

COMMISSION ROYALE SUR  
LES PEUPLES AUTOCHTONES

ROYAL COMMISSION ON  
ABORIGINAL PEOPLES

LOCATION/ENDROIT: REGINA FRIENDSHIP CENTRE  
REGINA, SASKATCHEWAN

DATE: MONDAY, MAY 10, 1993

VOLUME: 1

"for the record..."

**STENOTRAN**

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Ottawa 521-0703

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Royal Commission on  
Aboriginal Peoples

1 Regina, Saskatchewan

2 --- Upon commencing on Monday, May 10, 1993 at 1:45 p.m.

3 CO-CHAIR RENE DUSSAULT: Good  
4 afternoon. I understand that Sheila Musqua will say the  
5 opening prayer.

6

7 ---Opening Prayer

8 MR. PAT WOODS: Thank you, Sheila.

9 Elders, commissioners, visitors,  
10 presenters, it is my pleasure this afternoon to pinch hit  
11 for Federation executive member Vice-Chief Lindsay Cyr  
12 who had fully intended to be here and participate this  
13 afternoon. I will make his apologies to begin with. He  
14 has gotten entrapped in a session on the soon to be  
15 announced National Native Housing Policy and a federal  
16 lock-up process which is going to begin shortly and felt  
17 that he owed it to the months of work that the Federation  
18 has put into influencing the National Native Housing Policy  
19 that he be present at the meetings there this afternoon.

20 The same holds true for Chief Roland  
21 Crowe who was the other executive member who had intended  
22 to be here. You may or may not know that the Federation  
23 of Saskatchewan Indian Nations has freshly entered into  
24 a formal bilateral relation process with the provincial

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1 government.

2 That process has three (3) components  
3 to it: one of them is the Chief meeting with Premier Romanow  
4 on a very regular basis. The second forum is the executive  
5 council of the Federation meeting with a Cabinet committee.

6 And the third layer to that process is a group of deputy  
7 ministers meeting with the senior program and  
8 institutional leaders of the Federation of Saskatchewan  
9 Indian Nations. As it would turn out those meetings had  
10 been scheduled for today and tomorrow as well so there  
11 is quite a lot of activity going on.

12 With regard to the presentations this  
13 afternoon, the FSIN is mid-way through developing a very  
14 comprehensive presentation to the Royal Commission on  
15 Aboriginal Peoples which they have, by way of communiques  
16 with the Commission and co-chairs, I think indicated that  
17 they would like to have substantial time blocked off for  
18 either late August or early September where they will be  
19 able to make a comprehensive package presentation on a  
20 lot of the political, constitutional and legal issues.

21 The decision was therefore taken that  
22 for this particular half-day session, that the Federation  
23 would coordinate presentations by the institutions -- the  
24 economic and education institutions of the Federation.

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1 FSIN has been fairly well recognized for the past 15 to  
2 20 years with regard to the institutional and  
3 organizational structuring the First Nations have gone  
4 through.

5 Here in Saskatchewan for example the  
6 First Nations themselves are convened or organized under  
7 First Nations law through a system of conventions to which  
8 the First Nations have entered into. And collectively  
9 they have established a series of regional institutions,  
10 both in the field of education and more recently in the  
11 field of economics. Some of those institutions are  
12 represented here today.

13 There are three (3) educational  
14 institutions regionally. There is the Saskatchewan  
15 Indian Cultural College, or "Centre" as it is often  
16 referred to, headquartered in Saskatoon, there is the  
17 Saskatchewan Indian Federated College which is  
18 academically affiliated but administratively autonomous  
19 here in Regina, and there is the Saskatchewan Indian  
20 Institute of Technologies, also in Saskatoon, which has  
21 a mandate for skill and trades training for all the First  
22 Nations throughout the province.

23 On the economic development side of the  
24 picture there is the Saskatchewan Indian Equity Foundation

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1       which is currently -- as they will probably tell you --  
2       investigating the possibility of becoming a full-blown  
3       First Nations banking system. And there is the  
4       Saskatchewan Indian Agricultural Assistance Program.  
5       There is the National Indian Financial Corporation. Two  
6       (2) of those will be making presentations here this  
7       afternoon.

8                       Moving along then, the first  
9       presentation was to have been by Pauline -- or, pardon  
10      me, Ms Linda Pellie Landrie, the President of the Cultural  
11      College. However, a personal tragedy in her family just  
12      over the weekend caused her to send her regrets that she  
13      couldn't be here to make that presentation, but she had  
14      a lot of good information which the Commission will be  
15      provided with by the Federation on the importance of  
16      cultural programming, the role that the Cultural Centres  
17      Program which is in some jeopardy plays in retention,  
18      preservation and protection of Indian languages,  
19      traditions and historic heritage.

20                      So the next presentation on the list was  
21      by the Saskatchewan Indian Federated College, the  
22      degree-granting institution here in Saskatchewan. And  
23      here to make that presentation are Dr. Eber Hampton, the  
24      president of the college, and Blair Stonechild.

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1                   I will be leaving after I make my  
2           introductory remarks but the next presentation will be  
3           from one of the economic institutions -- the Saskatchewan  
4           Indian Agricultural Program -- and that will be by Mr.  
5           Ken Thomas, the president there, manager. And the third  
6           presentation this afternoon will be on the Saskatchewan  
7           Indian Equity Foundation and that presentation will be  
8           made by Roy Bird, a former executive member of the  
9           Federation and Clive Diller, the operating manager.

10                   So those will be the presentations for  
11           this afternoon and Vice-Chief Cyr and Chief Crowe wanted  
12           me to convey their apologies for not actually participating  
13           here but, as well, to remind you of the request that they  
14           have before the Commission for the full hearings, full  
15           days of hearings, towards the end of August or first part  
16           of September.

17                   A final comment I guess is that the First  
18           Nations nationally, through the Assembly of First Nations,  
19           have conveyed to the Royal Commission here that they feel  
20           that the relationship and the circumstances of the First  
21           Nations in Canada are different enough that they require  
22           separate audience and separate treatment. And I know that  
23           they have met with some of the Commission most recently  
24           and this idea of separate agendas for the Treaty of First

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1 Nations and other Aboriginal peoples is being drafted right  
2 now into a Memorandum of Understanding. And we are  
3 hoping -- that is, the Federation is hoping -- that that  
4 will come into being and will kind of guide the remainder  
5 of the Royal Commission process from here until when it  
6 winds up.

7 I think Chief Crowe particularly this  
8 morning wanted me to also convey the feeling of optimism  
9 he has in what he hopes the Royal Commission will end up  
10 recommending to the federal government and the changes  
11 that may come about because of it.

12 So without further ado, Mr. Chairman,  
13 I will now turn it back to you.

14 **CO-CHAIR RENE DUSSAULT:** Thank you very  
15 much, Mr. Woods. I would like to make some brief  
16 introductory remarks.

17 First of all I would like, on behalf of  
18 the whole Commission and certainly on behalf of Viola  
19 Robinson who is sitting with me as a panel today, to thank  
20 you for your invitation to meet with us. Viola Robinson  
21 is a member of the Commission from the creation and was  
22 previously head of the Native Council of Canada. She is  
23 a Micmac from Nova Scotia and is very much interested in  
24 the urban situation of situation of Aboriginal people in



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1 particular, and many other aspects of course.

2 I, myself, I am Rene Dussault, Co-chair  
3 of the Royal Commission with George Erasmus. I am a judge  
4 with the Court of Appeal for the Province of Quebec. The  
5 Commission was created in the early fall 1971 after the  
6 recommendation of the former Chief Justice of Canada Brian  
7 Dickson. You might remember that he was asked, as special  
8 representative to the Prime Minister, to come up after  
9 extensive consultation with the mandate of the Royal  
10 Commission on Aboriginal Peoples, and also to recommend  
11 its membership.

12 Mr. Justice Dickson met with all the  
13 groups' concerns during the summer of '91 and came up with  
14 a sixteen-point mandate that is probably the most sweeping  
15 and wide in scope that has ever been given to any  
16 commissions or groups working on Aboriginal issues. What  
17 we decided from the beginning is to establish a wide public  
18 participation process and also to start a very important  
19 research program.

20 On the first count, the public  
21 participation process, it was made clear to us by the  
22 meeting we had with all the provincial organizations,  
23 Aboriginal organizations, in early fall '91 that they  
24 wanted this time to have the Royal Commission entering

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1       into a genuine dialogue and to try to get as much and as  
2       many solutions from the communities, from the  
3       organizations, at all levels: regional, local, provincial  
4       and national.

5                       During that preliminary tour we also met  
6       with all the premiers -- well, in fact we've met with eight  
7       (8) out of ten (10). The other two (2) were out of the  
8       country and really not available at the time and we met  
9       with the head of the two (2) Territories, essentially to  
10      convey to them the fact that this Commission, though a  
11      federal commission because of the scope of its mandates  
12      dealing not only with status Indians but also with off  
13      reserve people leaving in urban settings, with the Inuit,  
14      with the Métis people, was to have a great impact on  
15      provincial jurisdiction and we wanted to make sure that  
16      we would have as good as possible collaboration from the  
17      provincial governments.

18                      And also to convey the message that this  
19      Commission should not be used as an excuse for inaction.

