



The New Nation

La noovel naasyoon



Summer 2020

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The New Nation La noovel naasyoon

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Cover art:

"Look and Touch" piece by Christi Belcourt

A small painting created for observers who want to feel how similar her painting is to actual beadwork

Message from the Gabriel Dumont Institute Executive Director



**Geordy McCaffrey, Executive Director,
Gabriel Dumont Institute**

It is with pleasure that I bring greetings on behalf of the Gabriel Dumont Institute (GDI) on this relaunch of the *The New Nation: La noovel naasyoon* magazine. *The New Nation* is a GDI publication that promotes Métis history and culture, the Institute's programs and successes, and showcases good news stories of Métis across the province. The magazine will be available for free online and in a limited print version.

Housed on the *Virtual Museum for Métis History and Culture*,* the magazine will co-exist alongside back issues of *The New Nation* and *New Breed* magazines, dating back to 1970. This print documentation of Saskatchewan Métis history forms an invaluable resource and a wonderful collection on which to reflect.

From time-to-time, we will highlight past articles. For instance, within this issue you will find a reprint of the May/June 1976 *New Breed* article, submitted in 1976 by the Livelong Local #51, providing an account of the culture conference in which members of the Saskatchewan Métis community resolved to start a Métis cultural and education institute. Four years later, in 1980, the Gabriel Dumont Institute of Native Studies and Applied Research Inc began operations.

2020 marks GDI's 40th anniversary. We celebrated this milestone in February 2020 with a two-day culture conference and celebration that saw the awarding of the Order of Gabriel Dumont medals to twenty-five worthy and accomplished individuals. In addition, the Institute hosted dozens of cultural and education workshops and sessions by some of the most talented Métis in the country, showcased Métis entertainment, and provided the chance to meet and visit with one another and celebrate our Métis legacy together. A full article on the 40th Anniversary events is included in this issue along with a bonus pull-out poster.

We thank you for your support for the Institute and hope you enjoy this issue of *The New Nation: La noovel naasyoon*.

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Geordy McCaffrey
Executive Director, GDI

* www.metismuseum.ca/newnation
www.metismuseum.ca/newbreed

COVID-19 Pandemic and Impact on GDI

by Desirae Barker

The COVID-19 pandemic impacted every aspect of daily life, especially education systems worldwide. Early March 2020 marked the beginning of unprecedented times for the Gabriel Dumont Institute (GDI).

The pandemic prompted closures of all GDI classrooms, buildings, and administrative offices. As an educational institute, facilitating the safety of students and staff, and the continuity of education took priority. This meant ensuring the health and safety of everyone at the Institute throughout all aspects of its operations.

The IT department began setting up remote connections for distance learning and most classes were functioning in a remote capacity within a week of classroom closures. The Institute then secured laptops for students, faculty, and staff who did not have a home computer that enabled them to learn, teach, or work remotely.

GDI continues to adjust its operations and education model based on the provincial government's health recommendations. This has inspired many positive changes throughout, in efforts to minimize the effects of the disruption.

SUPPORTING STUDENTS

GDI applied to several sources to secure emergency funding for Métis students struggling with the effects of COVID-19.

The Gabriel Dumont Scholarship Foundation launched the COVID-19 Emergency Bursary for Métis Students using a variety of funds and a \$17,000 contribution from the Saskatchewan Innovation and Opportunity Scholarship. As of June 2020, 408 Métis students have been granted bursaries for a total of \$192,350 under the program.

Furthermore, a partnership between The MasterCard Foundation and GDI provided students with \$250,000 in immediate support.

All emergency funding received was used to provide the following: immediate access to technological solutions for distance learning, laptops, mental health and wellness resources, and direct supports to help meet basic needs like rent, childcare, and medications.

CONTINUING CULTURE

The GDI Culture and Heritage Department arranged for virtual concerts to provide safe, at-home entertainment. The virtual concerts featured talented Métis musicians, including Donny Parenteau, Jess Lee, John Arcand, Tristen Durocher, Angela Rancourt, and Tahnis Cunningham. Each concert was streamed live online.

GDI also provided online access to Métis-specific resources, including traditional colouring pages and the *Stories of Our People* comic series. Both were available online through the *Virtual Museum of Métis History and Culture* (www.metismuseum.ca).

SHARING SUPPLIES

Early in the pandemic, Personal Protective Equipment (PPE) was in short supply in Saskatchewan and across the country. The Dumont Technical Institute (DTI) took stock of all PPE available from its various healthcare-related training programs and donated all of its stock to the Saskatchewan Health Authority.

The donations included N95 masks, disposable gowns, procedural masks, Isogel, and nasopharyngeal swabs.

The Institute is currently planning for the fall, as program delivery continues to be affected by the COVID-19 crisis. GDI is working with the post-secondary sector as a whole and will continue to provide updates as the situation evolves. Our top priority is the safety and well-being of students, staff, and communities.



Sewing Métis Culture into Masks

by Desirae Barker

As the role of face masks become more prominent as a means of protection against COVID-19, Angela Bishop, a Saskatchewan Métis woman, began creating homemade masks with an Indigenous flare.

Understanding that staying at home and social distancing is not always possible, Angela began sewing handcrafted masks. The masks were then donated to Indigenous Elders, veterans, knowledge keepers, and frontline workers in care homes.

With her masks becoming increasingly popular, Angela started thinking of ways to make them more reflective of Métis culture. In May 2020, she approached the Gabriel Dumont Institute (GDI) for donations to help make this possible. GDI, a Métis post-secondary and cultural institution, readily provided 125 lanyards with a Métis sash imprint that would be sewn onto the masks. “When we created the face masks, we wanted people to take pride in wearing them,” says Angela. GDI was happy to help provide supplies that would promote a sense of community culture and solidarity during these times.

Angela, along with a group of community mask makers, has sewn over 5,000 masks and given them away for free. More than half of these masks have gone to communities under lockdown in northern Saskatchewan. The Métis Nation—Saskatchewan (MN-S) commended the efforts of the sewers with a donation of new sewing machines in recognition of their work and contributions to such an important cause.

“One of the things that makes me so proud of our group is that notwithstanding all of these challenges that they were facing, they have been there for our communities,” said Angela. “One individual at risk is a family at risk, is a community at risk, is our nation at risk.”

The group has been sewing masks since early April and has found innovative ways to continually improve their craft as the demand for face masks grows. For Elders and veterans who wear hearing aids and who may experience difficulty with the masks, the group fabricated ear savers to help. They’ve also created many other custom masks.

With donations made by GDI, MN-S and other Métis organizations and individuals, Angela stated that she would continue to make masks until she runs out of material.



(L to R) Trevor McGowan, Brooke Gorieu, and Desirae Barker
(Photo by James Oloo)

“One individual at risk is a family at risk, is a community at risk, is our nation at risk.”

Congratulations to Our Graduates



Helping Build Brighter Futures



DUMONT
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INSTITUTE
INC

*Beauval, Buffalo Narrows, Île-à-la-Crosse,
La Loche, Lloydminster, Meadow Lake,
Melfort, Patuanak, Pinehouse Lake,
Prince Albert, Regina, Saskatoon*

*Dumont Technical Institute celebrates
our 2019-2020 graduates!
All the best in your future endeavours!*

We're proud of you!

Métis Journeypersons Bring Training Full-Circle

by Daniel Downs



*HETTT Certificate Program, Prince Albert, 2019-2020
(L to R) Jonathan Basaraba, William Crawford (GDI Bronze Award Winner),
and Dallas Durocher*

In an ever-changing and technologically advanced world, there are very few industries or occupations that have remained steadfast and true to their beginnings. With the introduction of self-driving semi-trailers, to salting trucks that can tell an operator 300 km away how much salt was unloaded on every 50 metres of roadway, there still remains the need to maintain, service, and repair the large pieces of equipment that move dirt, move groceries, and keep our roads and highways maintained. This is where the Heavy Equipment & Truck & Transport Technician (HETTT) program helps to keep industry moving!

For over a decade now, the Dumont Technical Institute (DTI), Gabriel Dumont Institute Training & Employment (GDITE), and the Ministry of Highways and Infrastructure have partnered to deliver the Saskatchewan Polytechnic HETTT program. What originally started as a “what-if” meeting almost 12 years ago between DTI and the Ministry of Highways, has since turned into a thriving program. The HETTT program has grown from a six-month applied certificate, delivered from a portable classroom outside of the Ministry of Highways Repair Depot in Prince Albert, to a full-year certificate program, delivered with the latest equipment, technology, and resources.

advantage of being able to start with an employer confident that they have everything they need to be successful.

DTI’s HETTT program graduates are currently represented in nearly every industry across Saskatchewan, from mining, forestry, oil and gas, and agriculture, to logistics, transportation, and government. Many graduates have gone on to journeyman status and are now working to help train current DTI apprentices. This collaborative and full-circle approach to training shows new students that success in the industry is not only possible but well within their reach! DTI hopes to continue its partnership with the Ministry of Highways and GDITE to deliver this collaborative and beneficial program for many years to come.

