Committee is entrusted by the Board to oversee policy implementation in the Institute in conjunction with the Executive-Director.

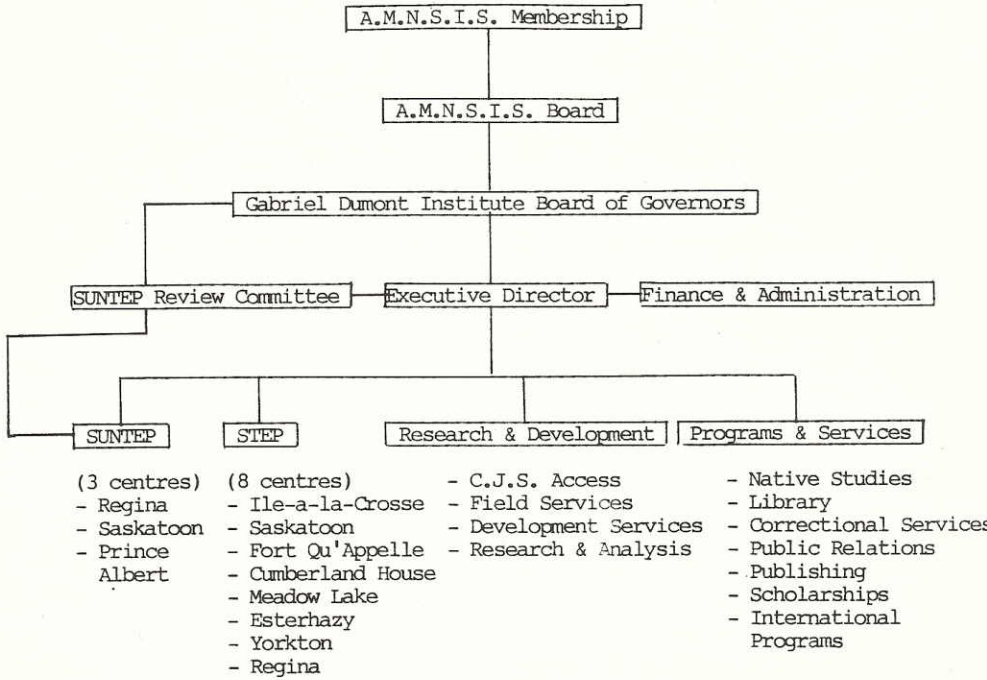
## Gabriel Dumont Institute Board of Governors

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1. Bernice Hammersmith, Chairperson, Aboriginal Women's Council of Sask. Rep.
2. Alvin Campeau, Vice-Chairperson, AMNSIS Representative
3. Philip Chartier, Secretary, Northern Region II Representative
4. Grace Hatfield, Treasurer, Western Region II Representative
5. Allan Morin, AMNSIS Board Representative
6. Jim Favel, AMNSIS Board Representative
7. Ed Nofield, AMNSIS Board Representative
8. Vital Morin, Northern Region III Representative
9. Janet Holmgren, Northern Region I Representative
10. Nap LaFontaine, South East Region Representative
11. Euclid Boyer, Western Region I Representative
12. Elsie Lampard, Western Region III Representative
13. Ralph Kennedy, Western Region IA Representative
14. Bev Shauf, Eastern Region IIA Representative
15. Daniel Levesque, East Central Region II Representative
16. William Dumais, Eastern Region I Representative
17. Steve Melenchuck, Student Representative (STEP)
18. Daniehl Poirtris, Student Representative (SUNIEP)
19. Sandra Greyeyes, Aboriginal Women's Council of Sask. Representative
20. Andre Nogue, Federal Government Representative
21. Lorne Sparling, Provincial Government Representative
22. Art Knight (Dean), U of S Representative
23. VACANT, University of Regina Representative

Kathy Gladeau, Federal Government Observer

ORGANIZATIONAL CHART



## PROGRAMS

A brief description of the five major divisions of the Gabriel Dumont Institute

### 1. Research and Development

The Research and Development Division is responsible for policy analysis, strategic planning, needs assessment, program development and program evaluation. Proposal writing is an important task of the division. Analysis and preparation of documents relating to Aboriginal self-government (education and training) is a major function. Additional programs within this division are:

- Canadian Jobs Strategy Access Unit - which works with AMNSIS areas and programs to access training funds from the Canadian Jobs Strategy of the Canada Employment & Immigration Commission.
- Field Services Unit - which provides community research, on-site development assistance and liaison services between the Institute and the community.

### 2. Programs and Services

This Division is responsible for the provision of programs and services to Aboriginal people, and to provide support to the training and educational delivery programs of the Gabriel Dumont Institute. Program units within the division include:

- Library/Resource Unit - students, staff, faculty, the Native community, academics and the general public all have access to the library, which contains books, documents, magazines, tapes, rare books and archival materials. The library provides a wide range of reference services. The library co-ordinates central library services to all STEP and SUNTEP training centres.
- Native Studies Unit - is responsible for curriculum development, including production and distribution of educational materials, such as books, filmstrips, and teachers guides. Curriculum is designed for use in the K-12 school system and the Institute's own training/educational programs.

Native Studies research strives to establish a new understanding of the role of Aboriginal people in Canadian history, up to and including the present.

A comprehensive plan for Aboriginal language enhancement includes the establishment of a Cree literacy program.

Aboriginal music, dance and art programs will be further developed in the future.

- Scholarship Programs - In 1985, the Gabriel Dumont Institute received a capital grant of \$600,000 from the Native Economic Development Program to establish a scholarship program for studies related to economic development. The first scholarships were given out in the Fall of 1986.

Funding is made available from Sask Trust for arts scholarships to university fine arts programs and the Saskatchewan School of the Arts.

Funding is being pursued from public and private sources to establish scholarships in all areas of post-secondary study.

- Other programs within the Programs and Services Division include Native Services to the Saskatchewan Penitentiary, public relations and publicity, and publishing of materials.