20      We knew that there were many task forces and groups working  
21      on various aspects of policies, aspects dealing with  
22      Aboriginal peoples, and the last thing we would like to  
23      happen is that this Commission would be used as an excuse  
24      for inaction. And that is the same for the federal

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1 government. The Prime Minister at the time of the  
2 creation, the launch of the Commission, made a very clear  
3 commitment that this Commission would not be used to stop,  
4 to prevent, things to happen and negotiations to take  
5 place.

6 We have to adjust to a moving situation  
7 and so much the better because there is so much catch-up  
8 to be done in this area that it was the only way that the  
9 Commission could have the support of Aboriginal people,  
10 but also the larger public.

11 As far as the public consultation  
12 process is concerned we visited so far, in two (2) rounds  
13 of hearings from April last year till now, over 72, 75  
14 communities with many days of hearings. We have had many  
15 public consultations, special consultations, in the  
16 schools and the hospitals, in the jails, penitentiaries,  
17 all over the place. We also set up national round tables.

18 The first one was on urban issues last June in Edmonton.

19 We had one on justice in the fall, one on health and social  
20 issues in Vancouver in March. The last one was on economic  
21 development. That is a very central theme to the -- close  
22 to the core of the Commission's mandate.

23 Alongside of that process we have  
24 started a research program that will build on what already

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1 exists. Of course there have been many studies in the  
2 past but some of them were made a decade ago, in a different  
3 context. There had to be adjustment and we had to get  
4 the pulse of the actual nineties, toward the next century.

5 We are starting -- in fact we started  
6 last week with the Mohawk communities of Akwesasne,  
7 Kanewake in Quebec and in the Montreal areas -- our third  
8 round of hearings. This third round will be followed by  
9 a fourth one early next fall and will complete the public  
10 participation process. These two (2) last rounds of  
11 hearings are the apex of the process because we are going  
12 to receive 142 briefs that were prepared with the help  
13 of the intervenor funding programs that we have set up.

14 This was an eight million fund set up  
15 by the Commission to make sure that both Aboriginal and  
16 non-Aboriginal organizations -- primarily Aboriginal  
17 organizations -- will be able to come up with solutions,  
18 concrete solutions, to do research and come up with  
19 positions that would help the Commission in turn to design  
20 solutions that would be acceptable by Aboriginal peoples  
21 and we hope would fly with the larger public and the various  
22 governments across the country.

23 We also met the head of over 140 national  
24 or provincial non-Aboriginal organizations in all walks

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1 of life -- trade unions, businesses, universities, arts,  
2 social, cultural and on and on -- to make sure that they  
3 would not only present a brief in public to the Commission  
4 but that prior to this they would give their best effort,  
5 their best shot, as to what should be the future  
6 relationship between Aboriginal and non-Aboriginal  
7 people; contributing to enlarging the consensus that we  
8 need to build the solutions.

9 We hope to be able to come up with  
10 recommendations that will have an ownership, that  
11 Aboriginal people will feel an ownership to, and also that  
12 will be seen as acceptable by the larger public. In order  
13 to do so we have to get a very good understanding not only  
14 of Indians, Inuit and Métis, but within Indian nations,  
15 the various situations that are there. And we are pretty  
16 much aware that the signatories of treaties are in a very  
17 particular situation and see their situations with the  
18 Crown in a very special light because of these instruments.

19 So that is the reason why we are  
20 conducting those extensive hearings: in order to really  
21 grasp what are the wishes of each nations, communities,  
22 regions, in order to prepare recommendations at the end  
23 that would be acceptable. I think the proof is there that  
24 solutions coming from the top, developed in an Ottawa

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1 office, do not fly on Aboriginal issues, so that is the  
2 reason why this Commission has embarked upon such an  
3 extensive public consultation process, both with  
4 Aboriginal people and non-Aboriginal people.

5 So we hope in the fall to have in hand  
6 a consensus that will enable us to come up with  
7 recommendations that will be implemented this time. Of  
8 course the challenge will be for the Commission, as to  
9 any Commission, to put the result of the research programs  
10 together with the output of the public consultation process  
11 and the national round tables into a single discourse and  
12 practical solutions. We hope to be able to come up with  
13 interim reports before the end of '93, or policy papers  
14 to test the water and get reactions in order to refine  
15 our recommendations in our final report that we plan to  
16 table to the Federal Government in the fall of '94.

17 So I thought it was important to give  
18 in a nutshell our approach, our overall approach, and time  
19 frame. At this point I would like also to say that we  
20 are particularly happy to have all this special  
21 consultation with the Federation of Saskatchewan Indian  
22 Nations and we understand that there were circumstances  
23 that made it not possible for some of the Chiefs to be  
24 with us. We hope that it will be possible at a later time.

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1  
2                   On the other hand I understand that the  
3 plan for this afternoon is mainly to have a presentation  
4 of the various institutions and organizations on the  
5 administrative and service side. And I think it would  
6 be very interesting for us if each of these organizations  
7 could come up with good ideas as to what should be done  
8 because that's really the focus of this Commission, it  
9 has been the focus from Day One: the solution. We were  
10 told by Brian Dickson that we had to be solution-oriented  
11 and frankly, visiting the communities as we did and seeing  
12 in many instances, too many, the suffering that is there,  
13 you can't help develop a real sense of urgency.

14                   On the other hand it is very important  
15 that we get it right -- not perfect, but right,  
16 strategically, in order to really this time have a fair  
17 and good chance of implementation. Public education is  
18 an important component of the mandate of this Commission  
19 but it's not enough. Public education is just about  
20 starting. It will have to take place long after this  
21 Commission is gone. But it's not enough in the sense that  
22 this Commission has to be the kickstart of a larger  
23 discussion forum that will have to last many, many years  
24 and to be ongoing, but we have to work for implementations

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1       because the problems are too important and the command  
2       solutions that will be implemented on the social side,  
3       on the economic side.

4               The youth people in particular deserve  
5       a hope for the future and we can't do it alone in our office;  
6       we need your contribution and your best effort in terms  
7       of how it should be done. We feel that we have a good  
8       understanding of the problems -- it's never good enough  
9       obviously -- and we are always happy to learn more but  
10      we hope that the focus this afternoon -- as will be  
11      tomorrow -- will be mainly on solutions.

12              So, that being said I would like maybe  
13      to ask Viola Robinson to say a few words.

14              Thank you.

15              **COMMISSIONER VIOLA ROBINSON:** Thank  
16      you, Commissioner Dussault.

17              I just want to say that I am glad to be  
18      here today and I welcome your participation. I am a little  
19      disappointed that the Chief isn't here to be able to talk  
20      to us directly. I am looking forward to dialogue. I think  
21      it's important that the message that we have received this  
22      afternoon on the entrance of the formal bilateral process  
23      I think holds a lot of promises for the Federation of  
24      Saskatchewan Indians and I would have liked to pursue that



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1 further.

2                   However, I want to wish you luck in that  
3 and we are looking for solutions and that may well be a  
4 part of the solution. And if it is, and if something like  
5 that is going to work it might be something that we might  
6 be able to look at and offer to other First Nations in  
7 Canada, although it has been said that there is a special  
8 relationship here in this area of the country and we  
9 recognize that too as well. But still I think that  
10 anything that is working to achieve some sort of  
11 self-sufficiency or a road to self-government is important  
12 and should be pursued.

13                   Having said that, I won't go into this  
14 any further. I am looking forward to hearing from the  
15 participants this afternoon and I hope that we can get  
16 into some dialogue and we can learn more about the things  
17 that you are doing and so I thank you.

18                   **DR. EBER HAMPTON:** I am happy to be here  
19 today representing Saskatchewan Indian Federated College.

20                   To my left is Blair Stonechild who is the Academic Dean  
21 of the College and will be helping with the presentation  
22 and answering questions as well. My name is Eber Hampton.

23                   I have been President of the college for two (2) years  
24 now.

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1                   One of the reasons I am happy to be  
2           representing the college is that SIFC -- Saskatchewan  
3           Indian Federated College -- is part of the solution for  
4           the suffering, the issues, that the Commission has been  
5           hearing and been taking testimony on. We expect a lot  
6           of education. As Indian people, as Canadians, we expect  
7           a lot of education. We expect it to solve many of the  
8           problems of society.

9                   In reality education is only part of the  
10          solution, but a very important part. And not all education  
11          is created equal. In this area when the treaties were  
12          signed education was one of the things that Indian people  
13          wanted in exchange for sharing the land; and that was a  
14          very clear expectation, a clear understanding of the  
15          treaties. So that in his book reporting on the treaty  
16          negotiations Alexander Morris, the Queen's Treaty  
17          Commissioner, reports that in the negotiation for the  
18          treaties he told the Chiefs and Elders "Your children will  
19          be taught and then they will be as well able to take care  
20          of themselves as the whites around them."

21                  In that phase of the treaty negotiation  
22          the treaty commissioner set a very high standard for  
23          Aboriginal education. He set an outcome standard. Many  
24          times when we think about education we think about equality

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1 of access, that Aboriginal people should have the same  
2 access to higher education and other educational  
3 institutions as non-Aboriginal people, and that is an  
4 important factor. But the Crown, in signing the treaty,  
5 set itself an even higher standard than equality of access  
6 and no one could seriously argue that even the equality  
7 of access standard has been met yet.

8 The higher standard is the standard of  
9 equality of outcome. The Queen's representative  
10 committed the Crown to equal educational outcomes for  
11 Aboriginal children as for non-Aboriginal children. Any  
12 educator can tell you that's a very high standard indeed  
13 and a tough one to meet and a standard that the Crown cannot  
14 meet without the partnership of Aboriginal institutions  
15 and Aboriginal people.