The HETTT program has grown from a six-month applied certificate to a full-year certificate program

Métis Licenced Practical Nurses Bring Positive Contributions to Provincial Healthcare System

by Chantelle Julé

For the past two decades, the Dumont Technical Institute (DTI) has been helping Métis students build brighter futures by supporting their dreams of becoming a nurse. Since 1999, DTI has provided Practical Nursing (PN) training to Métis students, brokering the Practical Nursing program from Saskatchewan Polytechnic (formerly SIAST) in Prince Albert.

DTI, in partnership with Gabriel Dumont Institute Training & Employment, currently offers LPN training in three locations: Prince Albert (1999), Saskatoon (2002), and Regina (2013). The Institute is one of the largest LPN training providers in Saskatchewan and has graduated 322 nurses to date.

The two-year Practical Nursing diploma program provides students with the opportunity to learn nursing theory from experienced instructors and to get hands-on training through integrated theory and practice. Students learn to provide holistic nursing care to individuals who require assistance with daily living activities and provide exceptional nursing care to their patients. DTI Practical Nursing Learning Centers are equipped with state-of-the-art labs that provide simulation and clinical lab experience to nursing students.

Practicum and clinical experiences are a valuable part of the program as they allow students opportunities to learn, grow, and build confidence in the real-life work setting, all while under the supervision of our experienced and trained staff. Having students exposed to many different areas in healthcare during their clinical labs enhances their confidence and learning experience.

Through collaboration and partnerships with health regions across Saskatchewan, DTI practical nursing students have unparalleled professional practice placements in hospital and community-based healthcare settings. Students benefit from valuable experience while the medical staff have an opportunity to engage with potential future employees. This can save recruitment time, hiring costs, increase employee retention, and ensure a diverse workforce is represented.

Licensed Practical Nurses (LPNs) are a vital part of today's healthcare team. They make a positive difference in the health and well-being of individuals, their families, and our communities. A trained cadre of Métis LPNs ensures that staff working within the Saskatchewan Health Authority are representative of the communities they serve. Métis LPNs provide proper client care in culturally affirming ways with Indigenous clients and are culturally sensitive to the needs of the Indigenous community. As a familiar face, with familiar life experiences, Métis LPNs help clients feel at ease during their patient experience.

DTI is proud to be a major contributor to practical nurse training and the primary source of Métis LPNs for employment in the province. DTI graduates play a vital role in offering a unique and much needed contribution to the healthcare system.



Brittany Olson and Garrison Parker, Practical Nursing Saskatoon 2015



Danna Henderson, Practical Nursing Regina 2013



Shauna Spilchuk, Practical Nursing Regina 2013

Corrections Canada Partnership Creates Jobs for Métis

by Bill Lehne and James Oloo

“I left my job as a welder to pursue a career in the criminal justice system,” said Tyson Ross, a married father of two. “It wasn’t easy commuting daily from my home in Saskatoon to Prince Albert to complete my justice studies program at Gabriel Dumont College. I did my practicum at the Correctional Service Canada’s (CSC) Regional Psychiatric Center in Saskatoon. Upon graduating in May 2020, I was hired by the CSC as the Indigenous Liaison Officer.”

Since its founding four decades ago, the Gabriel Dumont Institute (GDI) has prioritized building and nurturing partnerships that create opportunities for Saskatchewan Métis. Tyson is the most recent Métis to benefit from the partnership between GDI and the CSC.



Tyson Ross receiving the Order of Gabriel Dumont Bronze award (with Audrey Hestand, A/Director, GDI Training and Employment)

CSC has been working on Indigenizing its workforce by expanding its recruitment of Indigenous employees. GDI, on the other hand, provides Métis students with the relevant knowledge, skills, and supports they need for gainful careers. GDI is a respected Métis organization that has partnered with several federal departments, including Western Economic Diversification Canada, Employment and Social Development Canada, and Service Canada, among others.

In 2018, GDI signed a memorandum of understanding with CSC aimed at working together to enable Saskatchewan Métis individuals to gain employment with the CSC.

The MOU highlights GDI’s commitment to provide financial assistance for Métis candidates to take a Correctional Training Program. The 12-week training is held in Kingston Ontario. GDI complements the CSC participant training allowance with a 26-week wage subsidy to support employment success for Métis candidates. Further, GDI offers a weekly living allowance to Métis participants.

Last spring, Corey Spence, a Saskatchewan Métis, became the first GDI client to complete the Correctional Training Program. Corey was offered employment with the CSC in Northern Saskatchewan soon after. Currently, four GDI students and clients are seeking employment with the CSC. Another three in the Gabriel Dumont College justice studies program are completing their internships with the CSC.

GDI has hosted several informational recruitment sessions with the CSC across Saskatchewan. At the sessions, Curtis Charney, the CSC Indigenous Recruitment Officer for the Prairie Region, gives presentations to students and community members about career opportunities with the CSC. He states that the “CSC is doing more hiring today than ever before to fill the gap being left by retiring baby boomers.”

For more information about the partnership with the CSC, please contact Bill Lehne, Employment Services Manager, GDI Training & Employment, at bill.lehne@gdite.gdins.org.



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More information online: macsi.ca

COVID-19 Relief Funding for Métis Entrepreneurs

Métis entrepreneurs are eligible for up to \$40,000 in interest-free working capital including \$10,000 of which is a non-repayable grant under our **Métis Emergency Stabilization Program**.



Clarence Campeau Development Fund
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Driver Training Moves Students One Step Closer to Jobs

by Kristi Ross

Dumont Technical Institute (DTI) and Gabriel Dumont Institute Training & Employment (GDITE) have invested in a multi-year project for the delivery of Class 5 and Class 7 Driver Training. Through this program, the Institute is able to address and remove one of the most common barriers to employment—lack of a valid driver's licence. Holding a valid Class 5 licence is a requirement that employers often deem necessary when hiring staff. Providing a Driver Training Program allows DTI students the opportunity to gain this important and marketable certification.

Upon conducting a labour market assessment, community consultations, and engaging with several partners, we recognized there was a need for the delivery of the program. Following Saskatchewan Government Insurance (SGI) requirements, students participate in both classroom instruction and practical instruction by a certified driver-training instructor. Since 2017, DTI and GDITE have successfully enrolled 146 students, of which 28 students achieved their Class 5 and 74 students achieved their Class 7. Offering a Driver Training Program ensures that our students are one step closer to meaningful employment. For upcoming program dates, please visit www.gdins.org.

DTI Essential Skills for the Workplace

Essential Skills for the Workplace (ESWP) is a 12-week program that provides Indigenous learners with the confidence and tools needed to enter the workforce to gain full or part-time employment. During the program, students receive specific training in a particular field, essential skills, and job readiness training. In addition, we strive to incorporate Métis studies into each program.

DTI has focused on providing essential skills for working in Tourism and Customer Service, Early Childhood Education Level One, and Health Entry. Typically, each ESWP program accepts 12 students and each student must complete a two-week work placement to successfully finish the program. DTI has collaborated with Northwest College and SaskTourism. Within these partnerships, numerous students have effectively gained employment. The Early Childhood Education Level One program provides students with the knowledge and skills needed to work in a variety of childcare settings. The Tourism/Customer Service & Hospitality Programs provide students skills to prepare for a career in tourism, customer service, or in healthcare. All ESWP programs include essential skills training, numerous safety tickets, resume building, and a two-week work placement. Students interested for the upcoming fall/spring courses can look for more information at www.gdins.org.



*Saskatoon Driver Training program, May 2017
(L to R) Kasey Smith, Megan Witchekan, and Rene Lavallee*

Offering a Driver Training Program ensures that our students are one step closer to meaningful employment

Métis Nation University Sponsorship Update

by Lisa Bird-Wilson

In July 2019, the Métis Nation—Saskatchewan (MN-S) announced a new 10-year, \$89 million post-secondary fund specifically for Métis students.

The Métis Nation University (MNU) Sponsorship flows from the Canada-Métis Nation Post-Secondary Education Sub-Accord, signed by the Métis National Council (MNC) and the federal minister of Indigenous Services in June 2019. It provides direct supports for Métis university level students.

Contracted by the MN-S to administer the funding, and with very short lead-time, the Gabriel Dumont Institute (GDI) quickly developed an online application process. In total, 461 applications from Saskatchewan Métis university students were approved by a selection committee, using a blind-adjudication process, for funding in the 2019-2020 program year. \$3.92 million in direct financial support for Métis post-secondary students was distributed in the form of tuition, books, and living allowances. This was historic, as Métis university students received university funding assistance for the first time. We should be proud of the accomplishment, which makes MN-S the first Métis government in Canada to administer Métis university funds to students under the new post-secondary fund.

“As the education arm of the MN-S, GDI is widely recognized for its capacity and its reputation for providing services to the Métis of Saskatchewan and for creating awareness and sharing knowledge of Métis history, culture, and education,” said Dr. Earl Cook, the MN-S Education Minister and chair of the GDI Board. “There is so much research that correlates post-secondary education as a critical factor in closing the socio-economic gap between Métis and non-Indigenous populations.”