### 3. Administration & Finance

This Division contributes to the efficient operation of the Institute by ensuring that financial matters are handled professionally and quickly. The Division provides all typing, filing, clerical and other office supports to the Institute. It looks after the physical facilities and generally takes care of all those administrative details which are often taken for granted in a smoothly operating Institution.



4. Saskatchewan Urban Native Teacher Education Program (SUNTEP)

The Saskatchewan Urban Native Teacher Education Program is an off-campus program offered through the Gabriel Dumont Institute in co-operation with the Department of Education, the University of Saskatchewan and the University of Regina.

The primary goals of the program are:

1. "to ensure that people of Native ancestry are adequately represented in urban teaching positions" and
2. "to provide Native teachers who are more sensitive to the educational needs of Native students and who can be identified as positive role models for both Native and Non-Native students."

An additional goal stated in SUNTEP's contract is "to train and graduate students of Native ancestry as fully certified teachers." By the Spring of 1987, the program had graduated over 90 fully-qualified Metis and Non-Status Indian teachers, with an enrollment totalling 164 students in all four years of the program. The program is offered in Regina, Saskatoon, and Prince Albert.

The Suntep Review Committee ensures the ongoing success of the program. Committee members are:

Christopher LaFontaine	Bernice Hammersmith
Grace Hatfield, Chairperson	Dan Russell
Daniehl Poirtris	Pat Donegan
Dr. David Bale	Ray Duret
Dr. John Lyons	Ralph Kennedy
Jerry McLeod	

5. Saskatchewan Training for Employment Program (STEP)

Many vacancies in the highly-skilled and highly-qualified occupations could be filled by Metis and Non-Status Indians, if they had the required skills. The goal of STEP is to ensure that as many of these vacancies as possible are filled by Saskatchewan Metis and Non-Status Indian people.

STEP programs are unique in that they offer classes in Native Studies and provide strong support services in counselling, tutoring and guidance. A supportive environment is fostered where students and faculty can work together and assist one another when difficulties arise.

Training is provided through centres located throughout Saskatchewan; programs are accredited and certified through universities and technical schools. Where possible, "competency-based" learning is utilized, so that students can be given credit for existing skills.

By the Spring of 1987, 84 students had graduated with diplomas or certificates, and another 92 had completed preparatory programs, with the majority continuing on with further studies. Thus, there have been 176 successful STEP graduates since its inception in 1983. By September 1987, STEP enrollment is expected to be over 150 students.

Courses change as job markets change. Accredited and certified programs which have been offered include:

- Native Studies Instructors Program in Saskatoon;
- Early Childhood Development Program in Saskatoon;
- Human Resources Development Program in Ile-a-la-Crosse;
- Native Social Work in Ile-a-la-Crosse;
- Human Resources Development Program in Lloydminster;
- Recreation Technology Program in Regina;
- Early Childhood Development Program in Buffalo Narrows;
- Science Skills Development Program in Buffalo Narrows;
- Agricultural Mechanics in Melfort;
- Business Administration in Fort Qu'Appelle;
- Radio/TV Electronics in Esterhazy;
- Human Resource Development Program in Archerwill;
- Human Resource Development Program in Meadow Lake;
- Human Resource Development Program in Cumberland House

Programs currently operating (Summer-Autumn, 1987) are:

- Business Administration Program in Fort Qu'Appelle;
- Early Childhood Development Program in Saskatoon;
- Native Social Work Program in Cumberland House;
- Community Health (Pre-Nursing) Program in Ile-a-la-Crosse;
- Job Readiness Program in Yorkton;
- High School Upgrading Program (Dept. of Education) in Regina;
- Native Social Work Preparation Program in Meadow Lake;
- Radio/T.V. Electronics Program in Esterhazy.

STAFF DIRECTORY

Regina Office  
121 Broadway Avenue East  
Regina, Saskatchewan S4N 0Z6  
(306)522-5691 or 1-800-667-9851

LAFONTAINE, Christopher.....Executive Director  
MARTYNIUK, Myrna.....Director, Finance & Administration  
MACPHAIL, Theresa.....Director, S.T.E.P.  
TURNBULL, Keith.....Director, Programs & Services  
YOUNG, Donavon.....Director, Research & Development  
  
BANDAS, Maureen.....Accounting Clerk  
BEAR, Mavis.....Clerk-Steno III  
BELHUMEUR, Marilyn.....Library Technician  
DAGDICK, Joann.....Curriculum Officer  
DESJARLAIS, Butch.....Research Officer Trainee  
DUBOIS, Margaret.....Executive Secretary  
EYRE, Maureen.....Receptionist/Switchboard  
HANSON, Dorothy.....Acting Librarian  
HIRSHMAN, Lynn.....Co-ordinator, Social Work Programs  
KELLY, Pat.....Library Technician  
KOZACK, Barbara.....Clerk-Steno II  
LAFONTAINE, Raymond.....Custodian  
MCGUGAN, Trevor.....File System Analyst  
MCLEAN, Don.....Research Officer  
MORIN, Dennis.....Research Officer  
MURRAY, John.....Co-ordinator, Library Resources  
PRITCHARD, Rita.....Accounting Clerk  
RACETTE, Calvin.....Curriculum Officer  
RACETTE, Gale.....Clerk-Steno II  
ROBILLARD, Albert.....Senior Researcher  
SCHEPERS, Barbara.....Library Cataloguer  
SKAGE, Ron.....Research Officer  
TAYLOR, Erma.....Co-ordinator, Administration

Work Experience Program (Upgrader)  
121 Broadway Avenue East  
Regina, Saskatchewan S4N 0Z6  
(306)522-5691 or 1-800-667-9851

ADAMS, Jacquie.....Co-ordinator/Teacher  
MARCOTTE, Giselle.....Counsellor/Instructor  
VACANT.....Faculty

