

PROGRESS REPORT

(September 1, 1980 - December 31, 1981)

CURRICULUM DEVELOPMENT AND RESEARCH
GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES
and APPLIED RESEARCH

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Executive Summary

Accomplishments

The curriculum development and research section's major accomplishments in its first 16 months of operation include:

- a) The establishment of good working relationships with many groups and agencies.
- b) Historical research on the origins and history of the Metis people.
- c) A 40 lesson Native Cultural Awareness Course (draft) including a slide tape show.
- d) Adult education and public school research, including joint research projects with government departments.
- e) "data-base" or research library building with the librarian.
- f) Presentation of a brief to the Social Studies Task Force.
- g) In-Service training sessions and displays to educational, Metis and other groups.

Activities

Several activities are currently underway, or about to begin, including a "Battle of Batoche" research project, adult education research, promotional packages, and oral history research. Negotiations with the Department of Education continue. Discussion is on-going with the Globe Theatre for the production of a historical play to be written and produced for 1985.

Strengths and Weaknesses

The staff of the Section have many abilities, including administrative, public relations, research, artistic, interviewing and teaching skills. A good base for further research has been established. Major weaknesses include a lack of staffing in the research and curriculum areas. Processes for establishing Institute policy is unclear. Capital expenditures do not appear in budgets. There is a need for more staff training.

External roadblocks:

Include a dependency on outside funding, an inadequate understanding of the Institute and its programs, and a "tight-money" economy.

Future developments:

Should include Sociological/Community research, particularly in the Adult Education and the K - 12 School System.

Historical/Cultural research should be done internally, and through programs to encourage graduate students and writers to produce the needed research and books about the Metis and Non-Status Indians. Projects could include:

- a) a labour history of Native People in the West,
- b) oral history,
- c) archival research,
- d) history of Native education in Saskatchewan,
- e) research to support Native Studies at all levels.

The principle curriculum project will consist of five Metis history textbooks, with accompanying teaching guides, beginning with the "Battle of Batoche".

Priorities

Must be set within the context of the Institute as a whole.

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CURRICULUM DEVELOPMENT AND RESEARCH SECTION
OF THE GABRIEL DUMONT INSTITUTE

I. SIGNIFICANT DEVELOPMENTS AND PROGRESS

The first sixteen months of activity have been both exciting and frustrating. The accomplishments are not always immediately apparent, (i.e. they have not necessary lead immediately to successful programs or products) but they do exist. The list of the major accomplishments of these Sections follows:

- A. The major accomplishment was the establishment of good working relationships with government departments, the educational community, various sectors of the Indian and Metis community, staff and students of other Dumont Institute programs, the staff of the A.M.N.S.I.S. programs, and the general public.
- B. Basic historical research (which in turn has been used extensively in a revised Cultural Awareness Course designed for non-academic adult learners), has provided new ideas and a broader knowledge of the origins and history of the Metis people.
- C. The first draft of a 40 - lesson Cultural Awareness Course is complete. It remains to be polished and tested, with the assistance of the SUNTEP staff.
- D. Community and educational research lead to an understanding of the Provincial Educational System and the needs of Native Peoples and teachers regarding curriculum requirements. A study was conducted to identify areas within the Provincial curriculum where Native Studies might be introduced into the curriculum.
- E. The curriculum development and research staff worked closely with the Library staff to develop a "data-base" of information for the Institute - for its present and future needs. The main areas of assistance were: Curriculum "kit" acquisitions, photograph and photographic research projects, archival documentation (Metis history), as well as on-going advise on book orders as requested by the

Librarian. A video-tape collection was begun.

- F. A major brief was written and presented to the Minister of Education's Social Studies' Task Force in August, 1981.
- G. In-Service Training seminars were presented to the Regina Catholic School Board Community School Teachers, teachers of the Regina Public School Board, Yorkton Teachers Assosication, the AWASIS Conference, and others. Arrangements were made to insert Native Studies content into several University Courses. Arrangements were made in co-operation with SUNTEP Regina to develop and present a twelve week Native Studies Course to the Ranch Ehrlo Society. Planning assistance was provided to the Department of Social Services re. a Native Family Life training program for Friendship Centres.
- H. A fifteen-minute slide-tape overview of the Metis in Western Canada has been produced.
- I. Displays were provided at Metis Heritage Days, the Riel Local's Mosaic Pavillion, Regina Buffalo Days, the Native Urban Experience Conference, the AWASIS Conference, and the Omamawi-Atoskewin (Working Together) Conference.
- J. A working arrangement for the sharing of information between the department of Continuing Education and the Gabriel Dumont Institute re. adult education programming, was achieved.

