

QUESTIONS FOR KENN WHYTE - Dumont

1-8-2

1. Concerns have been raised as to the direction the Gabriel Dumont Institute is going. Some say you are not doing enough in the area of community education. Why not?
2. You say you have been having a hard time getting the Dumont Management Board together to give you a clear mandate to go ahead and develop programs at the community level, how do you plan to deal with this problem?
3. What kinds of assistance are you able to provide to locals or areas at this time?
4. What kind of funding is the Institute receiving?
5. Is this enough in comparison to the training needs Native people have?
6. Suntep has been operating for a year now in Regina and Saskatoon and I understand you are expanding to Prince Albert this year. Have you finished selecting the candidates? How many? When are the first SUNTEP students going to graduate.
7. How is SUNTEP and other programs you are developing going to be different from the ones administered by universities and Institutes?
8. Fred Thompson, MP, for the Athabasca Constituency recently circulated a letter to different Ministers saying graduates of these type of programs, such as NORTEP, are not as qualified as those that go through university training. Your comments on this.
9. As a result of the NRRM educational review process that took place this past year, I understand Dumont will be taking over NRRM programming. What does this mean in terms of dollars and training for the local people?
10. How will this affect northern Saskatchewan since this will only apply to the DNS line?
11. How do you propose to start working on the training needs of northern people?
12. Is there anyway that local communities can assist you at Dumont?
13. Are you available to visit local communities if requested?
14. Additional comments.

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ANSWERS FOR JOAN BEATTY - NEW BREED:

1. I would like to indicate that the contract that was signed on October 23, 1980, indicated that the Institute would operate in four areas. The first area was a Research Department responsible for all cultural, historical and sociological research and evaluation. The second was a Library and Resource Centre responsible for cataloguing and organizing all the research materials, obtaining books, etc. The third area was an Educational Resource Development Department. The fourth area was a Community Consultation Program designed to share the results of the Aboriginal and Land Claims Research. And, the fifth potential functional area of the Institute called the Community Education Department would be subject to an on-going discussion between the Institute, the Department of Continuing Education and the Social Planning Secretariat. The objectives of the discussions will be to arrive at a mutual acceptable role for a Community Education Department. So I would like to indicate that up until this time, we haven't had the mandate, nor any of the finances to deal with the area of Community Education. Now, this doesn't mean that we haven't been involved in Community Education. Throughout the fall of 1980 and through the winter and spring of 1981, we've had on-going discussions with the Department of Continuing Education, the Department of Education, Social Planning Secretariat to begin to work out a role in community education. Just in the past month, we've really come to a break-through now and I'd like to explain about that. As you recall the NRIM Program has been under review for a good part of the past year and there's some recommendations now that have come forth under that review. One of them is that the NRIM Program--now it's labelled the Non-status and Metis Program, NSIM--will be administered by a committee of six people. Three from the Department of Continuing Education, three from AMNSIS and Dumont. We've had on-going meetings now for a couple

of months and we've come to some developments that, I think, are on the positive side. First of all, the NSIM fund now will be administered by this provincial policy group of six people; secondly, the area educational committees will have full jurisdiction in terms of spending the money on training programs in each one of the AMNSIS Areas. So this is a major break-through. We're just presently now in our next board meeting and through the month of July, we're going to get these committees established, or at least we hope these areas gets these committees established and begin work on that.

2. Yeah there's no doubt that we've been having some difficulties in getting the Dumont Management Board together and having it work in an effective and desirable manner at the present time. However, I see this changing in the very near future as such. The AMNSIS Board itself has directed their attention to this issue and I think they have alerted the Area Directors to this problem and I would hope that this will have a positive effect on the representation from their areas. Secondly, we're now for sure going to be moving into the areas of community education, adult education and the membership has clearly pointed out that this is one of their most important priorities and in light of this, I see much more involvement by the people in all of the areas, and as a result I'll see then that, I think, the Dumont Board will come into its own and start really functioning effectively.
3. At the present time, the only staff that we have for what we call 'outreach' is the field liaison staff. They began in January of this year in a Manpower TOJ Program as such, so they've been training and also trying to establish themselves out in the various areas. They're to play a communication function between communities and the Institute, conveying what the Institute is doing, what it hopes to do, how its developing, evolving, its difficulties and so forth and also to bring information from the communities in terms of information on what is desired, what directions they would like to see the Institute, so on and so forth. Other than