SUNTEP Regina  
121 Broadway Avenue East  
Regina, Saskatchewan S4N 0Z6  
(306)522-5691 or 1-800-667-9851

ARSENYCH, Pat.....Faculty  
BARBER, Christel.....Faculty  
FARRELL-RACETTE, Sherry.....Faculty  
LAWRENCE, Dana.....Co-ordinator  
SCARFE, Donna.....Faculty  
THOMAS, Emily.....Clerk-Steno II

SUNTEP Saskatoon  
Rm. 12 - McLean Hall  
University of Saskatchewan  
Saskatoon, Saskatchewan S7N 0W0  
(306)343-9595

AUBICHON, Brian.....Co-ordinator  
BLAIR, Heather.....Faculty  
BOULTON, Anne.....Faculty  
DUFOUR, Michele.....Clerk-Steno II

SUNTEP Prince Albert  
118 - 12th Street East  
Prince Albert, Saskatchewan S6V 1B6  
(306)764-1797

ADAMS, Dave.....Co-ordinator  
SHERWIN-SHIELDS, Neil.....Faculty  
WARREN, Shirley.....Clerk-Steno II

Saskatoon Office  
505 - 23rd Street East  
Saskatoon, Saskatchewan S7K 4K7  
(306)934-4941

VACANT.....Director, SUNTEP  
FINLAYSON, Linda.....Research Officer  
McCREARY, Marlene.....Clerk-Steno III, SUNTEP

Early Childhood Development Program  
505 - 23rd Street East  
Saskatoon, Saskatchewan S7K 4K7  
(306)934-4941

FUENTEALBA, Irma.....Co-ordinator  
AMIOTTE, Lorraine.....Clerk-Steno II  
FAVEL, Pauline.....Program Counsellor  
MARK TEO, Miew-Leng.....Faculty  
ROBERTSON, Lynne.....Part-time Faculty



Saskatchewan Penitentiary  
P.O. Box 160  
Prince Albert, Saskatchewan S6V 5R6  
(306)764-1586 Ext.# 264

DESJARLAIS, Tony.....Native Program Co-ordinator  
THORNE, Dennis.....Native Elder

CAMPEAU, Clarence.....Extension Worker  
P.O. Box 185  
Archerwill, Saskatchewan S0E 0B0  
(306) 323-2054

RAYMOND, George.....Extension Worker  
Box 94  
Ile-a-la-Crosse, Saskatchewan S0M 1C0  
(306) 833-2476

Job Readiness Training Program  
73 Argyle Street  
Yorkton, Saskatchewan S3N 0P7  
(306) 782-3660

REJC, Lee.....Co-ordinator/Teacher  
DESJARLAIS, Karen.....Clerk-Steno II (1/2 time)  
LEGEBOKOFF, Marilyn.....Program Counsellor

Business Administration Program  
P.O. Box 1697  
Fort Qu'Appelle, Saskatchewan S0G 1S0  
(306)332-5677

PALMER, Melona.....Co-ordinator  
DESCHAMBAULT, Joan.....Clerk-Steno II  
TOURAND, Paul.....Program Counsellor

Pre-Nursing Program  
P.O. Box 160  
Ile-a-la-Crosse, Saskatchewan S0M 1C0  
(306)833-2090

VACANT.....Co-ordinator  
GARDINER, Joyce.....Clerk-Steno II  
DAIGNEAULT, Yvonne.....Program Counsellor

Native Social Work Program  
P.O. Box 2588  
Meadow Lake, Saskatchewan S0M 1V0  
(306)236-5641 or 236-5642

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POUDRIER, Dennis.....Co-ordinator  
HOUNSELL, Janice.....Clerk-Steno II  
KYPLAIN, Maureen.....Program Counsellor

Native Social Work Program  
P.O. Box 249  
Cumberland House, Saskatchewan S0E 0S0  
(306)888-2255 or 888-2207

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CARRIERE, Harold.....Co-ordinator  
CHABOYER, Wanda.....Clerk-Steno II/Counsellor  
VACANT.....Faculty

GABRIEL DUMONT INSTITUTE OF  
NATIVE STUDIES AND APPLIED RESEARCH  
FINANCIAL STATEMENTS  
MARCH 31, 1986



A MEMBER OF ARTHUR YOUNG INTERNATIONAL

## Clarkson Gordon

Chartered Accountants  
900 Bank of Montreal Building  
2103-11th Avenue  
Regina, Canada S4P 3Z8  
Telephone (306) 569-1234

### AUDITORS' REPORT

To the Board of Directors of  
Gabriel Dumont Institute  
of Native Studies and Applied Research.

We have examined the balance sheet of Gabriel Dumont Institute of Native Studies and Applied Research as at March 31, 1986 and the statements of surplus, revenue and expenses, and cash flows for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Institute as at March 31, 1986 and the results of its operations and the changes in its financial position for the year then ended in accordance with accounting principles described in note 1 to the financial statements applied on a basis consistent with that of the preceding year.

Regina, Canada,  
June 6, 1986.