II MAJOR ACTIVITIES PROJECTED AND CURRENTLY UNDERWAY

A. Native Cultural Awareness Course

Timelines: a) Draft Curriculum complete January 30, 1982
b) Revisions, rewrite, with assistance of the SUNTEP staff March 31, 1982

B. "Battle of Batoche" Project (Part 1 of a series)

This project will bring together documentation, including letters, maps, chronologies, personal accounts and photographs pertaining to the battle.

- a) Start date. February 1, 1982
- b) Research completed, documents gathered April 30, 1982
- c) Camera-ready for publication May 30, 1982
- d) Publication complete August 30, 1982
- e) Teaching guide at various levels - on-going.

C. Community/Adult Education Research Project

This project is established to develop a sound foundation from which Institute programs may develop. Of particular concern is the NSIM program.

- Timelines:
- a) "State of the Art" report for use at the Education/Cultural conference January 28, 1982
 - b) Organization of data re: numbers of students and courses by AMNSIS area (3 years) January 28, 1982
 - c) Draft "joint research" policy February 15, 1982
 - d) Approved joint research for on-going information for Adult Education February 26, 1982
 - e) Personal follow-up study August 15, 1982.
 - f) Relationship of training needs to labour markets September, 1982

D. Revised, Expanded Dumont Institute promotional project

Timeline:

- a) Expanded display January 20, 1982
- b) Promotional information - folders, inserts, charts. January 27, 1982
- c) Audio-visual promotions (i.e. slide-tape and videotape). On-going.
- d) Entrance-way sign February 26, 1982

E. Oral Histories Project

As elders are identified, especially those with knowledge of the events around the Battle of Batoche, or who have a wealth of experience and are willing to share it, arrangements will be made to interview them as quickly as possible. This is not a comprehensive approach, but it does ensure that we do not "lose" potential interviews due to delays in beginning a comprehensive program.

Negotiations have begun with the Provincial Archives and Murray Dobbin to obtain copies of 80 to 100 hours of taped interviews prepared by Murray Dobbin. This material is the result of several years of research on the part of Murray Dobbin in preparation for his book "The One and a Half Men". These tapes will form the basis of an oral history collection. Timeline: On-going.

F. Negotiations with the Department of Education re. a native curriculum committee continue. Discussions will be held as necessary; however, timelines are outside the jurisdiction of the Gabriel Dumont Institute.

G. Discussions and research materials for a major Globe Theatre play for 1985. Discussion is on-going with Ken Kramer, Director of the theatre.

III

MAJOR INTERNAL STRENGTHS, HUMAN RESOURCES, AND ABILITY TO CARRY ON THE PRESENT LEVEL OF ACTIVITY.

- A. Human resources of the Curriculum Development and Research Section consist of the Director and a staff of three - a researcher, an artist-photographer and a curriculum officer. Hiring of a fourth staff person is in progress. Within the present staff, the following strengths exist:
1. Administrative, analytic and planning skills.
 2. Public relations skills.
 3. Sociological theory and research skills.
 4. Graphic, photographic, audio-visual and design (artistic) skills.

5. Popular writing skills.
 6. Interviewing skills (for oral history).
 7. Teaching skills, especially in the elementary grades.
- B. Additional strengths include:
1. the development of a good "data-base" of information, both within the Curriculum and Research section and the library. This allows research to be pursued quickly and thoroughly.
 2. Good working relationships with outside organizations which facilitate research and production.
- C. Present levels of activity can be successfully carried out by existing staff, (including a new staff member yet to be hired), with two exceptions.
1. The Native Cultural Awareness curriculum project requires critical appraisal by teachers with more curriculum writing experience than that which is found within the Curriculum Section. The filling of the vacant position should alleviate this problem; however, assistance from SUNTEP is advisable.
 2. The "Battle of Batoche" project requires a temporary, contractual employee to conduct interviews and to work with existing staff to select, review and determine data to be placed within the "textbook". This contract is required for a three-month period (February 1 - April 30) and will be paid from Secretary of State funding.