16 When schools were implemented in  
17 Aboriginal communities across North America they had two  
18 (2) competing, incompatible goals. Schooling for  
19 Aboriginal people has always suffered from the competition  
20 between these two (2) incompatible goals. One goal is  
21 the assimilation of Aboriginal people into the general  
22 society, the destruction of Aboriginal identity, culture  
23 and language and institutions. That has been one goal  
24 of the education of Aboriginal people.

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1                   Competing against that destructive goal  
2                   of assimilation has been another goal of  
3                   self-determination or self-government; a goal of  
4                   self-sufficiency, a goal of building an education that  
5                   adds the best of European society to the best of Aboriginal  
6                   culture. So the goals of assimilation and the goals of  
7                   self-determination have always competed in Aboriginal  
8                   schools and Aboriginal education.

9                   Aboriginal education as assimilation  
10                  has always, everywhere, failed, and failed miserably and  
11                  failed destructively. The goal of a kind of education  
12                  that destroyed Aboriginal culture, Aboriginal language  
13                  and Aboriginal institutions has done great damage to  
14                  Aboriginal people across Canada. I believe it is one of  
15                  the central causes of the problems that you have seen in  
16                  your travel. And the suffering that you have seen in your  
17                  travel has been an education with all good intentions that  
18                  was misguided. Aboriginal education for  
19                  self-determination controlled by Aboriginal people  
20                  succeeds.

21                  I believe that the most important  
22                  contribution your Commission could make is to encourage  
23                  the development of Aboriginal institutions. In the same  
24                  way that the overwhelming problems and suffering of

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1       Aboriginal people represents the effect of the destruction  
2       of Aboriginal institutions the only correction is the  
3       development of Aboriginal and nurturing of Aboriginal  
4       institutions.

5                       Saskatchewan Indian Federated College  
6       is an example of what can be achieved in the development  
7       of an Aboriginal institution. SIFC is the only  
8       Indian-controlled university college in Canada. It is  
9       academically integrated with the University of Regina and  
10      administratively controlled by an autonomous board of  
11      governors and by the legislation of the Assembly of Chiefs  
12      of the Federation of Saskatchewan Indian Nations. We have  
13      just over 1,000 students, 100 full-time employees, almost  
14      100 part-time. We offer 24 different degrees and  
15      certificates. We have been growing at the rate of 12 per  
16      cent a year.

17                      The College this fiscal year received  
18      the first increase in funding in the past six (6) years;  
19      that was a 4.25 per cent increase. We are funded by Indian  
20      and Northern Affairs, a core grant from Indian and Northern  
21      Affairs. SIFC has about \$2,000.00 per student in  
22      operational funds less than the average of Canadian  
23      colleges and universities. We have no capital funding.

24                      When we look to higher education as part

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1 of the solution to the problems that are facing Aboriginal  
2 people we might be tempted to think that there are many  
3 great universities in Canada, great English-speaking  
4 universities, great French-speaking universities, and  
5 that in their research arenas and their laboratories and  
6 classrooms, on their faculties there may be found solution  
7 to Aboriginal people's problems. I have to say from my  
8 experience I have found that this is unlikely.

9 The solutions to the problems that the  
10 destruction of Aboriginal institutions have created, the  
11 solution to that problem, will be created by Aboriginal  
12 people in partnership with other Canadians. And the most  
13 likely avenue for those solutions is through Aboriginal  
14 institutions themselves.

15 In the brief that I have presented to  
16 you there is some written documentation. I am very happy  
17 to have a chance to present an oral report as well as the  
18 written. I want to underline and underline again and again  
19 the importance of the development of Aboriginal  
20 institutions.

21 When I was a student in college I took  
22 a motivational psychology class. In that class we studied  
23 concentration camps, prison of war experiences and  
24 brainwashing. I was talking about that class to my

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1 grandfather and I was talking about prisoners of war and  
2 brainwashing and how this all worked together  
3 psychologically; what I was learning at college. And he  
4 said to me "We are prisoners of peace."

5 When my grandpa said that my education  
6 fell into place. I understood the experience that I had  
7 gone through in my own education. That as Aboriginal  
8 people we are prisoners of peace and that whole mechanism  
9 of brainwashing that goes on in prisoners of war camp is  
10 the most similar to my own education in non-Indian  
11 institutions. That the kind of education that I received  
12 and that too many -- almost all Aboriginal people -- have  
13 received is not really education but a form of brainwashing  
14 that attempts to ignore, deny or destroy Aboriginal values,  
15 culture and identity.

16 To move beyond being prisoners of peace  
17 we must create our own institutions and our own forms of  
18 education. SIFC is an example of the success with which  
19 this can be done in partnership with non-Aboriginal  
20 universities. The non-Aboriginal university cannot do  
21 it alone.

22 I am going to move to the recommendations  
23 here. If it is true that what is needed is the development  
24 of Aboriginal institutions, Saskatchewan Indian Federated

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1 College is in a very key place in Canadian society. It  
2 is the only Aboriginal-controlled university college in  
3 Canada. There is nothing comparable. In the U.S. there  
4 are some comparable institutions, in some ways, on a  
5 smaller scale: single tribe institutions.

6 SIFC is funded by Indian and Northern  
7 Affairs as a national institution. We have a national  
8 responsibility. Our funding level is not commensurate  
9 with that national responsibility: 20 per cent of our  
10 students to come from out-of-province. We do have out  
11 of province programs going in four (4) different locations.  
12 Half of our students are off-campus students.

13 In terms of an Aboriginal-controlled  
14 university level institution SIFC is the only thing going  
15 in Canada today. Canada needs such an institution and  
16 it needs an adequately funded institution. Canada has  
17 great French-speaking universities, great  
18 English-speaking universities. Nowhere in the world is  
19 there a great Aboriginal university. Canada has the best  
20 foundation for such a university in SIFC.

21 If all of the English-speaking  
22 universities in Canada were to be closed there would still  
23 be great English-speaking universities in the world. If  
24 all of the great French-speaking universities in Canada



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1       were to be closed there would still be great  
2       French-speaking universities in the world. If the world  
3       is to have a great Indian university it will be in North  
4       America or South America.

5                       We are working -- SIFC -- we have one  
6       full-time person under a CIDA grant right now working in  
7       Latin America, in Costa Rica, doing a feasibility study  
8       for a partnership with the UN University of Peace to  
9       establish an indigenous partnership in higher education.

10       We have 12 students who come every year from Latin America  
11       to spend a year at the college. Canada has the foundation  
12       for a great Aboriginal university. SIFC is that  
13       foundation. Canada needs that kind of a university  
14       whether it builds on SIFC foundation or not Canada needs  
15       that kind of university.

16                      I've said that SIFC is funded \$2,000.00  
17       per student less than the other colleges and universities  
18       in Canada. There is no justification for that. It's  
19       ethically, morally, humanly reprehensible to think that  
20       an Aboriginal institution should be operating on a less  
21       than equal basis than other institutions. We have no  
22       capital funds.

23                      I've mentioned that our 1,000 students,  
24       our 100 full-time employees we rent space, we pay rent

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1 to the University of Regina for our space. We pay rent  
2 to commercial landlords for our space. As Aboriginal  
3 people paying rent and watching around us as the children  
4 of our European friends who have come to this continent  
5 build themselves universities, after solemnly pledging  
6 that our children would be as well educated as their  
7 children. And we pay rent to them for space in their  
8 university. The College is in a planning process for its  
9 first building, its first permanent facility. We believe  
10 it's inexcusable if government does not provide a fair  
11 matching of private contributions for that facility.

12 We expect a lot of education. When we  
13 talk about self-government we expect education to provide  
14 the tools -- some of the tools -- for self-government.  
15 That cannot be done without the development of university  
16 programs dealing with self-government. SIFC is a natural  
17 place for those programs. SIFC is not only a place to  
18 provide the tools for self-government, it's a place that  
19 shows the example of self-government in action. The only  
20 good government is self-government for any people,  
21 Aboriginal or otherwise.

22 Those are basically the things that I  
23 had hoped to say today. I thank you very much for your  
24 time and attention. I would like to ask Dean Stonechild

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1 if he would like to add a few comments here and then we  
2 would be happy to attempt to answer any questions that  
3 you might have. I once again thank you for the opportunity  
4 to represent Canada's only Aboriginal-controlled  
5 university college.

6 **DEAN BLAIR STONECHILD:** Thank you very  
7 much, Dr. Hampton, and I just wanted to say that I think  
8 that as a college we are very fortunate to have someone  
9 of Dr. Hampton's calibre. Dr. Hampton has seen many of  
10 the educational institutions, prominent ones, across North  
11 America. He has been the Director of the American Indian  
12 Program at Harvard University and he has been the Associate  
13 Dean of Royal Education in the University of Alaska and  
14 has been to the University of California and so on. And  
15 I am really pleased to see that he comes to us believing  
16 that we really are the type of institution which provides  
17 an important answer for Aboriginal people.

18 I personally would like to speak as the  
19 first faculty member of the College. I started with the  
20 College in 1976 and I guess I've kind of seen it grow from  
21 the hopes and dreams of Indian people years ago, back at  
22 the time when you could count the number of Indian students  
23 at the University of Regina on one hand, to the point where  
24 it has arrived today, you know which is an institution

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1 of over 1,000 students.

2 And I think that what I have witnessed  
3 certainly, and I would dare say that other people would  
4 agree with me, is nothing short of really quite a  
5 revolutionary -- almost a miracle. When the College was  
6 started it was referred to by many people as a "grand  
7 experiment."