*Clarkson Gordon*  
Chartered Accountants





GABRIEL DORNOT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

STATEMENT OF SURPLUS

YEAR ENDED MARCH 31, 1986

1986

	COME SERVING	S.U.N. I.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.F.P.	SKILLS GRANT FUND S.T.F.P.	ADMINIS- TRATION	LES FIDUCIAR MEMORIAL FUND	MANOUEUR LAPOINTE SCHOLARSHIP FUND	1986 TOTAL	1985 TOTAL
Unappropriated:											
Balance, beginning of year	\$135,798	\$91,912				\$715,606	\$8,480			\$911,896	\$240,423
Excess (deficiency) of revenues over expenses	(70,657)	(9,948)	\$98	\$688		(238,034)	91,126	\$135	\$628,755	442,163	686,796
	109,141	81,964	98	688		477,572	99,706	135	628,755	1,394,059	927,219
Appropriated during year			98	688				135	600,500	601,421	24,672
Balance, end of year	\$105,141	\$81,964	\$11	\$11	\$11	\$477,572	\$99,706	\$11	\$28,255	\$792,638	\$951,896
Appropriated:											
Balance, beginning of year			\$1,676	\$11,739				\$721		\$14,136	\$38,813
Appropriated during year			98	688				135	\$600,500	601,421	1,081
Appropriated funds expended during year											
Balance, end of year			\$1,774	\$12,427				\$856	\$600,500	\$615,557	\$44,136

(See accompanying notes)

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

STATEMENT OF REVENUE AND EXPENSES

YEAR ENDED MARCH 31, 1986

	1986										
	CORE SERVICE	S.U.N. T.E.P.	ART CARRIÈRE MEMORIAL FUND	AGRICULTURAL RIGHTS FUND	S.T.E.P. I	GROWTH FUND S.T.E.P. II	ADMINISTRATION	LES FIDDIER MEMORIAL FUND	MARJORIE LABORNE SPODARSHIE FUND	1986 TOTAL	1985 TOTAL
Revenue (Schedule 1)	\$1,184,659	\$1,316,366	\$ 98	\$ 688	\$1,311,469		\$167,296	\$ 135	\$663,755	\$5,424,266	\$5,535,169
Expenses:											
Operating costs (Schedule 2)	235,417	254,574			607,342		194,086		15,000	1,306,419	1,129,325
Computer services	2,929				215,095		32,504		2,829	32,200	5,679
Consulting services					47,067					215,095	105,075
Contracts										104,814	104,814
Courses										92,016	92,016
Cultural augmentation		1,381								47,047	2,023
Curriculum										1,381	1,381
Depreciation and amortization	26,257	15,599			2,170		17,912			181,506	196,893
Education and craft										2,320	4,717
Education conference	57,093				2,893		490			57,093	2,893
Housing							10,915			2,893	1,138
Insurance	1,626	698			36,578		5,437			13,729	1,138
Interest	923	369			5,123					43,307	7,317
Kapaché training centre	60,000									60,000	60,000
Lecturers										5,123	5,123
Library materials maintenance	1,664	1,061			11,569					2,705	18,626
Library resource materials	13,909	52,466			3,151	103,283				181,327	4,967
Material development	47,208	7,741			13,456		7,075			58,100	231,603
Miscellaneous	1,282	1,241								25,995	46,857
Orientation										1,241	726
Outside facilities										1,241	1,392
Promotion, publicity, graduation					7,651		14,103			30,374	14,869
Recruitment	1,500	8,820			3,865		17			13,481	14,869
Salaries and wages	621,330	491,916			440,310		245,259			1,799,415	1,656,325
Staff benefits	53,040	40,465			6,841		25,795			151,727	147,707
Student books										6,841	22,987
Travel and sustenance							38,427			254,049	366,537
- board	91,958	49,263			74,401		75,105			75,105	75,105
- staff and students										408,599	566,648
Tuition		408,599								15,000	4,848,923
Total expenses	\$ 1,215,116	\$ 1,346,314	\$ 98	\$ 688	\$ 1,311,669	\$ (238,034)	\$ 556,170	\$ 135	\$ 663,755	\$ 4,427,163	\$ 686,796
Excess (deficiency) of revenue over expenses	\$ (30,657)	\$ (9,948)	\$ 98	\$ 688	\$ 11	\$ (238,034)	\$ 91,126	\$ 135	\$ 663,755	\$ 447,163	\$ 686,796

(See accompanying notes)

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH  
STATEMENT OF CASH FLOWS

YEAR ENDED MARCH 31, 1986

1986

	CORE SERVICE	S. U. N. T. E. P.	ART CARRIÈRE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S. T. E. P. I.	SKILLS GROUP FUND S. T. E. P. I.	ADMINISTRATION	LES FLOUDEL MEMORIAL FUND	NAPOLEON LAFONTAINE SCHOLARSHIP FUND	1986 TOTAL	1985 TOTAL
Cash provided by (used in) operating activities:	\$ (10,657)	\$ (9,968)	\$ 98	\$ 688		\$ (728,034)	\$ 91,126	\$ 135	\$ 628,755	\$ 442,163	\$ 686,796
Excess (deficiency) revenue over expenses	(220)	(4,424)				123,726	17,912			(4,644)	32,931
Charges (credits) to operations not affecting cash in the current year	26,257	15,599				(114,298)	109,038	135	628,755	183,504	196,893
Gain on sale of fixed assets										621,023	916,650
Depreciation and amortization	(4,620)	1,227	98	688							
Change in operating account balances -											
Decrease (increase) in:											
Accounts receivable	43,356	174,713			\$ 103,075	842,627	5,988			1,169,369	(1,191,779)
Interfund accounts receivable	43,113	(28,762)			75,313		(79,236)			(189,572)	(328,106)
Interest receivable				(6)	16,237	10,915	2,726			42,156	(383,122)
Prepaid expenses	12,578	(300)			(11,289)		(39,784)		20	(234,704)	304,060
Increase (decrease) in:											
Accounts payable	(12,611)	(171,091)			445,631	(206,568)	(80,693)			189,572	328,107
Interfund accounts payable	31,182									(32,931)	
Deferred revenue	(32,921)										
Cash provided by (used in) operating activities	80,067	(226,213)	98	682	629,018	532,696	(82,351)	126	628,755	1,564,988	(354,220)
Cash provided by (used in) investment activities:											
Purchase of fixed assets	(29,648)	(26,513)				(237,681)	(34,079)			(327,941)	(413,227)
Decrease in deposits on equipment						341,064				341,064	
Proceeds from disposal of fixed assets	1,291	5,424					1,338			8,053	23,545
Purchase of term deposit										(628,775)	(1,167)
Cash used in investment activities	(28,357)	(21,109)				103,383	(32,741)			(607,599)	(382,915)
Increase (decrease) in cash	51,710	(246,322)	98	682	629,018	656,079	(115,092)	126	N:1	957,299	(742,135)
Cash (overdraft), beginning of year	(151,164)	(42,523)	1,620		(105,423)	(505,096)	(28,711)	702		(819,249)	(77,114)
Cash (overdraft), end of year	\$ (99,454)	\$ (287,847)	\$ 1,718		\$ 521,595	\$ 100,993	\$ (143,803)	\$ 878	N:1	\$ 138,050	\$ (810,249)