IV MAJOR INTERNAL WEAKNESSES AND LACK OF RESOURCES INTERNALLY

This has been dealt with in part in Section II. The major perceived weaknesses effecting the program are:

- A. A lack of curriculum writing skills within the group.
(the result of hiring practises and staff turn-overs).
- B. Short-staffing in Research area, especially for Sociological/Community research and program evaluation.
- C. Unclear processes for setting priorities and for decision-making within the Institute, resulting in a lack of clarity re. responsibilities of the Section Director and staff.

- D. The lack of a capital expenditures budget for such items as cameras, display units, VTR equipment, tape recorders, etc. Funding to date has come from existing budgets in other areas.
- F. The lack of a comprehensive staff-training and development program.

V MAJOR DIFFICULTIES OR ROADBLOCKS EXTERNALLY

External difficulties exist. Internal strategies and tactics are required to deal with these external difficulties, which include:

- A. The dependency of the Institute upon outside granting agencies, including the Department of Continuing Education. In particular, problems arise when, in order to fulfill our mandate, extra funds are required. For example, Saskatchewan Culture and Youth turned down an application for an oral histories project. A new and better course of action is required.
- B. There is a lack of understanding of the mandate and role of the Institute (and of the Curriculum Development and Research Section) by the Native public, AMNSIS organizations, governments, the educational community and the general public.
- C. The economy of Saskatchewan and Canada is in a state of recession, with resultant "tight-money" policies.

VI FUTURE DEVELOPMENTS WITHIN THE COMING YEAR

In section IV c, the lack of clarity in the setting priorities and for decision making within the Institute was identified as being a major internal weakness. As the Institute develops, the planning process to determine priorities and to meet goals and objectives also develops. The future developments within Curriculum Development and Research are, therefore, to a large extent dependent upon the broader goals and priorities of the Institute.

Notwithstanding the above comments, the following recommendations are put forward as a possible course of action for the Curriculum Development and the Research sections of the Institute.

A. Community - Sociological (Including Program Evaluation)

Research. As the Institute's mandate became clearer (or changed), better research will be required to ensure the success of programs. Two such research projects are outlined below.

1. Adult Education (including NSIM) Research Project.

The current project combines information, analysis and program evaluation to provide AMNSIS with the data required to plan and administer the NSIM program. (See Section IIC) The collection of information began in October, 1981.

An employment/Training/Community needs study, would link employment needs, training needs and community needs, by region of the Province. The study would strengthen Area Education Committees and provide the information to expand employment opportunities.

Methodology: Joint project with the Department of Continuing Education, utilizing information and research from Canada Manpower, Saskatchewan Labour, AMNSIS and others. The Dumont Institute would accept major responsibility to determine the needs of the Metis and Non-Status population. Timeline: September, 1982, dependent upon the role within Continuing Education, and on staffing for area Education committees.

2. Native People in the Public (ie. K-12) School System.

A major research thrust, in support of curriculum development and other educational programs, would identify success rates of Metis students, curriculum relevance (esp. native history and culture), analysis of materials used, major problems faced by students and teachers. The study would form the base for planning to meet student and teacher (especially native teacher) needs.

Methodology: Joint project between SUNTEP and the Department of Education, and the Research Section.

Timeline: not yet determined, dependent upon SUNTEP students and staff workloads, Department of Education's priorities.

B. Historical/Cultural Research

The mandate of the Institute is quite clear in this area. Historical and cultural research is necessary to support school curricula, Native Studies offered through University and other adult educational initiatives, SUNTEP faculty and students, and the Metis and general public. Several recommended activities follow:

1. Historical/Cultural research projects, to provide new information, on a project basis. One such project which has immediate relevance in explaining the situation of Native Peoples in Society today must be a labour history of Native people, for it was, in large part, this labour which provided the wealth for the further development of the Northwest.

An example of a publication resulting from such a project in B.C. is "Indians at Work" by Rolf Knight. (New Star 1978)

Methodology: Such a study should be done on a project basis, possibly contracting and/or obtaining grant assistance for a researcher and a writer.

Timeline: A work of this nature could be completed within a year by people who are already knowledgeable in the area. A "Native writers" assistance program could be designed to support initiatives such as this.

2. Other, as yet unspecified research, might be conducted as part of a larger program of grants/research assistance to graduate students, who could put forward research projects and their personal credentials to the Institute for approval.

Methodology: The design of a program by the Institute is the first step. Research, planning, and public relations components would be required. Active support of universities is vital.