8 Many people were very sceptical when  
9 Indian people wanted to have their own institution of  
10 post-secondary education. They were very sceptical that  
11 it was something that could really happen. Indian people  
12 of course believed in it. They believed that as a people  
13 they had a unique set of values. They believed that as  
14 treaty nations they had the "rights" I guess to a type  
15 of education which met their needs. And clearly they felt  
16 that, in terms of their own values, in terms of their own  
17 communities, their own societies, the unique rights that  
18 they have, all of these type of elements they felt that  
19 it was essential for them to have an institution which  
20 really was unique and one which really met their own needs.

21 And in doing that over the years we have  
22 had the elders of the Indian communities play a very  
23 important role in terms of advising us about the way in  
24 which we should lay the foundation for our programs. They

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1 pointed out to us very strongly the importance of our values  
2 and the importance of keeping our values and incorporating  
3 our values in the curriculum. We've had a lot of  
4 opportunity to discuss our curriculum developments with  
5 the Indian communities and so we are very convinced that  
6 the curriculum is very responsive to the communities.

7 We also of course, through our  
8 federation with the university, are in a very unique  
9 opportunity of ensuring that the curriculum is of the  
10 highest quality. All of the curriculum which we develop  
11 is discussed in faculty meetings. It is subject to the  
12 regular type of faculty academic approvals and  
13 discussions. And so we know that we not only have a  
14 curriculum which meets the needs of the communities but  
15 it also is of very quality.

16 And so through that process we have  
17 developed a number of very unique type of degree programs.

18 There are some that are unique to North America. For  
19 example we have the only complete Bachelor of Fine Arts  
20 program in North America. We also have the only complete  
21 Bachelor of Administration program, certainly in Canada;  
22 I'm not sure about -- well, certainly in any major  
23 university we are the only one in North America.

24 And the same can be said for other areas

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1       like social work. You can look at other major universities  
2       and where else will you find a complete degree program  
3       in those area? You know you will have programs at  
4       universities which may have specialization, may have some  
5       courses in that area, but there aren't any which are  
6       completely designed to meet the needs of Aboriginal and  
7       First Nations people.

8                       So this type of curriculum is one of the  
9       main reasons why the College went from having approximately  
10      six (6) students to where we are now with over 1,000  
11      students. It is because the curriculum which was created  
12      was one which Indian people recognized as meeting their  
13      needs and recognized as knowing who they were and  
14      recognized that they had goals and aspirations which were  
15      not necessarily dealt with by the mainstream institutions.

16                      So I believe as an institution we have  
17      developed a very successful curriculum which is not  
18      duplicated anywhere else and which, if you look at it,  
19      is actually something which other universities are coming  
20      to us. We have had many visits by institutions:  
21      institutions in British Columbia, institutions in Alberta,  
22      in Manitoba and the Yukon that I can recall just recently  
23      offhand who have come to us, asking for us to enter into  
24      partnerships with them to develop First Nations

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1 curriculum.

2 But I think that what I hear Dr. Hampton  
3 saying is that it really is more than just a curriculum.

4 It's an entire institution, it's an entire environment,  
5 it's the recognition and acceptance and it's the promotion  
6 of the values. It's a much broader type of environment  
7 which has contributed to the success of the College and  
8 this is really the thing which makes it unique.

9 I guess the other point which I would  
10 like to stress is that SIC has not only been a unique  
11 experiment in terms of curriculum, SIC has also been a  
12 unique experience and experiment in terms of the creating  
13 of a national institution. The funding of the college  
14 was approved by Cabinet. It was approved on the basis  
15 that it would be funding on a national basis for a  
16 national -- what essentially is an institution serving  
17 all of Canada.

18 We do have First Nations students from  
19 every province and territory of Canada. We see ourselves  
20 as an institution which is not only here to serve  
21 Saskatchewan First Nations, but is here to serve the First  
22 Nations students of Canada, if not internationally. We  
23 do have of course an international program which brings  
24 in First Nations students from Latin America and from other

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1 places.

2 So I guess what I would say, number one,  
3 is that despite our very limited resources we have  
4 succeeded in reaching a national audience. We do have  
5 students who come to the college because they hear from  
6 other students who have been here about our programs and  
7 those students like our programs.

8 I was just in Southern Ontario for  
9 example and we have I'd say around -- over a dozen  
10 certainly, maybe 20 students from the Southern Ontario  
11 region and I had a couple of students ask me about the  
12 college and ask about coming to the college. And the  
13 reason why they told me that they wanted to come to the  
14 college, despite the fact that there are many universities  
15 in Southern Ontario, is because they felt that those  
16 universities did not meet their needs, did not provide  
17 the type of learning environment that they wanted to have.

18 And so it's for that type of reason that we do indeed  
19 attract a great deal of interest across Canada as a  
20 destination for post-secondary education.

21 Now, I guess the difficulties which we  
22 face are that I think that what we have are a number of  
23 I think in some ways half-hearted pledges of support from  
24 governments. We have a federal government who funds us



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1 as a national institution yet doesn't really give us the  
2 resources to really do a national job, doesn't really give  
3 us the resources to successfully and effectively promote  
4 our contacts with communities across Canada, does not  
5 effectively fund us to really reach the outlying  
6 communities across Canada, does not really effectively  
7 give us the resources to really set up a genuine, effective  
8 national university.

9 So, as a result, we attempt to carry on  
10 very ambitious goals but we do it with extremely limited  
11 resources. I think that the whole role of post-secondary  
12 education needs to be taken seriously by the federal  
13 government. I think it needs to be funded as something  
14 which is as certain as the funding for mainstream  
15 universities just because really the federal government,  
16 although it funds us, will turn around and tell us that  
17 they really don't feel that university education is a right  
18 for Indian people. And that is I think one of the reasons  
19 why, in the end, we can never count or we can never really  
20 be certain that we will ever you know have any certainty  
21 for longevity.

22 The other type of difficulty which you  
23 have seen of course is the lack of support in terms of  
24 the funding of First Nations post-secondary students.

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1       The funding cap which was placed on students had an affect  
2       on our student enrolment. Over about the last four (4)  
3       or five (5) years our enrolment level has levelled off  
4       and the reason for that is because of the cap of  
5       post-secondary funding by the federal government. If that  
6       cap was not there I would suggest that, based on enrolments  
7       or on our initial growth, that we would have had now  
8       probably an enrolment of in excess of 2,000 students.

9               We of course also face the difficulty  
10       of being in a situation in which the province is viewed  
11       as having the responsibility for university education,  
12       yet the province really does not view us I guess as an  
13       institution which they should be supporting because of  
14       the fact that they see it as a federal responsibility.  
15       So we often end up trying to argue with the federal  
16       government for increases in funding and having them tell  
17       us that really it's the province that we should be talking  
18       to.

19               We feel that as an institution we have  
20       paid our way three (3) times. We have paid our way, first  
21       of all, through the treaties which gave the land and  
22       resources by which universities are funded, and yet as  
23       First Nations people we do not see a lot of benefit from  
24       that. We feel that we also have paid our way through the

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1       established program funding which is money transferred  
2       to the provinces to cover the education of all the people  
3       in the province, including First Nations people, but,  
4       again, First Nations people do not get specific benefits  
5       out of that. So we are really present on the basis of  
6       a third type of funding, which is special funding from  
7       the federal government specifically for Indian  
8       programming.

9                       The Smith Report which was commissioned  
10       by the Association of Universities and Colleges of  
11       Canada -- the report I believe was released last year and  
12       was a study of all the universities in Canada -- made only  
13       I believe it was two (2) specific mentions of institutions  
14       in Canada; one of them was the Saskatchewan Indian  
15       Federated College. And the Smith Report specifically said  
16       that the development and the viability of the college was  
17       being hampered by the fact that the federal and provincial  
18       governments were, I guess you might say, viewing us as  
19       a jurisdictional football and as a result the institution  
20       was suffering.

21                      I really believe that as an observer,  
22       as a citizen, of the province, a citizen who is concerned  
23       with the future of not only First Nations people but all  
24       people, I think that what we are seeing here is a province

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1 in which the demographic trends indicate that by the middle  
2 of the next century and possibly even earlier approximately  
3 half of the citizens of the province will have a First  
4 Nations ancestry. And at the same time we see a situation  
5 in which those human resources of First Nations are being  
6 wasted, are not being developed, because of the fact that  
7 there is not enough access to post-secondary institutions  
8 which would meet the needs of those First Nations students.

9 I believe that it is very short-sighted  
10 on the part of both federal and provincial governments  
11 not to be supporting an institution like the College which  
12 I think can play a key role in terms of mobilizing and  
13 shaping those resources so that they will become effective  
14 citizens, professionals, down the road. I think Dr.  
15 Hampton pointed out one time that for every Indian person  
16 who ends up on welfare and on the street -- I am not quoting  
17 that quite right. I guess Dr. Hampton should say it but  
18 for every Indian person who goes to university and becomes  
19 a contributing member of society that that contribution  
20 will cover the cost of 20 First Nations people who will  
21 not go to university and who may very well end up, you  
22 know, like on the street dependent on society, et cetera,  
23 et cetera. So, again, I think that we can ill afford to  
24 be adopting short-sighted, narrow minded policies at a

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1       time in which these type of things really are essential.

2                       I guess I will simply conclude by saying  
3       that I believe that SIC is one of the solutions that the  
4       Royal Commission would be in a unique position to promote.