(See accompanying notes)



GABRIEL DUMONT INSTITUTE OF  
NATIVE STUDIES AND APPLIED RESEARCH  
NOTES TO THE FINANCIAL STATEMENTS  
MARCH 31, 1986

1. Accounting Policies

The financial statements of the Institute have been prepared in accordance with accounting principles that are considered appropriate for organizations of this type. The more significant of these accounting policies are summarized below:

Fund Accounting

The accounts of the Institute are maintained in accordance with the principles of fund accounting in order that limitations and restrictions placed on the use of available resources are observed. Under fund accounting, resources are classified for accounting and reporting purposes into funds with activities or objectives specified. Separate accounts are maintained for the Core Services, S.U.N.T.E.P., Art Carriere Memorial Fund, Aboriginal Rights, S.T.E.P. I, Skills Growth Fund S.T.E.P. II, Administration, Les Fiddler Memorial Fund and Napoleon Lafontaine Scholarship Fund.

Accrual Accounting

The Institute utilizes the accrual basis of accounting for additions to and deductions from fund balances.

Fixed Assets

Fixed assets are initially recorded at cost. Donated fixed assets are recorded at their estimated fair market value plus related costs at the date of acquisition. Normal maintenance and repair expenditures are expensed as incurred.

Depreciation is recorded in the accounts on the diminishing balance method at 20%.

Leasehold improvements are amortized over the term of the lease.

Depreciation and amortization are charged in the year of acquisition for the full year. No depreciation or amortization is taken in the year of disposal. It is expected that these procedures will charge operations with the total cost of the assets over the useful life of the assets. Gain or loss on the disposal of individual assets is recognized in income in the year of disposal.

Administrative Services

A separate fund has been designated to conduct certain of the Institute's administrative functions. The revenues and expenses of the Institute reflect an interfund charge for these services.

GABRIEL DUMONT INSTITUTE OF  
NATIVE STUDIES AND APPLIED RESEARCH  
NOTES TO THE FINANCIAL STATEMENTS

MARCH 31, 1986

2. Accounts Receivable

Accounts receivable consists of:

	<u>1986</u>	<u>1985</u>
Employee travel advances	\$ 11,779	\$ 13,601
Board travel advances	3,832	6,721
Other accounts receivable	<u>276,978</u>	<u>1,441,636</u>
	<u>\$292,589</u>	<u>\$1,461,958</u>

3. Fixed Assets

Fixed assets consist of the following:

	<u>1986</u>	<u>1986</u>	<u>1985</u>	<u>1985</u>
	<u>Cost</u>	<u>Accumulated Depreciation and Amortization</u>	<u>Net Book Value</u>	<u>Net Book Value</u>
<u>Core Services</u>				
Equipment	\$ 92,298	\$ 47,049	\$ 45,249	\$ 50,735
Leasehold improvements	<u>131,816</u>	<u>86,985</u>	<u>44,831</u>	<u>37,025</u>
	<u>224,114</u>	<u>134,034</u>	<u>90,080</u>	<u>87,760</u>
<u>S.U.N.T.E.P.</u>				
Equipment	52,941	21,731	31,210	17,588
Leasehold improvements	<u>58,142</u>	<u>36,533</u>	<u>21,609</u>	<u>25,297</u>
	<u>111,083</u>	<u>58,264</u>	<u>52,819</u>	<u>42,885</u>
<u>Skills Growth Fund</u>				
<u>S.T.E.P. II</u>				
Equipment	570,814	174,228	396,586	258,051
Leasehold improvements	<u>142,080</u>	<u>68,312</u>	<u>73,768</u>	<u>98,358</u>
	<u>712,894</u>	<u>242,540</u>	<u>470,354</u>	<u>356,409</u>
<u>Administration</u>				
Equipment	54,101	15,135	38,966	15,968
Leasehold improvements	<u>92,592</u>	<u>68,081</u>	<u>24,511</u>	<u>32,680</u>
	<u>146,693</u>	<u>83,216</u>	<u>63,477</u>	<u>48,648</u>
	<u>\$1,194,784</u>	<u>\$518,054</u>	<u>\$676,730</u>	<u>\$535,702</u>

GABRIEL DUMONT INSTITUTE OF  
NATIVE STUDIES AND APPLIED RESEARCH  
NOTES TO THE FINANCIAL STATEMENTS  
MARCH 31, 1986

4. Commitments

The Institute was committed under term leases as follows:

- Regina:                   to September 1, 1986 at a monthly rental of \$5,252.  
                          to March 31, 1991, at a monthly rental of \$1,735.  
                          to November 7, 1987, at a monthly rental of \$23.
- Prince Albert:         to April 30, 1988 at a monthly rental of \$3,562.
- Saskatoon:             to June 30, 1986 at a monthly rental of \$1,422.  
                          to May 31, 1986 at a monthly rental of \$3,047.  
                          June 1, 1986 to August 31, 1986 at a monthly rental of \$1,731.
- Buffalo Narrows:     to September 15, 1986 at a monthly rental of \$1,500.
- Fort Qu'Appelle:     to September 30, 1986 at a monthly rental of \$2,120.

The Institute is committed to paying the operating costs for the next four years at Esterhazy and Ile-a-la-Crosse.