3. Historical/Cultural Research immediately related to Native Studies initiatives of the Institute, and which cannot be dependent upon the above thesis program or other projects must be conducted internally in the most expedient fashion.

Methodology: Joint planning for implementation between the appropriate Native Studies personnel and the research staff of the Institute, to determine

- a) What has already been done
- b) What new information is needed
- c) The division of labour to acquire the necessary information.
- d) Timelines for results.

4. Oral history research should be designed to support curriculum and Native Studies programs for all levels of Institute activities. It should also provide the base for an oral "library" of primary documentation for future historical/cultural research. Older people may pass away before specific research projects are established which require their particular knowledge; therefore, it is necessary to move quickly and comprehensively in some cases.

Methodology: Immediate plans, within the constraints of available resources, are outlined in Section IIE.

An oral history component can be built into many historical/cultural research and curriculum projects. One staff member (Curriculum and Research) should be trained and knowledgeable in oral history techniques to supervise and co-ordinate all oral history initiatives within the Institute. The library has an important role in co-ordinating, cataloguing classifying and storing of materials procured.

Notwithstanding these methods, a major oral history project, with adequate staffing and funding, is important in the long term.

Timeline: on-going

5. The Aboriginal Rights research project, carried out over the past six years, has resulted in a massive collection of primary documents which, when fully organized, will provide a major research collection for the study of Western Canadian history. This is not research in the true academic sense; but rather, it is the distillation of many archival collections into a central collection of documents related to Native peoples. In its latter stages, it has collected data, especially from the early fur trade period, which illustrates the relationship of the Native peoples of the Northwest to the major mercantile (colonial) companies. The principal benefit of this project is in the development of a major research library.

Methodology: The two researchers working for AMNSIS in Ottawa provide the Institute with copies of all documents extracted from archives, and with recommendations for the purchase of microfiche, photographic and other historical collections. AMNSIS should be encouraged to continue this research, possibly with the assistance of the Gabriel Dumont Institute.

Time line: Estimate completion by March 31, 1983

6. A history of Native (emphasis on Metis) education in Saskatchewan, emphasizing policy and the results of policies on people, would provide important information for educators, especially Native educators. Knowledge would be gained on the forces which determined the lasting effects on peoples lives and culture. In particular, the reasons for, and the results of policies of assimilation and worse, should be examined.

Methodology: Joint project between SUNTEP and the research section, utilizing student researchers, but with leadership, co-ordination, and writing by one individual. Planning for implementation by SUNTEP and Core programs.

Timeline June 1983

7. A Native writers support program could be established to provide the serious Native writer with research and grant or bursary support. This could be a separate function of other support programs, not necessarily tied to University students, as many budding writers are not currently in university.

Methodology: The design of a program of mutual benefit to writers and the Institute.

C. Curriculum Development and Production

Production should, in large part, be dictated by institute priorities for adult and public school programming for Native Studies. Therefore, the question of products must be addressed in that context. However, it is recommended that production itself be a separate activity within the Curriculum Development section.

1. Metis History Series

A series of publications will be produced, which detail the heritage of the Metis people in Western Canada. The first such publication will be "The Battle of Batoche". Others will include "The Early Fur Trade", "The Monopoly of the Hudson's Bay Company", "The Red River Resistance" and "The Modern Era".

The publications will contain primary documentation (See Section IIB). Teaching guides will be prepared for use at various levels of the public education system. These publications will be of use in the public school system, Native Studies instructors and writers interested in the popularization of the history of the Metis in Western Canada.

Methodology The first project will begin early in 1982. The work will be done by present staff assisted by contractual workers. SUNTEP staff will be approached to assist in the development of teachers guides. Planning for the second phase will begin before the first is completed, and will utilize the experience gained in the first phase.

timeline: 2 phases completed by December 30, 1982
Total project complete by September 1, 1983

VII PRIORIZATION OF ACTIVITIES

The first priority is to complete those projects now underway or beginning in the near future, especially

- a) The Native Cultural Awareness Course
- b) Community/Adult Education Research
- c) "Battle of Batoche"
- d) Oral Histories collection
- e) Promotional projects

The other activities indicate project based and on-going activities using a combination of Dumont and outside staff. It is an indication of the work which might be accomplished with imagination and hard work. Final prioritization should be based upon the needs of the Institute and all of its parts. This report is written from the perspective of the Research and Curriculum Development Section, and cannot, therefore, reflect the needs of the total Institute.