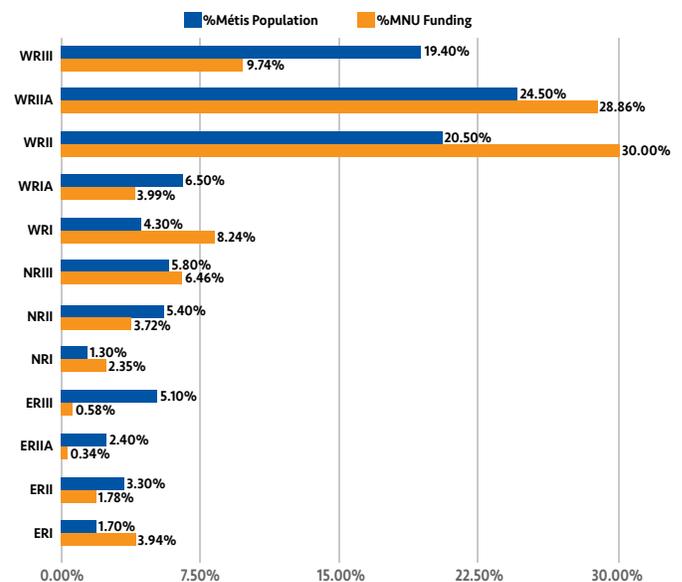
A Closer Look at the Numbers

According to the latest available official census data (2016), there are 57,880 self-identified Métis in Saskatchewan, a number that has been historically challenged by the MN-S as inaccurate and too low. The MN-S has been working hard to encourage eligible Métis persons in Saskatchewan to register with the MN-S and to apply for their Métis citizenship. Currently, the MN-S has approximately

11,000 registered Métis on its Provincial Métis Registry, a number that is far too low for analysis or comparison with the official census data, which may also be low because historically identifying as Métis was not culturally safe.

Therefore, the available census numbers (2016) are used to examine the 2019-2020 MNU distribution. A comparison of the proportion (percentage) of the Métis population that lives in each of the 12 MN-S Regions and the proportion of the MNU funding that was allocated to each of the 12 Regions is illustrated in the chart below. The chart shows that MNU funding is going to MN-S Regions with relatively smaller percentage of the Métis population, or vice versa.

Comparison of % of Métis Population by MN-S Region and MNU Funding by Region, 2019-20



As eligible applicants for MNU sponsorship must be registered with the MN-S Métis Registry, the lopsided numbers may reflect regional unevenness in registrations within the registry. It is also a reflection of the low number of Métis registered with the registry to date. More analysis will be required in the future.

MNU student funding, delivered through GDI for 2019-2020 will continue to be delivered in 2020-2021. For application information, please visit: <https://gdins.org/career-and-employment/sponsorship/university>.

Gabriel Dumont Institute Holds Grand Opening for New Facility in Saskatoon

by James Oloo



The Institute has been providing educational, cultural, and employment services to the Métis of Saskatchewan since 1980. “Gabriel Dumont Institute has been active in helping revitalize 22nd Street West, Saskatoon,” said Earl Cook, the GDI Board of Governors Chair and MN–S Minister of Education. Dr. Cook noted, “With this new 8,400 square foot addition, we are able to consolidate the Institute’s off-campus programs and operations in Saskatoon.” Dr. Cook acknowledged the support provided by the Clarence Campeau Development Fund and CIBC.

Last fall dignitaries, invited guests, community members, partners, board members, and staff gathered at the Gabriel Dumont Institute (GDI) central office in Saskatoon for the grand opening of the Institute’s newly renovated and expanded facility.

The addition allowed the GDI central administrative offices to amalgamate into an 18,000 square foot space. The expansion houses the Institute’s Métis Culture and Heritage Department and GDI Press. It also includes the Métis museum, art gallery, a new boardroom, and office space. Geordy McCaffrey, GDI’s Executive Director and emcee for the event, noted that with the new space, the Institute now owns about 74,000 square feet of property across Saskatchewan.

The Honourable Russell Mirasty, Lieutenant Governor of Saskatchewan, noted, “Métis are resilient people.” He added, “It warms my heart to see Indigenous people providing educational opportunities for our people. I want to thank GDI for the work you have done in promoting education across Saskatchewan.”

“I think we, Métis people, are in a good place because of GDI. With education, we take our place in society and coming from that place of strength. I just get emotional when I think how powerful it is,” said Maria Campbell, Métis Elder, author, broadcaster and filmmaker.

The Clarence Campeau Development Fund is a proud partner of GDI and contributed \$1-million to the construction of GDI’s expanded Métis Culture and Heritage Centre project. GDI and CCDF have a long history of working together to provide opportunities for Métis people.

Pam Larson
Chief Executive Officer
Clarence Campeau Development Fund

CULTURAL CONFERENCE

Article re-created from New Breed, May/June 1976

The purpose of the conference was to provide an opportunity for the grassroots of our organization to have a meaningful input into programming which will aid the Métis people in the retention and implementation of their culture.

Registration took place on Friday April 23 between the hours of 8 and 12 noon. At 1 o'clock, chairman of the conference Ron Campone of Saskatoon Local No. 11, made his opening address to the assembly. He stated that the general purpose of the conference was to get the provincial body to understand the urgent social needs of the Métis and non-status Indians. The conference was to deal with the cultural needs, strengthening of Native culture and improving the status of Native people. The 12 discussion groups were then outlined and rooms were assigned for each. Coordinator of the conference, Roger Butterfield, explained to delegates about the meals, rooms, banquet and dance.

The chairman then introduced our president, Jim Sinclair, to give the keynote address. It must be said here that Jim is a dynamic speaker and holds your interest to the point that you do not want him to stop speaking.

The theme of Jim's speech was: "The tying of culture with economics. To give Métis an identity and to give them the pride they need."

The following are a few points of Jim's address. Before the white man came to Canada the Native people had a culture of their own, their own life style, and their own religion. Their mistake was that they did not take up the immigration laws, also their mistake was that they did not take up land speculating for they knew no boundaries. Missionaries came and told the Indian people that their way was better and as the Indian was always willing to listen he thought, "Well maybe the missionaries are right." As a result the people were divided by the church. They were also subjected to RCMP oppression when the RCMP arrived on the scene to open up the west. Riel was against oppression, RCMP and the occupation force. There was no welfare before the white man came. There was no need for it.

Jim went on to say that legislation should be changed to meet our needs and have it on our terms and put into the democratic system. Our people are not represented by government so therefore



Jim Sinclair, President

we need re-educating of our people with an economic base. In this way we would be able to maintain our culture. With the taking of our land our culture was also taken. The things we have to change are welfare, oppression and the RCMP for they are not answers for our people. Some of the problems to be solved are language, religion, and pride and recognition of self. 75 percent of our prison population are Native peoples. What we need is prison reform and preventative measures. As things stand now many have to go to court before they can even get employment. (fine options program) The solicitor general, Warren Allmand, stated that he would rather resign than support capital punishment, yet as many as three Native people per week die in prison. We on the outside have to put pressure on the government. We need Native magistrates because half of the time people don't know their rights. Métis and non-status Indians today think that culture is booze, welfare and the RCMP. We have to send sound proposals to government so that government cannot turn us down. We have to take a look at

Native housing and living conditions. We have to initiate programs and the most important of all we have to make our own decisions. The Métis people have set up programs and proved they could deliver them and build houses that our people could be proud of. These programs were taken away by the government because they saw that they were working and the government just won't give recognition where it is due. They take these programs after the Native people have set them up and proved they could work, and put them into government outlets again leaving the Native people out in the cold. We need to overcome alcoholism because there is no such thing as a responsible alcoholic. On the issue of welfare dollars we have to realize that 17,000 higher-ups get money to administer this money so they in effect are living off status Indians. We are learning that we do not need these people anymore so perhaps they had better start looking for jobs elsewhere.

We need to put our people in the legislature. We have a right for self-determination and a right to fight for it. Canada prides itself for being known as a country that helps other countries but they do not even help their own people. We have to instill in ourselves real self-determination. We have to hold on to our identity and we should be the proudest of all citizens since we were here first. Also we should learn by earning and not demanding. The Native people went to war and upon returning were not even allowed to enter a bar after fighting for this country.

The next speaker was Mr. Don York who spoke on the topic, "What Is Culture?" Don has worked for 13 years with Native organizations in B.C. He worked at trying to satisfy government by making suggestions and setting up programs that were so good the government had to accept them. When the people got these programs going and working well the government would take them and change the rules. You have to work for years to present programs and tailor them to their ways before they accept them. The government does this to their own people as well and not just to Natives. If a person tried to define a white culture he would find it nearly impossible. White society spends most of its time making moral judgements. They can't get into their minds that people with a different language and culture will have

a different thought process. Culture gives us a language in which we look at the world around us. The white value system has not allowed room for other peoples' values. They were an interfering society with a whole warring system as a part of their background. White society competitiveness is all mixed up with interfering with nature and god. The Indians did not choose white society; they did not need a parliament; their whole life was based on non-interference. The white society tried to make all people the same by dominating them, controlling them and dictating to them. Traditional answers were no good anymore. The whites have removed all controls from the original people and put these controls on their side and have taken away traditional values. The Métis have said to the government, "Quit interfering with us." And the government says, "We will let you manage a few things, but just a little."

So we should provide for the child a knowledge of who is he is, knowledge of our history, where we came from and have a cultural input into the school system. As parents we should teach our children a proper sense of history; to grow up learning what real human values are; that everyone is important; the necessary skills that our children are going to need in order to survive in today's world. Make decisions on what you want your kids taught. White society needs help with their value system as their value system is based on destruction, pollution, etc., and they have a real screw-up by carrying interfering systems too far. So in conclusion we have to say to the white society, "If you will allow us, we will help you. But first we have to help



Don York

ourselves." Help has to come from Native people and then we have to share them.