5. Appropriations of Equity

The Institute makes annual allocations from surplus for programming, travel and scholarships.

. . . . .

CABRIEL DUNNETT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

SCHEDULE OF REVENUE

YEAR ENDED MARCH 31, 1986

	1986										1985 TOTAL		
	GRANT SERVICE	S. U. N. T. E. P.	ART CABRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S. T. E. P. I	ADMINIS- TRATION	L.S. FIDDLER MEMORIAL FUND	MAINTENANCE LANDS SCHEMATA FUND	1986 TOTAL	1985 TOTAL			
Revenue:													
Government of Saskatchewan -													
Department of Advanced Education and Manpower:	\$ 943,630				\$ 509,293							\$2,452,923	\$2,187,975
Department of Education	5,000	\$ 879,290										886,290	832,290
Miscellaneous Grants	20,431											20,431	
Government of Canada -								\$615,000				615,000	1,185,414
Native economic development program													
Employment and Immigration						\$ 51,957						51,957	15,546
Solicitor General	21,000											23,000	44,000
Secretary of State						11,830						11,830	1,763
Sales and royalties						10,000						10,000	17,000
Consulting						18,000	\$ 88			500		18,588	185
Donations						648,927						640,268	639,697
Fees for services	191,341		4,424									4,644	2,415
Gain on disposal of equipment	220			\$ 98						28,255		29,578	1,045
Interest	490											44,653	48,198
Teaching income												407,304	548,275
Tuition income		407,304											
Other income	347	655			2,176	6,282						9,760	11,966
Total revenue	\$1,184,459	\$1,335,366	\$ 98	\$ 688	\$1,511,469	\$74,296	\$ 135	\$641,755		\$5,424,266	\$5,525,769		

GABRIEL DIMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH  
 SCHEDULE OF OPERATING COSTS  
 YEAR ENDED MARCH 31, 1986

	1986				MARCELON LAFONTAINE SCHOLARSHIP FUND		1986	1985
	CORE SERVICE	S. U. N. T. E. P.	S. T. E. P. T	ADMINIS- TRATION			TOTAL	TOTAL
Administrative services	\$141,231	\$110,642	\$219,088	\$ 23,402	\$15,000	\$ 483,961	\$ 459,488	
Building maintenance			28,579	\$ 23,402		52,081	22,313	
Building rent	58,562	96,887	126,866	63,077		345,342	373,281	
Core services			172,410			172,410		
Duplicating	11,555	7,638		3,982		23,175	46,596	
Equipment maintenance	1,858	1,436	2,693	7,545		13,532	21,719	
Equipment rent	88	16,790		15,509		32,387	32,934	
Janitorial			12,677	18,493		31,170	27,357	
Office supplies	17,205	8,721	15,650	11,198		47,774	53,372	
Postage				9,605		9,605	8,254	
Telephone	9,918	12,460	29,279	41,325		92,982	84,011	
	\$235,417	\$254,574	\$607,342	\$194,086	\$15,000	\$1,306,419	\$1,129,325	



## MEETING THE NEED

The executive summary of the paper entitled "Native Education and Training; Meeting the Need" follows.

This discussion paper has been presented to Dumont Institute members and to government departments, and provides a basis for understanding the magnitude of the problems facing Native people in education. The paper provides objectives to be reached in the short- and long-term if Native people are to be able to compete equally within Saskatchewan.

### Native Education & Training: "Meeting the Need"

#### Executive Summary

##### Introduction

Education at all levels is one of the keys to the attainment of equality by Native people\*. It is, therefore, an important aspect of self-government.

\* For purpose of this paper, Native people refers to Metis and Non-Status Indian people.

##### Current Situation

Although demographic data is speculative, the following information should be considered to be realistic, but is likely conservative.

- there are at least 37,000 Metis and Non-Status Indians in Saskatchewan; needs projected in this report are based upon this figure;
- the Native growth rate is 2.4%, substantially higher than that of the Non-Native population;
- average Native family size is 25% higher than Non-Native family size;
- the Native unemployment rate is 32%, and only 49% participate in the labour market;
- 45% of Native people have less than grade 9, (double the number of the Non-Native population) and only 19% have some post-secondary training (half the rate of the Non-Native population);

- Native children tend to drop out of school at an early age compared to Non-Native children;
- 45% of Native people are under 15 years of age, compared to 24% of the Non-Native population.

K-12 System: Department of Education figures show that only 61% of Native people in the age range 5-19 years are in school, compared to 86% of Non-Native people in the same age group. If Native people are to be represented at the same rate as the Non-Native population, then at least 3,600 more Native children must be enrolled in grades K-12 immediately.

Community Colleges: According to available information, 6.4% of Native students in the 15-49 age range are enrolled in community colleges. Non-Native participation appears to be three times higher. To reach equality, 1,700 Native training spaces are required for Native people to achieve equality.

Technical Institutes: According to government statistics, only 176, or 1.2% of Native people (age 15-49) are enrolled in technical schools, compared to 6% of the Non-Native population. This means that an additional 700 training spaces are required for Native people to achieve equality.

Universities: 355 students, or 2.3% of Native people age 15-49 are in university. 4.2% of the Non-Native population in the same age range is in university. 300 university seats are required immediately to achieve equality of participation for Native people.

#### Short-Term (3 year) Plan of Action

K-12 System: Immediate measures to bring 3,600 Native students into the school system are needed, including:

- equal representation of Aboriginal teachers;
- Aboriginal language instruction; English as a second language;
- Native Studies in core curricula and in all areas of study;
- Native representation on school boards;
- Native library materials in all school libraries;
- Native parent/teacher groups;
- Native control of community school programs.

- Native children tend to drop out of school at an early age compared to Non-Native children;
- 45% of Native people are under 15 years of age, compared to 24% of the Non-Native population.

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- Native representation on school boards;
- Native library materials in all school libraries;
- Native parent/teacher groups;
- Native control of community school programs.