that, we've had a small research and curriculum development staff that are, I suppose in a sense, are able to serve the locals and areas in an indirect way by providing materials that could be of use to them, but in the initial year, they haven't been able to have enough time to really begin to create materials. Well, first there's no program or programs out there going right now that they can begin to really provide materials for. The SUNTEP Program is another program and, I think, that's serving various individuals in certain ways and in the long-term will have a great impact by creating a number of professional people that will then be able to serve as leaders and teachers in the communities.

4. There's no doubt at this point that the Core operation of the Gabriel Dumont Institute is totally inadequate at this time. We are projecting a deficit in the '81-'82 operating year. We don't even have enough money to carry on the same level of programming that we had in the first year and, as I indicated earlier, we're short staffed in a good number of areas.
5. No question about it. The amount of money provided to the Gabriel Dumont Institute doesn't even come close to the training needs that the Native people have. We could have ten times the money that we're presently receiving and that still wouldn't be enough to serve the people at all. Just for the record, our budget last year for ten months for Core was \$405,000; that was to cover all of our expenses from rent, salaries, recruitment, travel, programming--you name it. This year for twelve months, it's increased to \$560,000 and that's to include the field liaison staff also, and that's quite a short fall from what we even need. We're projecting just--you know to keep that same level of programming--we need \$680,000. And that isn't even talking about any new initiatives, let alone anything in community or adult education.

6. We are right now in the process of selecting candidates for Regina, Saskatoon and Prince Albert. As of June 22nd, the selections have been completed in Regina with fifteen students accepted there; Saskatoon's selection is started here on June 22 and 23; and, the Prince Albert selection is going on Thursday and Friday, June 25 and 26. The first students to graduate will be three years after they started so if they started in the fall of 1980, they will be able to graduate. Some of them will be able to graduate with a teaching certificate at least in the summer of 1983. Those that will continue on to a Bachelor of Education would be on most likely into 1984.
7. The SUNTEP Program is quite different from the teacher education programs that are presently in operation at both the Universities of Saskatchewan and Regina. There's no doubt that there's some similarities, but there's some unique characteristics that, I think, are most important. First of all, the program is designed and also administered by the Gabriel Dumont Institute, which is a Native-controlled Institution; the program itself has unique programming aspects. It has a strong focus on Native Studies and Cross-cultural education. We have now initiated the University of Saskatchewan introductory class in Native Studies called The Introduction of Native Studies. The second class of Native Studies 200, which is a history of Non-status and Metis People of Canada. Both of these classes are part of the program. In addition, they are taking classes in Cross-cultural education which focus on teaching of cultural minorities. Secondly, the students are heavily involved in the practical aspects of teaching right in the early part of their program. At present they are spending a day a week in schools in urban settings where there's in most cases, a heavy concentration of Native people. Thirdly, the program has in each centre, three support staff which are able to assist the students in their work, in their personal development and also to modify the classes so they're more appropriate to the interests and to the actual

job that these people are going to go out and have to do.