The groups then went into discussion to bring recommendations back to the Board of Directors.

The recommendations were many from the 12 different groups but just about every group put forth the same recommendations that came out of the conference.

1. That we set up a Native Cultural College for Métis and non-status Indians.
2. That we work to keep our NRIM programs from going to the Community Colleges but if they have to go that they maintain present counselling staff.
3. Seek out access to funds to research history and take away the false impressions. Research and document this history into the school system.
4. Take away the oppressive attitudes towards Natives as this creates bad images. Take these derogatory things away from the media.
5. That we support our northern teachers and get them so they can be certified so as to obtain proper wages.
6. Have Native women and Social Services work together on child care policies. Have resource people come in and set up committees in the province so when a problem arises we just have to pick up the phone as there are too many children extradited.
7. Give Cultural College – role in evaluating curriculum used in school systems. Set up a committee to screen history being used. Ask the government to legislate this authority.
8. Use our Native language and have more Native programs available.



Submitted by Livelong Local #51

• **Article re-created from New Breed, May/June 1976** •

Gabriel Dumont Institute 40th Anniversary

by Karon Shmon

The Gabriel Dumont Institute (GDI) celebrated its 40th year in 2020. This milestone was the focus of a two-day cultural celebration held on February 7th and 8th in Saskatoon. A highlight of the anniversary was the investiture of 25 individuals into the Order of Gabriel Dumont to recognize outstanding service and leadership to the Métis.

The honorees were celebrated at the Anniversary gala with the music of a cadre of talented Métis performers, including John Arcand, Donny Parenteau, Jess Lee, Lucas Welsh, Tristen Durocher, Tahnis Cunningham, Angela Rancourt, and Julianna Parenteau. This talented group delivered a delightfully entertaining showcase.

Renowned author, playwright, and activist Maria Campbell delivered a powerful keynote address on Friday. Jesse Thistle, researcher and author of the best-selling memoir *From the Ashes*, gave Saturday's keynote address. Their stellar keynotes were followed each day with over 50 breakout workshops and presentations that fit with GDI's cultural and educational mandate. These varied from hands-on workshops such as beading, finger weaving, embroidery, Red River cart building, jigging, and square dancing, to presentations by Métis researchers, academics, and knowledge keepers.

In its 40 years, GDI has provided over 1,300 students with Bachelor of Education degrees, established services in 11 communities, and created partnerships with the universities in Saskatoon and Regina, Saskatchewan Polytechnic, and the regional colleges. The Institute is the largest employer of Métis people in the province.

"It's pretty impressive to think about the impact we've had on Saskatchewan and the number of people we've trained. Seeing alumni and all the people from the community who have supported GDI and recognized the importance of having a Métis controlled institution is overwhelming," said Geordy McCaffrey, GDI Executive Director.

Photos by: P. Beszterda, D. Heimbecker, J. Labrecque



Recipients Invested Into Order of Gabriel Dumont

Gabriel Dumont Institute celebrates 40th anniversary serving Métis students in Saskatchewan

by Karon Shmon



Order of Gabriel Dumont Medals, 2020

Twenty-five outstanding individuals were invested into the Order of Gabriel Dumont at the Gabriel Dumont Institute of Native Studies and Applied Research (GDI) 40th Anniversary Cultural and Educational Conference held February 6-8, 2020 in Saskatoon.

“The Order of Gabriel Dumont is awarded by the Gabriel Dumont Institute to persons who have distinguished themselves with outstanding service to the Métis of Canada,” said Geordy McCaffrey, GDI Executive Director. “It is one of the Métis Nation’s highest civilian honours, awarded to Métis and non-Métis individuals based on their achievements and lifetime contributions.”

The 25 recipients received certificates and medals, including three Gold Medals, two Silver Medals, and 20 Bronze Medals.

The Order of Gabriel Dumont Gold Medal recognizes a lifetime of outstanding service to the Métis of Canada.

The Order of Gabriel Dumont Silver Medal honours those who have made significant contributions to the Métis.

The Order of Gabriel Dumont Bronze Medal honours GDI students and alumni who have distinguished themselves through leadership, community involvement, and overall performance.

Prior to the 2020 investiture, 48 individuals have been invested into the Order, which now totals 73 recipients. Appointments are made by GDI, based on nominations from the public. For more information about the Order of Gabriel Dumont, please visit our website.



(L to R) Clem Chartier, John Arcand, Norma Welsh, Glenn Lafleur, and Katrina Barkwell (for Lawrence Barkwell)

THE ORDER OF GABRIEL DUMONT—GOLD

Jean Baptiste (John) Arcand

Saskatoon Area

John Arcand is renowned for his contribution to preserving, promoting, and sharing Métis fiddle music. He has composed almost 400 original fiddle tunes and released over ten CDs. The annual John Arcand Fiddle Fest, which he founded over 20 years ago, attracts fans of fiddle music from across the world. For his dedication and contributions to preserving Métis and Canadian heritage, John Arcand has received numerous awards, including the Queen’s Jubilee Medal, the Order of Canada, the National Aboriginal Achievement (now Indspire) Award, and the Canada Council’s Molson Prize.



Lawrence J. Barkwell, Posthumous

Winnipeg, Manitoba

Lawrence Barkwell had a distinguished career with the Manitoba Métis Federation (MMF) as the Director of the Métis Justice Institute and as the Louis Riel Institute’s Coordinator of Métis Heritage and History. He wrote or edited 11 books and contributed 1,450 articles for the Virtual Museum of Métis History and Culture. He generously shared his knowledge and mentored many students, researchers, and community members. As a passionate bead artisan, he made his own traditional Métis-style clothes. For his contributions, the MMF made Lawrence Barkwell an honorary Métis—the first and only non-Métis to receive this honour.

Clément Chartier, QC.

Buffalo Narrows, Saskatchewan

Clément (Clem) Chartier of Buffalo Narrows was born at Île-à-la-Croise where he later attended residential school. He is a lawyer, writer, lecturer, and activist who has served in both political and administrative capacities with numerous Indigenous peoples’ organizations nationally and internationally.

Mr. Chartier is currently serving his fifth-term as President of the Métis National Council. He has pushed the Métis Nation’s rights agenda at various levels of Canada’s judicial system and continues to provide counsel in on-going Métis-specific cases. In particular, President Chartier has defended a number of Métis hunting and fishing rights test cases across Saskatchewan, including *R. v. Morin and Daigneault* (1997) which established harvesting rights in northern Saskatchewan and *R. v. Belhumeur*

(2007) which established harvesting rights in the Qu’Appelle Valley Area. Over the past three years, President Chartier has successfully led the Métis Nation in the new nation-to-nation relationship with Canada, and securing, the first time in the Métis Nation’s history, over \$2 billion in the last two federal budgets. This included funding for Métis post-secondary education.

THE ORDER OF GABRIEL DUMONT—SILVER

Glenn Lafleur

Beauval, Saskatchewan

Glenn Lafleur served on the Gabriel Dumont Institute Board for 15 years. He is a community leader who has volunteered to work with youth, serving as treasurer of the Crushers Hockey League, a board member for the Ice Wolves, and council member for the Northern Lights School Division. Mr. Lafleur has been instrumental in attracting corporate financial assistance for Métis students in Saskatchewan.

Norma Welsh

Regina, Saskatchewan

Norma Welsh has spent most of her adult life promoting Métis culture and well-being. She was the first board member of the Gabriel Housing Corporation (GHC). A Regina residential complex owned by the GHC has been named “Norma Welsh Manor” in her honour. As a respected Elder, Ms. Welsh has shared stories and oral history on the Virtual Museum of Métis History and Culture, and is a dependable source of wisdom for students and staff at the Saskatchewan Urban Native Teacher Education Program (SUNTEP) in Regina. Norma Welsh is renowned for her volunteer work at Métis events.



THE ORDER OF GABRIEL DUMONT-BRONZE

Taylor Carriere (1)
Prince Albert, Saskatchewan
Tracie Léost (2)
*St. Laurent, Manitoba
 and Regina, Saskatchewan*
Rosine Thibault (son of) (3)
Meadow Lake, Saskatchewan
Laureen (Lucy) Guetre (4)
La Loche, Saskatchewan
Tanzy Janvier (5)
Saskatoon, Saskatchewan
Nikki Natomagan (6)
Pinehouse Lake, Saskatchewan

Jennifer McGillis (7)
Moose Jaw, Saskatchewan
Rhonda Roberts (8)
Prince Albert, Saskatchewan
Dayna Georges (9)
Meadow Lake, Saskatchewan
Luke Smith (10)
Prince Albert, Saskatchewan
Sarah Woytas (11)
Regina, Saskatchewan
David Ryan (12)
Saskatoon, Saskatchewan
Ashley Smith (13)
Prince Albert, Saskatchewan

Tyson Ross (14)
Saskatoon, Saskatchewan
Dylan Smart (15)
Langham, Saskatchewan
Nicholas Bage (16)
Regina, Saskatchewan
Darren Quaal (17)
Smeaton, Saskatchewan
Gwen Hardy Munro (18)
Prince Albert, Saskatchewan
Daulton Sinoski (19)
Saskatoon, Saskatchewan
Will Crawford (20)
Prince Albert, Saskatchewan

GDI and the Métis-Led Graduate Program

by James Oloo and Michael Relland

The Gabriel Dumont Institute (GDI) has affiliation agreements with the University of Regina and the University of Saskatchewan, enabling the Institute to deliver university-accredited programs. The Institute, through the Gabriel Dumont College (GDC), delivers university programs in Regina, Saskatoon, Prince Albert, Pinehouse, and La Ronge, thereby making university education more accessible to Indigenous students.