Technical Institute: Development will continue, towards achievement of a Native-controlled technical Institute.

Universities: Federated College status with provincial, national and international universities. Two main delivery forms will be used:

- Decentralized, or local program delivery;
- Reserving percentage of seats for Native students in Canadian universities, in all academic areas.

AMNSIS/Dumont Network

This is the vehicle for the development of the systems and services proposed. Such developments will be of benefit not only to Native people, but to society as a whole, as Native people experience increased participation in society as equals.

Table 4 - Needs Summary

Short-Term Education and Training Needs of Native People  
Including Approximate Costs

	# of Seats Required	% Increase	Approx. Costs (\$Millions)
K-12	3584	41	12.5 /1
Comm. Coll.	1715	175	8.6 /2
Tech. Inst.	675	384	6.8 /3
University	309	87	3.1 /4
TOTAL	6283	n/a	31 /5

NOTES:

1. Approximate cost estimated at \$ 3,500 per student.
2. Approximate cost estimated at \$ 5,000 per student.
3. Approximate cost estimated at \$10,000 per student.
4. Approximate cost estimated at \$10,000 per student.
5. Figures do not include student training allowance.



## "NATIVE EDUCATION IN SASKATCHEWAN"

A Summary of the proposed new mandate for the Gabriel Dumont Institute.

This document was tabled at the annual meeting of the Gabriel Dumont Institute in February, 1987, and will be discussed at length throughout the AMNSIS/Dumont network. A new mandate will be adopted with the revisions resulting from this consultation process, at the 1988 annual meeting.

### A New Mandate

The Cultural Conference of 1976 held by the Association of Metis and Non-Status Indians of Saskatchewan (AMNSIS) resolved to pursue the goal of a New Education System, and it was with this purpose in mind that the Gabriel Dumont Institute was founded in 1980. Under agreement with the Department of Continuing Education, the Institute was mandated to deliver cultural programming.

The Institute has since developed a range of Native cultural services, including a library with outreach services, a curriculum development unit, a number of cultural courses for the enrichment of technical school and college-level training programs, and a Native languages resource.

The realization of the goal of a new Education System that was determined as early as 1976 will require a new mandate that will include instructional programming and a far-reaching support service for students, in addition to the Gabriel Dumont Institute's current mandate for cultural programming.

The plan for implementing this AMNSIS objective of a New Education System will involve two phases:

- (i) an interim Strategy designed to meet the short-term need; this will give way during 1988 to
- (ii) a Five-Year Plan (1988-1993), during which term a comprehensive Native education system will be established.

### The Interim Strategy: 1986-1988

The Interim Strategy that Gabriel Dumont Institute proposes relies on the cooperation of governments for funding and of mainstream institutions for their training capacity, and the success of the strategy will depend on the cooperation that the Institute receives from these agencies.



The Interim Strategy will seek, first of all, to maintain agreements for current programming, including the Saskatchewan Urban Native Teacher Education Program (SUNTEP), and the existing Saskatchewan Training for Employment Program (STEP) training centres.

The Interim Strategy also includes development by the Gabriel Dumont Institute of an education network including the human resources, institutional capacity, and support services necessary to meet the total continuum of Native education needs during the term of the Five-Year Plan.

More specifically, then, the Interim Strategy in each part of the continuum:

K-12: Gabriel Dumont Institute will seek agreement with school boards in those districts where the retention rate for Native children is especially low to develop pilot schools.

Community Colleges: The Gabriel Dumont Institute seeks to enter into agreements with existing community colleges to mount Native student programs in adult basic education, and in Native culture courses preparatory to other accredited programs.

Technical Institutes: Agreement is sought with the province's four technical institutes for a cooperative arrangement in which the Dumont Institute will be responsible for providing staff, recruitment, Native cultural programming, course content and counselling. The responsibility of the participating technical institute will be core curriculum and instruction, facilities and certification.

University: Gabriel Dumont Institute will seek to expand SUNTEP in 1987 to 180 students by including, in addition to Elementary Education, other College of Education options.

Gabriel Dumont Institute will also seek agreement to develop and deliver a student support and learning enhancement program, similar to what SUNTEP provides to College of Education students, in other professional colleges, and in the arts and sciences.

Other Interim Measures: Gabriel Dumont Institute will seek agreement for a Native cooperative work/study program in both the University of Regina and at the University of Saskatchewan.

Gabriel Dumont Institute also proposes further development of its off-campus program in preparatory and first-year level college courses. Currently the Institute offers these and other courses leading to a degree or certificate, by arrangement with the university.

### The Five Year Plan (1988-1993)

Gabriel Dumont Institute seeks a mandate to establish during the five-year period beginning in 1988 the following educational network:

K-12: Where numbers warrant Gabriel Dumont Institute seeks powers similar to those of existing separate school jurisdictions in order to establish educational delivery capacity for Native people within the K-12 level, under a system of local boards.

Community Colleges: The Institute seeks to establish Native community colleges, under a system of local boards and a provincial board.

Technical Institute: Development will continue toward a Native-controlled technical institute under a provincial technical school board.

Universities: Gabriel Dumont Institute will seek federated college status with the University of Regina and the University of Saskatchewan, each college to be directed by its own board.

### The Future Role of the Gabriel Dumont Institute

As the plans for this education network are realized, the role of Gabriel Dumont Institute will itself need to change.

Currently, the Institute operates a core services function (comprising cultural research, library, and the planning and policy development unit) which supports its instructional delivery. The realization of the Five-Year Plan will mean, however, that Gabriel Dumont Institute's programs in K-12, community colleges, technical institutes, and universities will become institutions, each with its own support services and governing mechanism - and name. One of the chief aims of the Institute in this phase will be, as now, a vigorous cultural function, including the preparation of Native curriculum materials, research in Native studies and in Aboriginal languages, and the services of a central Native library with outreach facilities. The Gabriel Dumont Institute, it is contemplated, will retain other functions in such a network, not unlike those of a provincial ministry of education, providing coordination and support services to the line institutions.