5       We are not an experiment which is asking to be happening.

6       We are an experiment which has already happened and we  
7       are an experiment which has already proven successful.  
8       All we are asking for I think is the proper recognition,  
9       the proper funding, the proper facilities for our  
10      operations.

11                     That's simply what we are asking for and  
12      I really do believe that we are one of the institutions  
13      that truly, if Canada really took a look at you know the  
14      type of impact that we are having, I think that it's a  
15      type of institution that Canada should be proud of and  
16      Canada should be really taking and supporting to the full  
17      extent possible.

18                     Thank you very much.

19                     **CO-CHAIR RENE DUSSAULT:** Thank you for  
20      providing us with this very educational and informative  
21      brief. Of course we realize that education and economic  
22      development are two pillars for any future self-government  
23      and are closely linked together.

24                     I would like to ask you a few technical

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1 questions first, to clarify some aspects of your brief.

2 I understand -- I am on page seven (7) of the brief --  
3 and I understand that the way the College is financed is  
4 mainly directly from the federal government through DIAND,  
5 Department of Indian Affairs.

6 In your presentation, Dr. Hampton, you  
7 mentioned that the grant was \$2,000.00 per student. I  
8 just want to clarify, in your brief you are talking about  
9 the degrees of from \$6,810 to \$4,926 in '91. So is it  
10 the right? Can you clarify that?

11 **DR. EBER HAMPTON:** Yes. If you look at  
12 page eight (8), in 1991 SIFC's operating grant per student  
13 was approximately \$5,000.00, compared to the average  
14 operating grant to non-Indian institutions which was just  
15 over \$7,000.00.

16 **CO-CHAIR RENE DUSSAULT:** That's  
17 correct.

18 **DR. EBER HAMPTON:** So it's a bit -- in  
19 terms of operating grant we're ---

20 **CO-CHAIR RENE DUSSAULT:** Okay. Less  
21 \$2,000.00.

22 **DR. EBER HAMPTON:** --- less per student,  
23 yes.

24 **CO-CHAIR RENE DUSSAULT:** The other

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1 question has to deal with the formula. Do you receive  
2 any money from the provincial government for  
3 post-secondary ---

4 **DR. EBER HAMPTON:** Yes, we receive  
5 approximately \$630,000.00 annually from the provincial  
6 government. That covers about one-third the cost of the  
7 non-status students attending SIFC classes.

8 At the time when that grant was  
9 established with the provincial government it was intended  
10 to essentially cover the cost of the non-status students  
11 attending SIFC. Since that time the number of non-status  
12 students have grown and the provincial grant has declined.

13 **CO-CHAIR RENE DUSSAULT:** That was to be  
14 my other question.

15 What is the proportion on the 1,000  
16 students, status and non-status?

17 **DR. EBER HAMPTON:** It's just over 25 per  
18 cent non-status.

19 **CO-CHAIR RENE DUSSAULT:** Nineteen  
20 ninety-two (1992) or the present?

21 **DR. EBER HAMPTON:** That would be -- let  
22 me see -- fall of '92 figures: just over 25 per cent  
23 non-status, and non-status includes Aboriginal and  
24 non-Aboriginal as well.

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1                   **CO-CHAIR RENE DUSSAULT:** And the  
2 province takes the stand that they can contribute for  
3 non-status student but that status students belong, in  
4 terms of jurisdiction, to the federal government. Is that  
5 correct?

6                   **DR. EBER HAMPTON:** Well, not quite.  
7 The province, Department of Education, so far this year,  
8 has said essentially that they have no responsibility for  
9 university education for status Indians and that for our  
10 non-status students we should in fact get the money  
11 directly from the University of Regina, rather than the  
12 province.

13                   So essentially the province has said  
14 they have no responsibility for ---

15                   **CO-CHAIR RENE DUSSAULT:** For a special  
16 institution?

17                   **DR. EBER HAMPTON:** For any education of  
18 SIFC students, yes. But we do get \$630,000.00 from the  
19 province, which is about half of what the other federated  
20 colleges -- the Lutheran and the Catholic colleges -- get.

21                   I might as well mention the fact that  
22 we subsidize the University of Regina by about \$600,000.00  
23 a year in terms of teaching University of Regina students --  
24 our professors teaching University of Regina students.



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1                   **CO-CHAIR RENE DUSSAULT:** Talking about  
2 the teaching staff. What is the proportion of Indians  
3 or Aboriginal teachers as opposed to non-Aboriginal?

4                   **DR. EBER HAMPTON:** About 50 per cent.  
5       So we have the largest concentration of Aboriginal  
6 university faculty members in North America at SIFC. I  
7 think that's a very important factor in terms of a critical  
8 mass of scholarship, curriculum development, institution  
9 building. That when we have that many Aboriginal people  
10 in one place developing an institution it has a snowballing  
11 effect in terms of what we are able to accomplish.

12                  **CO-CHAIR RENE DUSSAULT:** And your  
13 teaching staff has the same status than other teaching  
14 staff at the U of Regina?

15                  **DR. EBER HAMPTON:** Yes. We go through  
16 an approval process for hiring faculty that is integrated  
17 with the University of Regina faculty hiring process.  
18 So that the rank of our faculty, the qualifications of  
19 our faculty, all are approved by academic process that  
20 is integrated with the University of Regina.

21                  **CO-CHAIR RENE DUSSAULT:** In your oral  
22 presentation and also in your brief you stress the  
23 importance of getting students in the sciences, health  
24 professionals and business administration. Could you

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1 give us a bit of the breakdown at the moment and the various  
2 programs of the College: the number of students for example  
3 in the health professions, what kind of programs do you  
4 have and what is the proportion as opposed to social work  
5 and human sciences generally?

6 DR. EBER HAMPTON: Yes, I can give you  
7 a little bit of that, and, Blair, if you want to fill in  
8 also.

9 Our largest program is the social work  
10 program. It's our oldest program. It's our most well  
11 established program. It's accredited by the National  
12 Association of Schools of Social Work of Canada. The  
13 science-based professions -- health careers, mathematics,  
14 engineering, the sciences -- we have a very small number  
15 of students in those programs. We have growing numbers  
16 for instance in the health careers area. We have just  
17 started a new group of students in partnership with a  
18 northern tribal council that wants university training  
19 for its health coordinators, rural health coordinator,  
20 band health coordinators. So the health careers area is  
21 growing faster than some of the other areas.

22 We cooperated in the production of a  
23 proposal for a major initiative in the health and science  
24 areas. That proposal has not been funded so far. We have

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1 a small science department that is basically a pre-science  
2 program. We run a summer science camp for high school  
3 students. We have a proposal out for a secondary teacher  
4 training program with the emphasis in the areas of science  
5 and math.

6 There are a lot of things to be done in  
7 that area. For us it's a matter of resources.  
8 Essentially the College right now is over-extended. I  
9 mentioned the qualifications of faculty as being  
10 academically equivalent. Our salaries are from 27 to 49  
11 per cent below University of Regina faculty salaries.  
12 So we are seriously over-extended in a number of areas  
13 so these very high priority, high need areas. Shifting  
14 resources to those areas is a continual exercise at the  
15 College. We have added this year a health careers person  
16 and a computer science person at the expense of some other  
17 areas.

18 **CO-CHAIR RENE DUSSAULT:** During our  
19 first two (2) rounds of hearings we have been told and  
20 we have realized also how difficult it still was to get  
21 young people in the sciences streams at the high school  
22 level, and of course at the post-secondary level.

23 If I was asking you -- because you must  
24 have been giving some thoughts to what should be done

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1       because the needs are there to try to bring more young  
2       Aboriginal peoples to embrace sciences -- what should be  
3       the measures taken on all aspects and at all levels that  
4       the Commission could recommend to help this to occur?  
5       Because it's not there yet and ---

6                   **DR. EBER HAMPTON:**   I think what we seem  
7       to be seeing is there is a real need to start at much lower  
8       levels, like you know in the home, at the elementary school  
9       level, and at the high school level. And I think one of  
10      the observations which we have heard is that there aren't  
11      any laboratory facilities for example in Northern First  
12      Nations schools. So, you know, that's just one concrete  
13      example of why you are not getting a lot of science  
14      students.

15                   And, again, I think you know the interest  
16      and the role models need to really be placed with young  
17      children. What we are getting at the university level  
18      is a product of all of this inadequate interest and  
19      inadequate training. So that's really what we are seeing  
20      at the university level.

21                   I think, if I can just make one more  
22      comment on that. I think the other thing which is really  
23      important is role models. And if you look at the high  
24      school level in Saskatchewan there are very, very, very

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1        few First Nations teachers I think -- I only know of two  
2        (2) at the high school level all across Saskatchewan.  
3        And I should point out that there are a number of elementary  
4        training programs. We have: SIC Indian Education Program,  
5        there is Indian Teacher Education ITEP Program at the  
6        University of Saskatchewan, there is SUNTEP Program at  
7        the Dumont Institute, NORTEP Program in Northern  
8        Saskatchewan, and those are all producing elementary level  
9        teachers.

10                    And so you know I think there is some  
11        headway being made in terms of both putting teachers in  
12        the elementary schools, but the whole area of secondary  
13        education there is not anything going on. That is what  
14        we attempted to address at one point and everyone  
15        recognized there is a need but there is just not the  
16        resources to do anything about it.