GDC programs include the first two years of a bachelor of arts and science degree, justice studies, liberal arts, and a master of education degree program, among others.

In recent years, GDC has registered tremendous growth in the number of its programs, enrolment, and locations. The new Northern Saskatchewan Indigenous Teacher Education Program (NSITEP) was launched in September 2019 in La Ronge. It is offered by Gabriel Dumont College in partnership with the Lac La Ronge Indian Band and the University of Regina.

The biggest growth has occurred in the Master of Education program offered by the Institute in Prince Albert in partnership with the University of Regina.

The GDI-University of Regina Community-Based Master of Education is a two-year cohort-based program offered at the Gabriel Dumont Institute in Prince Albert. The program employs a cohort-based system that enables students, usually bachelor of education degree holders who are working as teachers, to take the same classes together. The focus on cohorts allows students to think independently and engage in innovative learning while experiencing group continuity and support. The program covers educational leadership, Indigenous education, and curriculum and instruction. It links theory to local

educational issues and practices, and employs a flexible course delivery, including weekend sessions, summer institutes, and online distance education. As well, its Program Coordinator is available to offer advice and support to students.

A total of 69 students have graduated from three cohorts of the Master of Education program to date. While the program is relatively new, the Gabriel Dumont Institute has played an important role in advancing Indigenous teacher education in Saskatchewan since it was founded 40 years ago. A new cohort of Master of Education students has been admitted in La Ronge, a partnership between GDI and Northlands College. The 23 students are scheduled to start their studies in July 2020.

Further information about the Master of Education program and other programs offered by Gabriel Dumont College is available at <https://gdins.org/programs-and-courses/what-we-offer>.



SUNTEP Prince Albert students Desire McKenzie (l) (holding sash) and Nিকেisha Montgrand (r) share Métis dance with kindergarten students during a cultural day at Arthur Peachy School in Prince Albert. Students learned about the Métis sash and jigging. The class ended with all the students wearing a sash and jigging to Métis fiddle music.

Student Leadership at its Finest

by Karon Shmon

Saskatchewan Urban Native Teacher Education Program (SUNTEP) Saskatoon students saw a need, and mobilized to be of service. On May 30 and 31, 2020, a group of students, faculty, and volunteers picked up donations and packaged the food for delivery to La Loche.

With the COVID-19 pandemic turning so many lives topsy-turvy, many families and individuals had both their income and their well-being adversely affected. This became a more pressing issue for northern and remote communities, where food and other goods are often more expensive because most of it is transported from distant places at an expense that raises the price to the consumer. The pandemic lockdown mostly meant people were reluctant to travel for supplies while some could not because of restricted travel in and out of the community to reduce the risk of virus's transmission. Food and supplies were getting scarce.

The loss of food security touched many, including those from the communities experiencing the rapid changes brought on by the pandemic. SUNTEP student Tanzy Janvier is from La Loche. She was keenly aware of the impact this would have on her hometown.

Working with fellow students and SUNTEP staff, the group collected food donations and accepted monetary donations amounting to approximately \$5,000. This gave the group a boost in the kind of difference they could make enabling them to add non-perishables and cleaning supplies to what they would send. After picking up the food and donations, the group met to organize and package the goods for delivery to La Loche by transport truck just a short two weeks after the group started.

SUNTEP Saskatoon program head, Sheila Pocha, beamed with pride. "I'm just so proud of our students. This shows what is important to these young people and that they want to give back, which speaks volumes."

As our Elders have told us, looking out for one another and giving back to the community will always remain important. The SUNTEP students have certainly demonstrated how much they value this teaching and what a difference they can make when it becomes an action.

"I'm just so proud of our students. This shows what is important to these young people and that they want to give back, which speaks volumes."

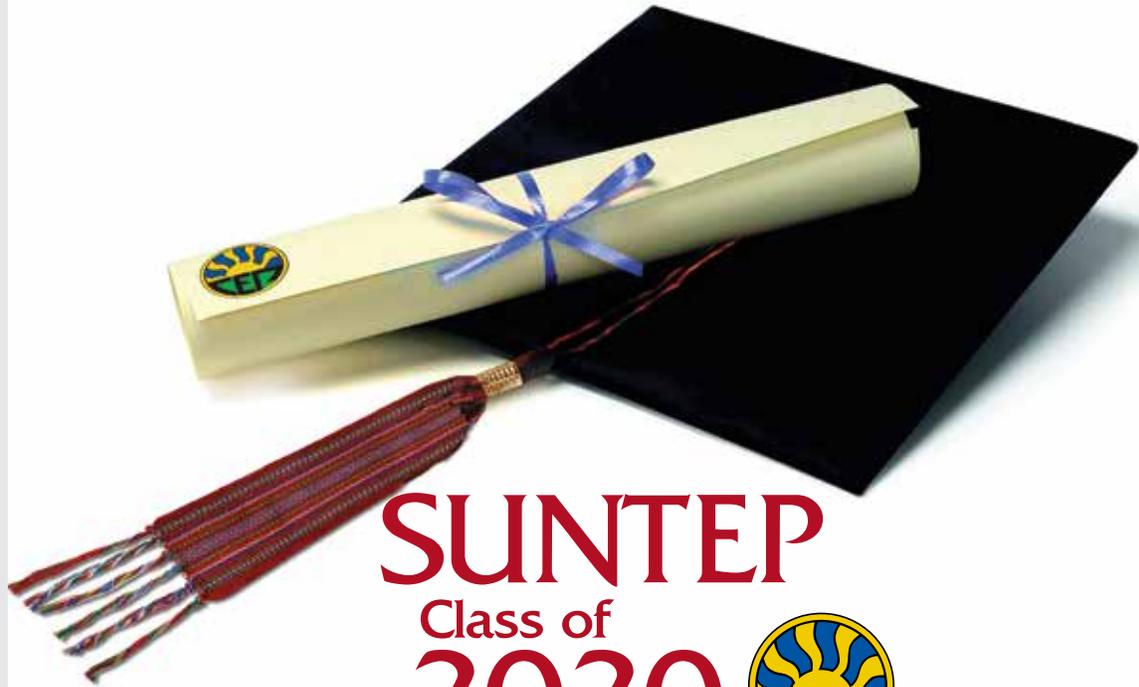
Back Row – Owen Smith, Sheila Pocha, Connor Johnston, Jayden Hingley, and Angie Caron

Front Row – Autumn LaRose-Smith, Jade Belhumeur, Tammy McLeod, and Tanzy Janvier



photo by Sheila Pocha

Congratulations to Our Graduates



SUNTEP Class of 2020



REGINA

Logan Boyer
Courtney Brown
Sentilla Bubb
Alexis Johnson
Conner Kezema
Danielle Pelletier
Garrick Schmidt
Laura Thomson
Jenny Veilleux
Kayla Ward

SASKATOON

Dakota Adams-Beavereye
Dora Corrigan
Matthew Delorme
Nathan Gaudet
Aaron Gosselin
Connor Guillet
Shaina Hounsell
Kaela Kohnke
Tawnie Kotyk
Dean Legare
Brittany Macnab
Breana Piche
Daulton Sinoski

PRINCE ALBERT

Shelby Constant
Susan Cox
Leah Drabot
Jennifer Durocher
Tia Ewashko
Amanda Hoey
Fayth Kaiswatum
Brett Little
Nicole Magnin
Ryan Munshaw
Jolene Peters
Kelsey Petit
Kelly Scriven
Ashley Smith
Brandi Soles
Tiffany Waugh-Beaulieu
Cylie Williams

We're proud of you!