Finally, in seeking for itself a function similar to that of a provincial ministry of education, the Gabriel Dumont Institute neither seeks to intrude on the prerogatives of Saskatchewan Government Departments responsible for education, nor does it seek a legislated system parallel to the Department of Education.

Although the implications of the Gabriel Dumont Institute's education plans have not been researched exhaustively, virtually all of the new mandate sought can be accommodated under existing legislation.

#### Policies to Guide Future Developments

The following statements of policy highlight issues which were raised by those who founded the Gabriel Dumont Institute and which need to be kept at the fore in order to hold future development on course.

The Mandate Process: The Metis and Non-Status Indian people find it necessary to take control of their own education because mainstream institutions have not effectively delivered education services to Native people, and the promise of these institutions that they will be effective has remained unvalidated over a lengthy period.

Open Door Policy: The Gabriel Dumont Institute subscribes to the Canadian Charter of Rights and Freedoms, and its services shall continue to be open to all, regardless of race and the other conditions of birth and belief specified in the Charter.

Philosophy of Education Aims: The students of the Gabriel Dumont Institute and of the institutions contemplated in its education network have the same vocation, and that is, to be citizens capable of governing themselves in a democratic state; and therefore all should receive the best education that will prepare them for (i) citizenship as well as for (ii) leisure and (iii) for making a living. In terms of Native development, these three aims may be restated as (i) the aim of healthy Native communities and of Native self-determination; (ii) the aim of a renewed and strengthened Native culture; and (iii) the aim of employment, and of economic development and well-being.

Student Philosophy: The Gabriel Dumont Institute is committed to the view that all students must be prepared by their education to govern themselves wisely, to develop themselves in both Native and mainstream cultures to live rich and fulfilling lives, and to earn a living.

Management Philosophy: Each staff member is encouraged to think managerially about his (her) role, and each is valued not only for his executive proficiency but also for his contribution to the management of the institution.

Policy on Community Development: The Gabriel Dumont Institute seeks to develop and to maintain in good repair those mechanisms which support local initiative and promote community development.



## ISSUES & CONCERNS

### 1. Provincial Government Policy & Native Education

In the Summer of 1985, the Provincial Department of Advanced Education and Manpower (DAEM) presented their "Native Policy Statement" in which they stated that "mainstream" educational institutions would be the main vehicle for Native education and training. In other words, less emphasis would be placed upon organizations such as the Gabriel Dumont Institute, which would be used only to fill in "gaps" not met by other institutions. This situation remains in 1987, with negotiations continuing with the provincial government.

This is a very dangerous policy, because it takes away from Native people the right to decision-making in education. It is a step backward, and is opposite to the goal of self-determination in education. The mainstream system has not worked in the past, and it cannot be expected to work in the future unless Aboriginal people have a meaningful role to play in it. Aboriginal Institutions must be treated as equals with other training and educational institutions.

### 2. Student Finances

Until 1983, NSIM training allowances were available to Metis and Non-Status Indian students for university and post-secondary education. SUNTEP students received special bursaries through the Department of Education. Under these programs, assistance covered course costs and tuition, textbooks and supplies, and training allowances. Payment was in the form of a non-repayable bursary or allowance.

In 1983, Metis and Non-Status Indian students were required to utilize the Saskatchewan Student Loan/Bursary/Special Incentives program, which emphasizes loans rather than bursaries. This program has proved to be cumbersome and inflexible, and has caused students to accumulate large debt loads over a short period. In 1983/84, the first year of the new financial arrangements, the number of provincially assisted students dropped dramatically from what it had been. New changes have been made to the student loan/bursary program administered by the province. All of the implications are not yet known, but it appears that the changes will result in increased student debt loads.

Proposals have been submitted to Government calling for a return to a bursary or training allowance system for Metis and Non-Status students which would cover course costs and tuition, texts and supplies, and reasonable living

allowances. The amount to the individual student should be determined by a formula which takes into consideration: (1) number of dependants, (2) childcare expenses, (3) distance from the training site, and other factors. It should be structured somewhat like the old NSIM training allowance, but funded at a higher level, as was the old SUNTEP bursary, and administered on behalf of Metis and Non-Status Indian students by the AMNSIS/Dumont Network.

Further, a system of awards and scholarships, based upon the existing Napolean Lafontaine Economic Development Scholarship Program, should be expanded to include all disciplines, such as the sciences, humanities, applied arts and sciences, medicine, communications and so on. (The Napolean Lafontaine scholarships provide assistance to students of economic development only.)

These programs must be provided over and above other government programs now in place.

### 3. Federal Government Policy Changes

Known as the "Canadian Jobs Strategy", this new policy is a dramatic change from past policies of CEIC, particularly the Skills Growth Fund, under which the STEP program of the Institute was established. The new policy de-emphasizes institutional, certified training in favor of short-term training on the job. This has created major problems of continuity for the Institute's training initiatives. Planning is short-term, on a year-to-year basis, with no guarantees for future funding. The CJS is not comprehensive, but is designed to meet specific employer needs rather than the needs of the Native population for certified and accredited training leading to long-term, meaningful employment. Training has been limited to 52 weeks, and has as yet not recognized a "native specific" labour market.

### 4. Centralization/Decentralization Within AMNSIS/Dumont Network

The AMNSIS/Dumont network can only work properly if services are provided to meet the needs of the population at the local level. At the same time, central planning is required to develop a province-wide strategy for development.

Therefore, the Institute now has "affiliation" agreements with several AMNSIS areas - agreements which spell out the exact roles and relationships between the Institute and training centres (staffing, recruitment, etc.), and which recognize the needs of the local people, the areas and the Gabriel Dumont Institute. The intent is to extend these agreements to all AMNSIS areas in the future.