17                    I just mention that on page five (5) of  
18        the brief, the bottom footnote, footnote number eight (8),  
19        is a paper that outlines a plan to increase the number  
20        of First Nations people in the science-based profession.

21        And on the next page, page six (6), is the elements that  
22        are identified in the literature as being the elements  
23        of a successful program for First Nations students in the  
24        science areas.

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1                   When I was at the University of Alaska  
2           for five (5) years I directed an Alaska Native Access  
3           Program. I was the principal investigator for a national  
4           science foundation grant to increase the number of Alaska  
5           Native students in the science. There is a fair body of  
6           experience and evidence in what works and what doesn't  
7           work in this area. The Aboriginal secondary and math  
8           teachers are one of the things that work and will work  
9           in the area. University-based access programs -- kind  
10          of career days, visiting science -- there are a number  
11          of things that don't work, that are attractive and that  
12          people like a lot, but the evidence in terms of increasing  
13          the number of Aboriginal students successfully completing  
14          a science-based degree, they just don't work and that's  
15          a fairly well known set of results across North America.

16                   The programs that do work seem to have  
17          a very high Aboriginal involvement in the governance and  
18          design of those programs. They have an involvement of  
19          Aboriginal faculty members and they have very strong  
20          support from the administration of the college or  
21          university. Those are some of the kind of bureaucratic  
22          elements of success and then some of the more curriculum  
23          oriented are in this list.

24                   **CO-CHAIR RENE DUSSAULT:** And you do not

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1 have a copy on hand of this ---

2 DR. EBER HAMPTON: I could certainly  
3 send it to you. I have one across town, in my office.

4 CO-CHAIR RENE DUSSAULT: I would  
5 appreciate it.

6 Last question on my part. What is the  
7 breakdown of your clientele, having the North in mind?  
8 Are young people coming from northern communities, live  
9 in the south and to go through the program of your college?  
10 And what is there in support services associated with  
11 their coming to Regina?

12 DR. EBER HAMPTON: This is important new  
13 initiative on the College's part. Northern students have  
14 been slightly under-represented at the College,  
15 particularly looking at Northern Saskatchewan. We've  
16 just opened a Northern Operation Centre in Prince Albert  
17 which has administrative logistical responsibility for  
18 all of our off-campus programming and our new Dean of  
19 Northern and Extensions Programs primary responsibility  
20 is to develop access for Northern Aboriginal students.

21 We are moving. This past semester we  
22 had about 51 or 52 off-campus courses, single courses;  
23 most of them were in blocks of three (3) courses in a single  
24 location. Next year we are anticipating approximately

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1       150 off-campus courses. So we are doing a massive increase  
2       in off-campus programming and Northern programming.

3                       What we find out -- at the same time we  
4       are increasing Northern programs I should also point out  
5       that we're doing more off-campus programming in the South  
6       as well. Our experience is higher success rates with  
7       off-campus students in some programs than on-campus  
8       students, and more cost-effective delivery of courses as  
9       well.

10                      **CO-CHAIR RENE DUSSAULT:** Thank you.

11                      Viola.

12                      **COMMISSIONER VIOLA ROBINSON:** Thank  
13       you.

14                      I have a few questions here that I would  
15       like to ask and I guess one of them is: you said we should  
16       encourage the development of Aboriginal institutions.  
17       And I assume you mean something similar to the type to  
18       the one that you are operating here.

19                      And on the other hand, first of all, do  
20       you think that this institution is enough for Canada, or  
21       do you think there should be other institutions like that  
22       in other parts of Canada?

23                      **DR. EBER HAMPTON:** Depends. One of the  
24       things I think really needs to be done is a systematic



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1 look at Canadian Aboriginal higher education. SIFC is  
2 the only university college Indian-controlled. There are  
3 a number of technical institutes, however, and you probably  
4 know more of them than I do: Red Crow Community College  
5 in Alberta, and Nicolai Valley Institute of Technology  
6 in British Columbia, Yellow Quill, to name a very few.

7 Some of them offer some university  
8 programming and could possibly develop some of them, I  
9 am sure, into university level institutions and over time  
10 I think it will happen. The strategic question I think  
11 for Canada is: should Canada go for a national Aboriginal  
12 university. And the College, so far, is saying "Yes, that  
13 would be a good strategic move."

14 What we would actually see happening  
15 then would be I think a faster development of these  
16 institutions in other communities than if -- from my point  
17 of view SIFC is going about 50 per cent ahead in terms  
18 of the resourcing problem that we face. We're doing about  
19 half of what the College could be doing. We are probably  
20 doing about half again what we should be doing in terms  
21 of our level of resources.

22 The U.S. model is at least 24  
23 tribally-controlled community colleges and it is an  
24 interesting model but they all have stayed very small and

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1       they do some cooperative joint things together, mostly  
2       in terms of lobbying the government. Canada has a chance  
3       to see what would happen if we had a National Aboriginal  
4       Institution or University that essentially provided a  
5       support function for these other institutions. SIFC does  
6       a little bit of that now.

7                   **COMMISSIONER VIOLA ROBINSON:** Did you  
8       want to ---

9                   **DEAN BLAIR STONECHILD:** Yes, could I  
10      just say a few words about that?

11                   You know I have been sort of trying to  
12      do some looking at that area and I think that, first of  
13      all, you have to recognize that the needs are different  
14      across the country. You know like there is -- SIFC may  
15      not be the same answer for every place. But I think that  
16      what I see is that there are different potentialities for  
17      different institutions in different parts of the country.

18      I think that SIFC is probably best placed in terms of  
19      being the national institution because we have a large  
20      local population, we are the only one that is fully  
21      integrated academically with a major institution so we  
22      have that quality component, we already have a track record  
23      and so on and so forth.

24                   So I think that from that perspective

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1       you know we would fit in a niches in which we can provide  
2       quality, high-level quality programming because we have  
3       that mass of faculty you know and we have the mass of  
4       students, so we can provide for example Master's levels  
5       programs which, let's say, a small institution in Alberta  
6       or Manitoba wouldn't be able to do because they'll never  
7       get that number of students or they'll never get that  
8       academic integration with a major university.

9                       So I think that my answer to that is that  
10       I think when you look across Canada you will find a number  
11       of different initiatives. And I think that every area  
12       should have something, but I think that you will find that  
13       SIFC would be the best place in terms of being sort of  
14       like the large, you know sort of like national institution  
15       which could provide the critical mass for high level,  
16       diverse programming and that there could be relationships  
17       for example with other institutions which could enhance  
18       both ways. But I don't think you'll ever have a situation  
19       in which you can set up 10 national institutions. It would  
20       never work.

21                      **COMMISSIONER VIOLA ROBINSON:** Now, your  
22       school is filled to capacity now, is it, or is it because  
23       of a lack of funding that you can't keep it filled?

24                      **DR. EBER HAMPTON:** I think we've got

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1       about 200 more students than we should have right now in  
2       terms of our funding level. I don't know how many more  
3       we could actually handle. It depends a bit on the areas.

4       Like in some areas we've put students on a waiting list,  
5       like in education. Our elementary ed program we've put  
6       students on a waiting list for that. There are some other  
7       programs where students have trouble getting their  
8       required classes but we haven't been turning students away.

9       That's something I think -- I don't know if it's just  
10      Aboriginal people -- there is a tendency to share to the  
11      last crumb of anything and the College is in a real  
12      difficult place right now, where from my point of view  
13      we really should probably be turning away the  
14      non-Aboriginal students, just in terms of nobody taking  
15      responsibility for funding those students. If we did that  
16      then we would have a little bit more margin in terms of  
17      operating the college.

18                So we could handle -- with more funding  
19      we could handle a lot more students. With our current  
20      level of funding we're still -- what we did, we stopped  
21      all our recruiting. We had a guy that used to go around  
22      to various communities and tell about the College. So  
23      we ended that position. So it made ourselves a little  
24      bit harder to find in terms of students, rather than turning

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1       them away.

2                   **COMMISSIONER VIOLA ROBINSON:** That is  
3       the other question I was going to ask you, is about the  
4       non-Aboriginal student.

5                   And it just seems to me that -- is the  
6       non-Aboriginal students that go there are supported by  
7       the provincial government? Is that what you are saying?

8                   **DR. EBER HAMPTON:** We get the  
9       \$630,000-some -odd which covers -- we haven't kept separate  
10      records on non-status and non-Aboriginal students. Okay?  
11      We know that we have -- sometimes we have a very high  
12      enrolment of University of Regina students, Caucasian  
13      students, in some of our courses. Our Intro to Indian  
14      Studies course is required for all Education Majors at  
15      the University of Regina for example. So we get a high  
16      enrolment in that course of non-Aboriginal students.

17                  That 630,000 the province gives us is  
18      supposed to cover that but it doesn't as near as we can  
19      tell, and we didn't separate non-status and  
20      non-Aboriginal. It covers about a third of the cost of  
21      our non-status students.

22                  **COMMISSIONER VIOLA ROBINSON:** The  
23      reason I asked that because it seems to me it would be  
24      important as well to have non-Aboriginal students ---

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1 DR. EBER HAMPTON: Sure.

2 COMMISSIONER VIOLA ROBINSON: --- going  
3 there to build the relationship and so they can learn the  
4 history and about the culture of Aboriginal people and  
5 that way you get a relationship going. And I just wonder  
6 sometimes about the tuition.

7 DR. EBER HAMPTON: Yes.

8 COMMISSIONER VIOLA ROBINSON: Now,  
9 supposing somebody wanted to go and wanted to pay for their  
10 own tuition you know?