8. Yes, I've seen the letter written by Fred Thompson, the MP for the Athabasca Constituency. It is unfortunate that such a letter was ever written. Obviously, Mr. Thompson has been misinformed or doesn't have all of the facts as such. The NORTEP Program, as well as the SUNTEP Program, or any other teacher education program operating in Saskatchewan, is a fully certified teacher education program which is certified by the Board of Teachers Certification. I have been involved for a number of years now with a number of these programs and the NORTEP Program, for sure, is looked upon as a quality program and various people who have been involved with it--the Saskatchewan Teachers Federation, the Northern Lights School Division, and so forth--are very, very pleased with the results. In fact, many of the universities are taking a closer look at the design and implementation of these programs and see that there are positive aspects of that they wouldn't like to incorporate into the regular program. So, to conclude, the statement that Mr. Thompson made is totally inaccurate and I gather he just hasn't had an opportunity to look at the facts or to hear them. I think he's been totally misinformed.
9. Well, first of all as you know as I indicated in question number one, that Dumont will not be taking over the NRIM Programming. Dumont is involved along with AMNSIS and Continuing Education in a provincial policy committee of six people, which are going to have overall jurisdiction of the NRIM Program, or as it's called now the NSIM Program. The key thing is that the people who are taking this over are really the people at the local level. Because now each AMNSIS Area through their education committees that are established, are yet to be established, are going to be the ones that are actually taking over the NSIM Programming. In terms of actual dollars and cents, in the past year, all funds of the total NSIM Program was--or, I should say, this year--the total NSIM Program is 3.9 million dollars. Now, this included, as I said, in the past year all the monies

that were spent on training for all levels, for the administration by the NSIM by the Community College which involved, you know, a good number of things including almost all of the administrative costs that were involved in it. So, as I say, the people at the local level, what's that going to mean in terms of dollars and cents, is that there isn't going to be any great deal in change, at least in the immediate area in terms of dollars and cents. The biggest change is that they'll be able to administer the money themselves. And, hopefully, to make it more effective.

10. Well, there's no two ways about it that the monies in the NSIM Program are for Southern Saskatchewan and so, you know, in terms of the administration and the NSIM fund, that doesn't involve Northern Saskatchewan. However, the Community Education structure that we're talking about, we would hope that would extend into Northern Saskatchewan. We hope that the AMNSIS Areas up there, or the Native people up there, will form education committees or utilize a structure that is already there to relate directly to the Gabriel Dumont Institute. At least it is our hope. There's going to be a number of discussions and dialogue to go on to begin to sort this out.
11. I think we've already begun the dialogue with the various individuals in Northern Saskatchewan. I have had an opportunity now on two occasions to talk to people representing the Community College which is up there and their Boards as such. And we've talked about how we might interact with those already. We already had some discussions at a more local and personal level with a number of the individuals. I would assume that the major discussion like this might go on in our Education Conference in the fall, which is scheduled for Prince Albert, and the major focus is going to be Community and Adult Education. At present, I think this is scheduled for October 23 and 24; although, we would have to confirm that date.

12. Surely, the local committees and communities, I should say, can assist us a great deal. We're most interested to hear their view points and so forth. And we would hope that they would be involved concerned to make sure the area representative is doing his or her job as such. And, you see, this is one way that they can really be involved. Secondly, the area people or the local people can address us personally if they wish to be at meetings if they want us; by telephone or stating their position on paper; any kind of data that we can get from the communities about their concerns and so forth is valuable and we surely welcome it.
13. Yes, we're available to visit communities on request and we've sent out this invitation last fall and have got a number of responses for that. Right now, again, in our initial year we're severely short staffed, so if we were able to, we did respond. We surely responded to all invitations to come to area meetings. Sometimes if there were local meetings, if there would have been calls from all locals, for sure we wouldn't have been able to attend. But we have attempted to get to almost all of the meetings that we were invited to. And for sure we've held that area meetings are a priority and we've been able to get to all of those.
14. The additional comments, again, I want to point out that the most important happening in the past few months is that the structure now for the NSIM funding. It will be administered by the local area education committees. There will be a provincial policy committee that looks after it provincially made up from people of Continuing Education, but the same representation from AMNSIS and Dumont, and they're going to be giving overall policy and direction. As part of the negotiations now we're requesting that at least three staff members come on to Dumont. To begin with, in August, to co-ordinate all of these efforts and, if we can get those staff people, then some additional staff people will be able to really begin to start serving the needs of the people in the area of community and adult education.