GDI Publications in the News

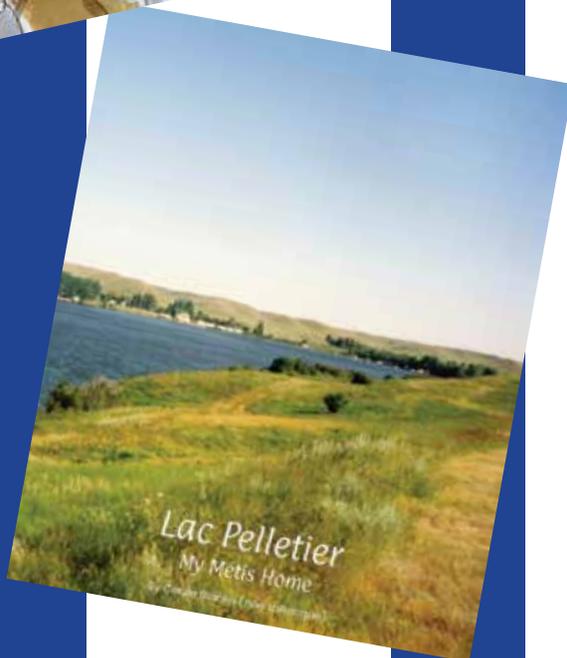
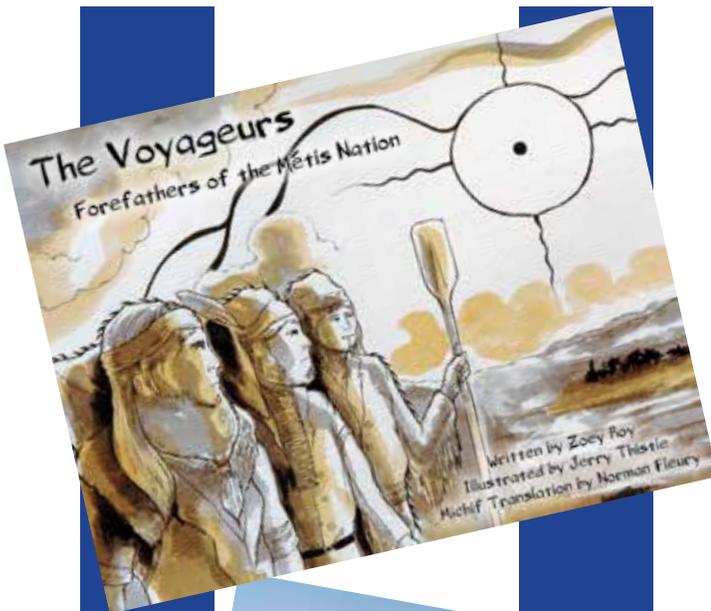
by Karon Shmon

The Gabriel Dumont Institute (GDI) was honoured to have two of its recent publications nominated and shortlisted for Saskatchewan Book Awards. *Lac Pelletier: My Métis Home*, by Cecile Blanke (née LaRocque) was shortlisted for the SaskBooks Publishing in Education Award. *The Voyageurs: Forefathers of the Métis Nation* by Zoey Roy was shortlisted for the Saskatoon Public Library Indigenous Peoples' Publishing Award. GDI is extremely proud of both publications and the recognition.

It was an honour for the Institute to work with both authors. Cecile Blanke, a prominent Métis Elder living in Swift Current, Saskatchewan, but with deep roots in nearby Lac Pelletier, has been a tireless presence on the Métis and larger cultural scene in southwest Saskatchewan for many years. The history of the southwest Saskatchewan Métis is not widely known, and Cecile's book contributes significantly to our knowledge of this community. With her vivid memories of Lac Pelletier's local families and traditions, we are left with an enduring portrait of a caring Métis community that maintained close family ties and lived in harmony with Lac Pelletier's flora and fauna. Cecile also chronicles the racism that the local Métis often faced and discusses how colonization made her and others question their Métis identity. With time and perspective, she overcame this self-hatred and became proud of her Métis heritage, becoming its biggest promoter in her region.

The Voyageurs: Forefathers of the Métis Nation tells an old story—integral to both the birth of the Métis Nation and to the development of Canada—in a new and engaging format. Zoey Roy has eloquently transformed the history of the voyageurs into a spoken-word performance poem. In this innovative resource, Zoey masterfully informs the reader and listener of the voyageurs' history, background, and lifeways in a format popular with today's youth. A DVD accompanies this book so Zoey's masterful delivery can be fully appreciated. Combined with Jerry Thistle's evocative illustrations, this resource becomes a teaching tool, a work of art, and the impetus for further research all in one.

The Saskatchewan Book Awards receives nearly 300 entries per year for its 13 categories, so making the shortlist is high praise. Since 2002, GDI has received 60 nominations, winning 15 of those times. We are grateful to the authors and illustrators who provide their talent to the Institute's publications so these cultural resources can be shared with everyone.



GDITE Engages over 1,000 Indigenous Apprentices, 500 Employers

by Chelsie Rodriguez and Dwayne Docken

Since 2011, the Gabriel Dumont Institute (GDI) has entered into agreements with the federal government to deliver GDI's Indigenous Apprenticeship Program. The program increases Indigenous participation in apprenticeship and trades-related employment across Saskatchewan.

The primary goals of the GDI Indigenous Apprenticeship Program are as follows:

- Increase the number of Indigenous people who are prepared for and actively engaged in apprenticeship with local industry at all levels;
- Enhance the creation of new jobs through partnerships, and the availability of qualified Indigenous apprentices to fill those jobs in Saskatchewan; and
- Increase the number of Indigenous women in non-traditional trades.

The federal government committed \$13.1 million over ten years (2011-2021) through both the Skills & Partnership Fund (SPF) and Western Economic Diversification Canada (WD) to the program. This funding was split into three agreements. In addition to these contributions, employer partners have also supplied over \$16 million to the project.

GDI employer partners are crucial to the success of these projects. Employer partners have embraced the training culture of apprenticeship, and have provided GDI apprentices with hundreds of thousands of hours of hands-on learning. To date, GDI has partnered with over 500 small and medium-sized employers across Saskatchewan to create employment for over 1,000 Indigenous apprentices. These numbers represent distinct and unique apprenticeship jobs—no repeats!

In each successive round of the funding agreements, the GDI Indigenous Apprenticeship Program met or exceeded all the set targets. Following the successful completion of the first project, GDI invested in third-party research to identify best-practices and ideal future direction for the subsequent projects. Doug Elliott, Saskatchewan's statistical guru at the time, called it "the right program at the right time in the right place."

The GDI Apprenticeship model of relentless support ensures clients are assisted throughout their entire training and employment journey. Apprenticeship clients are unique and come to GDI at varying levels in their trade experience. Some clients may have little to no experience, while others may be close to completing their apprenticeship. GDI works with all apprenticeship clients to achieve their career goals, whether it is obtaining journeyman status or beyond. Other GDI programs and services further support apprenticeship clients in a variety of paths to long-term quality career success, ensuring the continued growth of Indigenous impact on the Saskatchewan economy.



Kaylie Bell (L), GDITE Employment Counsellor with Dayna George, Red Seal Heavy Duty Equipment Technician

Indigenous Women in Trades

by Chelsie Rodriguez

Apprenticeship programs in Saskatchewan are based on partnerships with various organizations throughout the labour market. One of these unique partnerships is between GDI and the YWCA in the YWCA Trade Journey Program. The program is a 16-week introduction to the trades for women that gives them the knowledge, understanding, and training required to seek employment in a designated trade. The program gives women a path to economic stability through quality trades employment.

GDI and YWCA assist in delivering job-readiness skills, basic math to trigonometry, fitness training, safety tickets, blue print reading, use of basic hand tools, and a three-week placement with an employer in their choice of trade.

The YWCA Trade Journey Program enables the participants to have 30 hours of experiential learning in three primary trades: electrical, plumbing, and carpentry. Participants who successfully complete the program are able to enrol in the GDI Indigenous Apprenticeship program.

Renee Thunderchild is a recent YWCA Trade Journey Program graduate. Before starting the program, she was intimidated by getting back into the labour market, and appreciated how the Trade Journey instructors started at the basics to make sure she was employment ready. “I have two kids,” Renee says, “I want them to have a wonderful life and I needed a way to get me there so I can provide for my children, and I’ve never been more determined in my life to follow something through.” A video about the partnership can be seen at the GDI website: www.gdins.org.

GDI continues to have a vested interest in all Indigenous women wanting to enter a trade. Since partnering with YWCA, GDI has placed over 60 Indigenous women with employer partners in the trade sector. The YWCA Trade Journey Program has graduated more than 120 women. Employers who hire more women report benefits to client relationships, a more inclusive workplace culture, as well as overall improvements to productivity and workplace safety. Given these many advantages, the YWCA Trade Journey Program and the Gabriel Dumont Institute have made significant contributions to workplace diversity, improving the quality of employment for women in the trades.



Renee Thunderchild

Unique Supports for Métis Entrepreneurs

by **Brendon Demerais**

The Gabriel Dumont Institute (GDI) Pathways for Entrepreneurship program is a three-year initiative (2017-2020) that enhances Métis entrepreneurship in Saskatchewan. GDI Training & Employment received a \$1.16 million federal investment from Western Economic Diversification Canada to support Métis entrepreneurs on their journey towards self-employment.

GDI had a target of training 70 Métis entrepreneurs across the first phase of the project, and exceeded that target with 272 Métis individuals receiving training via workshops, 56 entrepreneurs accessing externally funded training opportunities, and 51 individuals accessing professional services and advising. In total, GDI trained 379 Métis entrepreneurs to help them build stronger businesses.



Launch of Saskatoon's first innovative, indoor rowing gym, Crew Rowhouse.

Pictured: Crew Rowhouse Co-Owner, Lorne Prefontaine

Expanding on the success of the first phase of the program, GDI will continue to provide training and consulting supports and will look to foster community economic development. Due to the COVID-19 pandemic, it has never been more pertinent for businesses to be flexible and adaptable. Project partners—the Clarence Campeau Development Fund (CCDF) and the SaskMétis Economic Development Corporation (SMEDCO)—have both recently announced emergency COVID-19 related funding to assist Métis businesses in hardship. GDI looks forward to starting the second phase of the Pathways program this summer to strengthen new start-ups, renew partnerships, and help strengthen Métis businesses in Saskatchewan.