11 DR. EBER HAMPTON: Yes.

12 The College charges the same tuition as  
13 the University of Regina. That tuition covers about  
14 one-fourth the total cost of educating a student. Right  
15 now, for our on-campus Regina students who are faculty  
16 students enroled in a major, we give 60 per cent of the  
17 tuition we collect to the University of Regina. We are  
18 trying to renegotiate that agreement with them and tell  
19 them we would rather bill them for tuition rather than  
20 them billing us.

21 COMMISSIONER VIOLA ROBINSON: I guess  
22 my other question -- and I just want this for my own  
23 information here -- and that is: you are getting funding  
24 from the federal government as a national institution?

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1 DR. EBER HAMPTON: Yes.

2 COMMISSIONER VIOLA ROBINSON: Then that  
3 covers the running of the institution ---

4 DR. EBER HAMPTON: Yes.

5 COMMISSIONER VIOLA ROBINSON: --- your  
6 faculty and I guess you said you pay rent as well?

7 DR. EBER HAMPTON: Yes.

8 COMMISSIONER VIOLA ROBINSON: Now, do  
9 you also -- for the status Indians that go or the treaty  
10 Indians or whatever that go to that university, are they  
11 covered under that or do you give scholarships or do you  
12 pay tuition as well out of that, or are the bands  
13 responsible for tuition for their students?

14 DR. EBER HAMPTON: The bands are  
15 responsible for their students. The same tuition as if  
16 the student were enroled at University of Regina.

17 COMMISSIONER VIOLA ROBINSON: So,  
18 really, you are depending on ---

19 DR. EBER HAMPTON: The tuition income  
20 is part of the College's budget and it's about roughly  
21 one-quarter, a little bit less than one-quarter of the  
22 budget; considerably less than one-quarter.

23 COMMISSIONER VIOLA ROBINSON: How do  
24 you see yourself coming out of this dilemma you are in?

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1       I mean how do you see yourself -- you say you have got  
2       plans now for a federated college, you have got plans here  
3       to ---

4                   **DR. EBER HAMPTON:**   For a building, yes.

5                   **COMMISSIONER VIOLA ROBINSON:**   --- for  
6       a building.

7                   Now, if you have got plans for a  
8       building, could you share with us how do you propose that  
9       you are going to be able to achieve this, financially,  
10      and who would be responsible or how would you go about  
11      doing that, or how do you plan on going about doing that?

12                  **DR. EBER HAMPTON:**   We have \$1.28 million  
13      that we have raised privately so far towards the cost of  
14      that building. This has been over a period of years.  
15      Then we have just started a joint fund-raising campaign  
16      with the University of Regina. Our portion of that  
17      fund-raising campaign is \$6 million towards the SIFC  
18      building. The federal government, some years ago, made  
19      a commitment to the College of \$5 million on a matching  
20      basis with private and provincial dollars. We have no  
21      commitment from the province yet for capital funds.

22                  So we would be looking for a combination  
23      of private, federal and provincial dollars to build a  
24      building. We have a long ways to go on it. We have very



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1        ambitious goals: on the one side very modest, on the other,  
2        when you think about Aboriginal education, there is no  
3        Aboriginal-controlled university building in Canada.  
4        There is a very nice facility at the University of British  
5        Columbia for their NITEP, their First Nations House of  
6        Learning Program. But in terms of an Aboriginal  
7        institution there is no building in Canada.

8                        So we think it's a modest goal. We think  
9        Canada can afford one building. When it will is kind of  
10       a matter of time I think.

11                      **COMMISSIONER VIOLA ROBINSON:** The Chief  
12       or the representative from the Federation of Saskatchewan  
13       Indians told us today that they are entering into a  
14       relationship now into this agreement process with the  
15       province and they are looking at different programs --  
16       development of different programs and I guess some  
17       agreement. Is education and something like this a part  
18       of that, do you think, or is it?

19                      **DR. EBER HAMPTON:** Yes, it is on the  
20       Chief's agenda and it has been raised with the provincial  
21       government without success so far. Essentially the  
22       province is of course taking the line "We have no money.  
23       We have deficits to share rather than capital funds to  
24       share." At the same time the province does continue to

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1 spend capital money on university and other projects.

2 So from our point of view it's simply  
3 a priority issue.

4 **COMMISSIONER VIOLA ROBINSON:** Where  
5 would you situate your facility if you got the money?

6 **DR. EBER HAMPTON:** Our building task  
7 force has identified a piece of land that is actually on  
8 the edge of the university campus. It's on university  
9 land. The University is still unsure whether or not they  
10 would let us use that land, even though they have no other  
11 plans for it. They have indicated they would be possibly  
12 agreeable to making that status band-owned land,  
13 transferring the ownership status of the land.

14 We also are working on facilities in  
15 Saskatoon and Prince Albert as well where we are currently  
16 renting facilities in those communities as well. We would  
17 like to have all of our -- our head office is on band --  
18 the Piapot Reserve right now.

19 **COMMISSIONER VIOLA ROBINSON:** Oh, I  
20 see.

21 **DR. EBER HAMPTON:** But we would like to  
22 have all of our facilities on status land.

23 **COMMISSIONER VIOLA ROBINSON:** You are  
24 a national institution so you bring in students from across

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1 Canada: provinces, territories and the North?

2 DR. EBER HAMPTON: Yes.

3 COMMISSIONER VIOLA ROBINSON: And your  
4 degrees, are they recognized anywhere in Canada?

5 DR. EBER HAMPTON: Yes, on the same  
6 basis as University of Regina degrees. Our degrees are  
7 in fact University of Regina degrees.

8 COMMISSIONER VIOLA ROBINSON: The  
9 development of your curriculum is one I guess that has  
10 to be approved provincially as well once it's developed,  
11 or are you free to develop on -- is it in their -- I guess  
12 you have got to meet their standards?

13 DR. EBER HAMPTON: The University  
14 curriculum is developed university by university in  
15 general, so that ours goes through an approval process  
16 within the University of Regina. And this varies  
17 department by department, with some departments being  
18 very, we think, intelligent in terms of their ability to  
19 understand and approve curriculum developed by Aboriginal  
20 people. Other departments of the University we feel like  
21 are very rigid and unrealistic in terms of -- and in some  
22 cases out of date. They have old-fashioned curriculums.  
23 They don't want to see the new.

24 COMMISSIONER VIOLA ROBINSON: But you

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1 are not running into any problems with your development  
2 of your curriculum, though, are you?

3 **DR. EBER HAMPTON:** It varies department  
4 by department. I would say most of our departments have  
5 been very successful in getting their curriculum approved.  
6 There is a few of our departments that I think again it's  
7 a matter of time. Universities are very conservative  
8 organizations.

9 **COMMISSIONER VIOLA ROBINSON:** Well, I  
10 guess that's all the questions I had. It's very  
11 interesting. You know I think this is certainly a positive  
12 thing that is happening here, even though you do have some  
13 problems and I guess that happens with about any program  
14 anywhere, especially one that is working: you have a hard  
15 time trying to get the resources to run it properly. But  
16 I think it's a step in the right direction and certainly  
17 it's very positive. So I thank you.

18 **DR. EBER HAMPTON:** Thank you.

19 **CO-CHAIR RENE DUSSAULT:** Maybe just two  
20 (2) short additional questions.

21 One would be: I understand the concern  
22 with having a university building. On the other hand you  
23 said that you are increasing massively your health  
24 off-campus both South and North. So what is the trend

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1       for the future? Does this run counter -- I suppose both  
2       could happen but if the College was to go more and more  
3       off-campus does this not have a bearing on the other project  
4       of getting a building on the campus?

5                   **DR. EBER HAMPTON:** Yes, it's very  
6       important, a mutual supportive relationship between some  
7       kind of centre and then the off-campus programs. One of  
8       the reasons we have greater academic success right now  
9       in our off-campus programs is we are able to provide more  
10      of the elements in that list you saw on the paper there  
11      in our off-campus locations than we can in our on-campus  
12      because our on-campus location we are renting spaces in  
13      different parts of the campus as they are available rather  
14      than having a cohesive group in one location.

15                   It's also important in terms of having  
16      a focus that Aboriginal people could have a building that  
17      they could say "That's ours," and "It belongs to us. We  
18      take pride in it. We care about what's going on there."

19      There's an ownership issue there in terms of the building.

20      And then the support function for the off-campus courses:  
21      you can't -- or at least in my experience I've never found  
22      a way to run an off-campus program, a functioning one,  
23      a successful one, without centralized support for those  
24      off-campus programs.

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1                   **CO-CHAIR RENE DUSSAULT:** What kind of  
2 relationship do Aboriginal and non-Aboriginal students  
3 have on the University of Regina campus? Do they mix quite  
4 a bit? What is the social life? Or is it two (2) separate  
5 worlds or half of it or could you expand on that?

6                   **DR. EBER HAMPTON:** From my point of  
7 view, having worked in a lot of different universities  
8 and seen a lot of different arrangements, there is  
9 considerable productive interchange between Aboriginal  
10 and non-Aboriginal students; not as much in my experience  
11 as there would be if we had our own building.