The Pathways for Entrepreneurship program develops capacity among Métis entrepreneurs through unique supports. The program has developed several in-house training workshops for Métis entrepreneurs that include: A Métis start-up entrepreneurs' workshop; cash-flow, financial management, and credit workshops; digital marketing; a 15-week professional business planning series; and a 150-hour Adult Basic Education entrepreneurship course. Designated funding for professional services and consulting, business planning assistance, milestone bonuses, and a transitional allowance to assist with full-time business start-up costs are also available to successful applicants.

As of May 1, 2020, GDI has assisted in the creation or expansion of 103 Métis-owned businesses in Saskatchewan. Of these 103 businesses, 93 have been operational or reached an operational stage throughout the project period.



Dylan Smart (left), owner of SmartPath Solutions and Brendon Demerais, GDI Self-Employment Manager

Saskatchewan Scholar Named Inaugural Gabriel Dumont Research Chair in Métis Studies

By Chris Putnam and James Oloo

Dr. Allyson Stevenson has been appointed the inaugural Gabriel Dumont Research Chair in Métis Studies at the College of Arts and Science, University of Saskatchewan (U of S).

“I am absolutely thrilled,” said Stevenson, a Métis scholar and lifelong Saskatchewan resident from Kinistino, Sask., about the appointment. “It is a true honour to be recognized as a leader in the area of Métis research, and I will work to strengthen relations with the Métis researchers who are already doing fantastic work at the University of Saskatchewan.”

The Gabriel Dumont Research Chair in Métis Studies position was established in 2018 as part of a five-year partnership between the Gabriel Dumont Institute (GDI) and the U of S. In total, GDI will contribute \$200,000 to fund the chair’s research initiatives.

With support from GDI, a renowned Métis-owned post-secondary and cultural institution, Stevenson will work to build research and teaching capacity in Métis studies at U of S. Her appointment at the U of S Department of Indigenous Studies takes effect July 1, 2020.

“Professor Stevenson is a highly productive educator and scholar. A past recipient of the GDI Graduate Student Bursary, Allyson’s research on Indigenous child welfare and Indigenous women’s quest for reproductive justice has been supported by funding from the Social Sciences and Humanities Research

Council,” said Geordy McCaffrey, GDI Executive Director. “Her work on the Métis Advisory Committee of the National Inquiry into Missing and Murdered Indigenous Women and Girls compels respect and admiration.”



*Dr. Allyson Stevenson,
GDI Métis Research Chair*

Stevenson comes to the U of S from the University of Regina, where she holds the position of Canada Research Chair in Indigenous Peoples and Global Social Justice. She earned her Bachelor of Arts, Master of Arts and PhD from the U of S.

Stevenson completed her master’s degree under the supervision of Killam Prize-winning historian Dr. Jim Miller, while Dr. Valerie Korinek, vice-dean faculty relations and a professor of history in the College of Arts and Science, supervised her PhD.

In her role as Métis Research Chair, Stevenson plans to build a detailed history of 20th century Métis communities in Western Canada. “This profoundly important period witnessed the cultural, political, and collective re-emergence of a devastated people. Saskatchewan, in particular, was home to leaders who have transformed the intellectual, cultural, and political landscape of Canada,” she said.

Korinek said, “We are grateful to our partners at GDI for their generosity, and vision, to prioritize the study of Métis histories, and to partner with us in teaching the next generation of undergraduate and graduate students.”

In her role as Métis Research Chair, Dr. Stevenson plans to build a detailed history of 20th century Métis communities in Western Canada

Public School Division Welcomes New Superintendent

by Michael Joel-Hansen

The Saskatchewan Rivers Public School Division has added a new member to its leadership team.

Jennifer Hingley will be starting as the superintendent of schools in August. Hingley, who is currently working with Saskatoon Public Schools as a principal, said she looks forward to the new opportunity.

“A career goal of mine has been to move into senior leadership,” she said.

Hingley has been working in education for 25 years. In that time, she has worked as a teacher, principal and [in] a number of other roles.

When she begins her role as superintendent, Hingley said a focus will be building relationships with members of the community.

“I think the most important work to begin doing is to build relationships with my coworkers, with the community, with families,” she said.

Hingley is a graduate of the Saskatchewan Urban Native Teacher Education Program which provides a strong emphasis on Métis history, Michif, and social justice. The goal of the program is to ensure those with Métis ancestry are represented in the teaching profession.

“I really believe that in Saskatchewan Rivers School Division there’s a great opportunity to really become the leaders in the province around how to close the gap for First Nations and Métis students,” she said.

Originally published in PA Now, June 12, 2020. Reprinted with permission.



“I think the most important work to begin doing is to build relationships with my coworkers, with the community, with families.”

In Conversation with Métis Educator Deana Kempel

by James Oloo

Deana Kempel graduated with a Bachelor of Education degree from the Gabriel Dumont Institute's Saskatchewan Urban Native Teacher Education Program (SUNTEP) in 2008 and is an educator at the Prairie South School Division in Saskatchewan. In March 2020, Deana started her new role as the Principal at Riverview Collegiate High School in Moose Jaw. We sat down with Deana for a chat.

We asked Deana why she became a teacher and whether she has always been interested in school administration as a part of her career. "I have always wanted to become a teacher," she said. "I remember playing school with an old chalkboard and teaching my younger sister how to read when she was only three or four."

Deana draws on her experience to highlight the importance of cultivating student self-belief, motivation, and encouragement. "As a student at SUNTEP, I was always told by Professor Wilfred Burton that I was going to be an administrator," she reminisced, adding, "I set my goals early in my career to become a school administrator."

Before taking her current principalship, Deana spent two years as vice principal of Empire School in Moose Jaw, where she took pride in knowing all her students by name, strength, and need. As she puts it, "I love getting out with the students for recess and to their extracurricular activities. In these less structured environments, I found I could really get to know my students."

We asked Deana how SUNTEP prepared her to be a teacher in this day and age. "SUNTEP really instilled the value of teaching all students about Indigenous history and culture. It also showed me how important it is to ensure that Indigenous students can see themselves



within the curriculum." Deana noted, "When we take the time to build relationships with students they learn better. All students can learn but everyone learns more when they know that they have someone rooting for them."

Deana moved to a new school as the principal at the beginning of the COVID-19 pandemic in March 2020. We asked her about what it is like to be a leader during such challenging times. As she put it, "It has been very interesting leading new staff, new students, in a new building, and establishing a new delivery model." She added, "My outgoing personality and ability to connect and build relationships with people

came in very handy establishing connections quickly with staff and students, from a distance."

Deana felt that during this uncertain time, a willingness to try new things and not getting it right the first time, every time, is okay. She noted that "Moving to high school as a principal has been a huge learning curve, but I am up to the challenge!"

Asked if there was anything she would like to add, Deana said, "SUNTEP was pivotal for me in my education career as it helped to give me a passion for ensuring that all students get what they need to be successful in school. I feel fortunate to have gone through the SUNTEP program and often think back to my classmates and professors." She continued, "SUNTEP is a family and really teaches the importance of relationships, community, and culture. In every school that I am in, I can see the value in building those relationships, that community, and that culture. I am so grateful to have learned those lessons from SUNTEP!"

Métis Enhance Culture and Programming

by Valerie G. Barnes-Connell

Much has happened with Métis Nation—Saskatchewan (MN-S) and thus, with the Jim Brady Métis Local #19 Corporation Inc. in recent months with the signing of the agreement between the federal Liberal government and MN-S.

On June 27, 2019, MN-S and the Government of Canada signed the Métis Recognition and Self-Government Agreement, according to the MN-S news release dated June 27, 2019.

The signing was termed “historic” and “a momentous step toward reconciliation;” and recognizing MN-S’s right to “self-government and self-determination,” where the way is open to start working on basic governance concerns, including such areas as citizenship, leadership selection, and financial accountability.

“This historic agreement is a major step toward guaranteeing our rights to our land, our resources, our education, and our culture. It is real progress for our people,” Glen McCallum, MN-S President, is quoted as saying in the news release.

The Agreement was the base for several initiatives here in La Ronge. The launch of the Northern Saskatchewan Indigenous Teacher Education Program (NSITEP) is history in the making, said Earl Cook, MN-S Minister of Education, at the launch September 5, 2019.

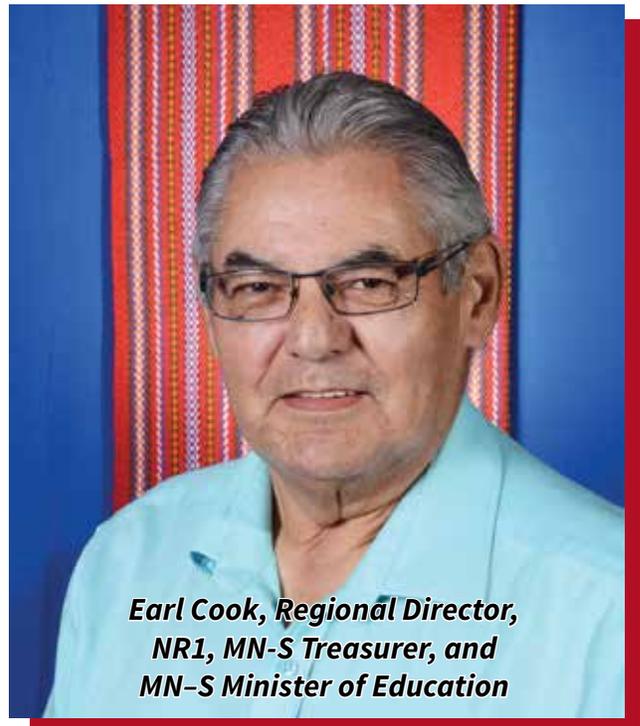
While there have been many new initiatives over the intervening months, MN-S’s focus has been on supporting their members in the COVID-19 pandemic. MN-S announced \$2.88 million in COVID-19 relief for Métis households for childcare supports, personal protective equipment (PPE), and cost of living hardships, according to the MN-S news release dated March 31, 2020.

MN-S announced programs to support Métis people through this pandemic – the Emergency Housing Support Program and the Personal Protective Equipment. Information is available through their regional representatives or by calling 1.833.343.8391. For Childcare Support, please contact Lisa Fleming at lfleming@mns.work or call 1.833.343.8391.

Initiatives MN-S had been working on before the pandemic include early learning and childcare and post-secondary education, and setting up a regional office in La Ronge, the Gabriel Dumont Institute (GDI) education and employment office, with a counsellor.

The Métis Registry is another initiative, through which MN-S assists people with their membership registration. People can get assistance with this through their regional offices.

As a direct result of the signing of the Agreement, three new offices, housed in the Kikinahk Friendship Centre in La Ronge, opened in the fall of 2019. They are: an MN-S regional office with Manager Anne Dorion; Gabriel Dumont Institute Training & Employment, with Employment Counsellor, Victoria Murray; and the Jim Brady Métis Local Corporation Inc. with President Laura Burnouf. Earl Cook is the Regional Representative, MN-S treasurer, and MN-S Minister of Education.



**Earl Cook, Regional Director,
NR1, MN-S Treasurer, and
MN-S Minister of Education**

This article first appeared in the Spring 2020 edition of Community Connections, a publication of the Kikinahk Friendship Centre, La Ronge, Saskatchewan.

A Legacy of Learning Three Generations Deep

by Amy Briley

With recent uncertainty surrounding the current COVID-19 pandemic, I have come to reflect on the many lifestyle changes thrust upon us, as a community, as a family, and as individuals. In particular, the change to becoming an instant at-home kindergarten teacher to my five-year-old daughter. This experience has brought forth the need to focus on ourselves from a cultural perspective in conjunction with meeting academic standards.

I graduated with a Bachelor's Degree in Education through the Saskatchewan Urban Native Teacher Education Program (SUNTEP) in 2008; the same program that both my Uncle, Brian Gallagher, and Aunt, Wendy Gallagher, graduated from decades before me. Had SUNTEP existed prior to 1980, my grandfather, Joe Gallagher, would have most certainly attended as well. Together, we comprise three generations of Métis educators who have a deep love and connection to our Métis-selves. While growing up in a family of teachers and particularly watching both my grandparents work in the school system, I felt a strong connection and pull to the profession, which ultimately led me to apply to SUNTEP.

Growing up, I always had an idea of what I wanted to be, or at least knew that I had the option to continue my education if I wished. I don't know that my grandpa felt the same or ever believed that he might someday have the opportunity to become a teacher. Not because he wouldn't have wanted to, but as a child of the Great Depression who lost his father at age nine, education wasn't an economically viable option for him.

Joe was the eldest of four boys and when his mother was widowed, he inherited the role as head of the family. Joe quit school after completing grade nine, and in an effort to support his family, he went to work as a labourer. When it was no longer feasible to keep the family farm outside Grandora, Saskatchewan, my great-grandmother, Eleanor Gallagher (née Dumont) moved her four teenage boys to Saskatoon. The move would become a turning point in Joe's life.

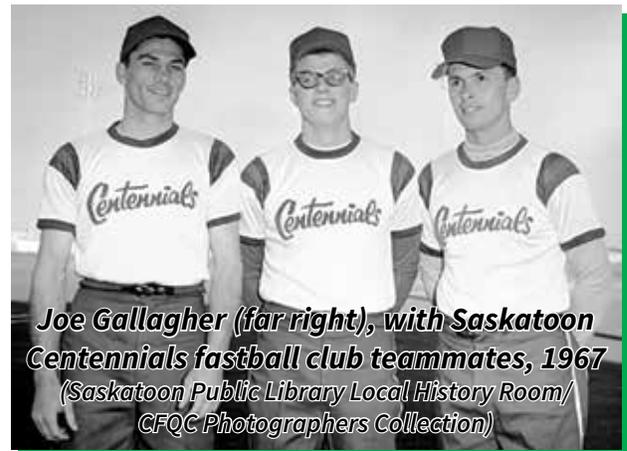
Moving to the city meant Joe would be able to pursue his dream of playing fastball. Prior to their move, he had spent endless hours pitching in the barn against an old bed mattress with a torn and tattered ball glove. In 1952, Joe met his forever sweetheart, Vera Allan, at the ball field where he spent his summers practicing and playing fastball. Some might say it was coincidence and others might say it was destiny, but whatever you choose to call it, it was a perfect match. Joe and Vera would have three children within their first decade of marriage and would settle down in the King George and Riversdale areas of Saskatoon to raise their family.

Though they had limited financial means, Joe and Vera offered what they could because they strongly believed

that every child, especially the young Métis and First Nations children living in their area, should have the opportunity to play a team sport. And so, Joe and Vera began coaching kid's softball teams in the neighbourhood. They scraped together



*Joe Gallagher,
February 1951*



*Joe Gallagher (far right), with Saskatoon Centennials fastball club teammates, 1967
(Saskatoon Public Library Local History Room/
CFQC Photographers Collection)*

pennies to ensure that the children who wanted to play had the equipment and uniforms they needed. This being one of the many examples of Joe demonstrating his teacher persona, although he was not a formal teacher at this stage in his life.

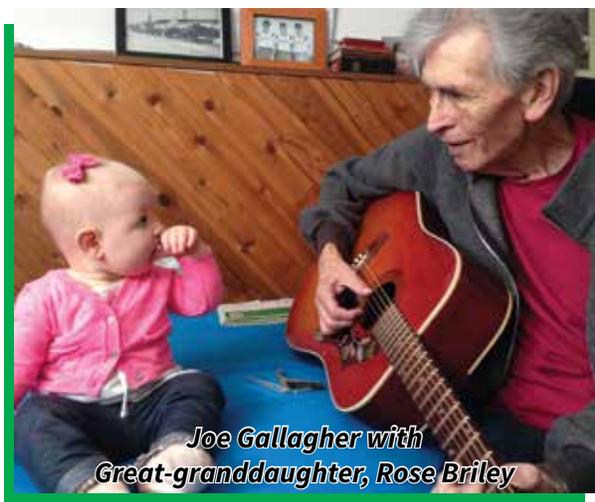
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Joe and Vera Gallagher (second and third from left) with Joe's three younger brothers (Jack, Terry and Patrick Gallagher)

From the moment Joe and Vera met, they rarely left each other's side until Vera's passing in 2011. Joe continued to be an active member of the softball community throughout his life and continued to coach, play, and volunteer well into his 80s. In 2017, after a lifelong dedication to the fastball community, the Gordie Howe Fastball Field in Saskatoon was renamed Joe Gallagher Field in his honour. The Howe family provided a letter of endorsement in favour of the name change.

A teacher comes in many forms, and for Joe, it was as an athlete, a musician, and a formal educator. In his mid-30s, Joe decided to complete his high school diploma and went on to complete his Bachelor of Education Degree at the age of 40. Joe had a rewarding teaching career and taught Saskatoon's very first Native Studies level 20 and 30 courses, curricula he helped to develop. He loved teaching and would regularly play the guitar and sing to his students because he believed that bringing music into the classroom was a steadfast way to reach his students.



Joe Gallagher with Great-granddaughter, Rose Briley

My grandfather passed away on March 19, 2016. Throughout his life he experienced a great many racial injustices, but these aren't the stories he cared to share. Rather, he spoke about healthy attitudes and lifestyles because he firmly believed that all people are born with an inherent ability to succeed, and that a positive attitude is what will lead you to success. Therefore, in these past few months of constant uncertainty, my role as an at-home kindergarten teacher focuses on these values and less on numeracy and literacy. In my home, we have been learning that education takes many forms and that cultural understanding and pride



Joe Gallagher with Granddaughter, Amy Briley

are equally as important as all other areas of formal academia. My grandfather imprinted his legacy on my heart – that unless we know where we come from, and have a positive outlook in everything we do, the journey to success may as well be a superficial one.



of NATIVE STUDIES and APPLIED RESEARCH

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"Look and Touch"
art by Christi Belcourt

In your story you can't leave any people out—the thousands of people that came to our meetings, the thousands of people that came to our demonstrations. They're the builders of Dumont. No one person can take responsibility.

Jim Sinclair, 2011
*An Institute of Our Own:
A History of the Gabriel Dumont Institute*