12                   My experience in other programs in other  
13 universities is that the clear existence of Aboriginal  
14 space in a university increases the involvement of  
15 Aboriginal students in all aspects of the university: all  
16 of the extra-curricular activities, all the student  
17 government functions. I should point out that our  
18 students occasionally are elected as student body  
19 presidents for the University of Regina, other offices  
20 within student government. We do get a fair amount of  
21 involvement, probably more than per capita, but in other  
22 universities that has always gone up when we had clearly  
23 identified Aboriginal space in the university. It seems  
24 like that for Aboriginal students on the average university

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1 is an alien, unwelcoming place that sends a message "You  
2 don't belong here." Most Aboriginal students get that  
3 message whether the university wants to send it or not  
4 that's how most of us feel in university setting.

5 And a university that has clearly  
6 identified Aboriginal space within it has a place that  
7 says "Yes, I do belong in this part of the university,"  
8 and that changes the dynamics of the interaction.

9 **CO-CHAIR RENE DUSSAULT:** But being a  
10 college already of the University I suppose you are working  
11 quite a bit on the relationship ---

12 **DR. EBER HAMPTON:** Oh, yes.

13 **CO-CHAIR RENE DUSSAULT:** --- and with  
14 the University ---

15 **DR. EBER HAMPTON:** Sure.

16 **CO-CHAIR RENE DUSSAULT:** --- to make the  
17 whole university a home for everybody?

18 **DR. EBER HAMPTON:** Yes. And I guess I  
19 would say that we've got a lot of that -- not as much as  
20 we would have if we had our own central building or  
21 location. We see that with our Saskatoon campus. We have  
22 about 250 students in Saskatoon, mostly Indian social work  
23 students. We rent commercial space there. For a number  
24 of reasons, we have higher student achievement records

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1       there than in Regina, but part of the reason I am convinced  
2       is that they have an identifiable place to call their own.  
3       They are not scattered all over a large campus.

4                   **CO-CHAIR RENE DUSSAULT:** You mentioned  
5       earlier that if it wasn't for the cap that is on  
6       post-secondary education the money available for students  
7       for tuition, housing, that you might have up to 2,000,  
8       to double the student membership. Is that so?

9                   **DR. EBER HAMPTON:** Yeah. There are a  
10      couple of factors I think in terms of the levelling of  
11      our enrolment growth -- relatively level the last couple  
12      of years. One is we stopped our position for the person  
13      that we used to send out to high schools. There was a  
14      cap on student funding and it became very uncertain whether  
15      students were going to get -- and some students did not  
16      get -- their student allowance.

17                   At the same time we put -- in conjunction  
18      with University of Regina -- we put a cap on what we call  
19      the university entrance program. Seventy (70) per cent  
20      of our students start in a university entrance program;  
21      they don't have the Grade 12 requirements for university  
22      entrance. And so in conjunction with University of Regina  
23      we put a cap on that.

24                   So those three (3) things happened at



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1 the same time that our enrolment, which was going up by  
2 12 per cent a year, virtually levelled off; not quite level,  
3 there's still a little bit of growth in there. I've got  
4 guesses about which were the most important of those.  
5 We would be, from my point of view, in extremely serious  
6 trouble if we were trying to handle 2,000 students a year  
7 with our current level of funding. We I think actually,  
8 with our current level of funding, ought not to be handling  
9 1,000 students. We should really be trying for 800.

10 **CO-CHAIR RENE DUSSAULT:** Okay. Thank  
11 you very much for sharing this with us and, again, if you  
12 have additional thoughts and ideas of solutions in the  
13 coming weeks and months, we are really looking forward  
14 in particular on this issue of bringing more young  
15 Aboriginal people to the science streams because it's  
16 really a difficulty that will have to be tackled in the  
17 coming years.

18 Thank you.

19 **COMMISSIONER VIOLA ROBINSON:** I wonder  
20 if I could just ask something that has just come to me?

21 I am just thinking about the future and  
22 about funding and as we talk about self-government and  
23 as we talk about the devolution of the Department of Indian  
24 Affairs and right now you are getting funding from

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1 Department of Indian Affairs on a national scale. What  
2 happens maybe about five (5) or ten (10) years down the  
3 road that it is no longer there? I suppose you thought  
4 about that.

5 The other thing: it would be nice -- I  
6 guess they are the ones that committed \$5 million. Have  
7 you got that in writing so maybe you could get it? It  
8 would be nice to have that.

9 DR. EBER HAMPTON: Yeah, we have it in  
10 writing. I'd feel better if it was in the bank because  
11 that's all we have is in writing. And the devolution of  
12 funding control to Indian government I think is very good,  
13 very positive thing.

14 The thing about that that makes it  
15 difficult is for some kinds of things -- like, say, the  
16 university where you need a centralized effort. And if  
17 the funds are dissipated so that each band gets its own  
18 chunk the question of whether those bands are going to  
19 all get together and contribute and set up a university,  
20 I haven't seen it happen. I've seen there was an effort  
21 in Alberta -- oh, almost 20 years ago -- to put together  
22 a university there. They almost did it and then Indian  
23 and Northern Affairs dispersed the money to all the bands.

24

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1                   So there is some tough judgment calls  
2           in there in terms of the strategy in terms of higher  
3           education.

4                   **COMMISSIONER VIOLA ROBINSON:** But who  
5           do you think should be responsible for that?

6                   **DEAN BLAIR STONECHILD:** I think that Dr.  
7           Hampton's fourth reservation (PH) may be part of the answer  
8           that Dr. Hampton I believe is calling for legislative  
9           recognition by three (3) levels of government of SIFC as  
10          a national, public Indian university, so that would be  
11          recognition by Indian legislation and I think that  
12          basically exists now. But if we had national legislation  
13          which would recognize that and provincial legislation  
14          which would recognize that, that would I think make a  
15          situation in which those governments would have to  
16          cooperate you know in ensuring that the institution had  
17          the proper type of funding to enable it to function.

18                   **DR. EBER HAMPTON:** One of the issues of  
19          course is economic development and the long-term ability  
20          of Aboriginal communities to fund Aboriginal institutions.

21          And from my point of view it's an exact result of  
22          historical process that has made it impossible for  
23          Aboriginal communities to directly fund Aboriginal  
24          institutions right now.

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1                   We get questions sometimes about "Well,  
2           do the Chiefs interfere with the academic operation of  
3           the College?" And in my experience, no, much less so than  
4           the Legislature and the Governor of Alaska interfered with  
5           the University of Alaska. Our funding doesn't come  
6           directly from Indian government. Our legislation does  
7           but our funding is not presently under Indian control.

8                   **COMMISSIONER VIOLA ROBINSON:** Thank  
9           you.

10                   **CO-CHAIR RENE DUSSAULT:** We are going  
11           to take a short break for coffee and stretching and we  
12           resume in a few minutes.

13                   Thank you.

14           **--- Upon recessing at 3:40 p.m.**

15           **---Upon resuming at 3:57 p.m.**

16                   **CO-CHAIR RENE DUSSAULT:** Would you please be  
17           seated? Take your seats again.

18                   So I understand we are going to be presented a  
19           brief by the Saskatchewan Indian Equity Foundation: Roy  
20           Bird and Clive Diller. Proceed whenever you are ready.

21                   Thank you.

22                   **MR. ROY BIRD:** Okay, thanks, Mr. Chairman, and  
23           welcome to Regina. We would like to thank you for the  
24           opportunity of making a presentation on behalf of the

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1 Indian Equity Foundation.

2 My name is Roy Bird. I am the Chairman of the  
3 Saskatchewan Indian Equity Foundation and we do have some  
4 handouts that we have explaining the history of SIEF, and  
5 also a one-pager on some of the activities that we have  
6 undertaken. With me is Del Anoquod. Del is actually  
7 involved with education but he has been involved with us  
8 and was originally the Chairman of the Equity Foundation.

9 I will be asking him to make some statements on the  
10 formation of a bank. As well, with us is Clive Diller.

11 Clive is the white guy sitting on the right-hand side.

12 He is our manager of the Saskatchewan Indian Equity  
13 Foundation.

14 So, we don't have a formal presentation; just what  
15 we gave to the Chiefs at last week's general assembly.  
16 Equity Foundation is an institution that is part of the  
17 Federation of Saskatchewan Indian Nations. The idea  
18 started back in the early eighties. I have been involved  
19 with the Equity Foundation since the formation in 1982,  
20 as well as Bill who was also originally involved.

21 I come from the Montreal Lake Band, which is 60  
22 miles north of Prince Albert in the centre and heart of  
23 Saskatchewan. I've gone the full circle. I've been a  
24 council member. I've been a Chief in my own band.

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1 Recently I was with SFI, executive as third vice, involved  
2 in economic development. I am now retired and in business;  
3 still Chairman of the Equity Foundation.

4 The board was formed in 1982 and the funding was  
5 approved in 1986. Our objectives and our goals are to  
6 provide business loans to treaty Indian people, to First  
7 Nations, to bands, to start and assist them in businesses.

8 And I will be speaking as to why we had to get involved  
9 and why we had to be formed.

10 Prior to that the Indian Economic Development Loan  
11 Fund had existed in Canada, had existed in Saskatchewan.

12 It was the loan fund that was operated and run by Indian  
13 Affairs. The failure rate of that, as of the early 1980's,  
14 was 95 per cent. The delinquency rate was 60 per cent.

15 And it didn't work. It just didn't work at all. And  
16 so out of that the Aboriginal Capital Corporations were  
17 formed in Canada and which today I believe there are 33,  
18 the Saskatchewan Indian Equity Foundation being the  
19 biggest -- one of the biggest.

20 Indian Affairs offered to sell some of those  
21 accounts to us -- they had quite a few accounts left --  
22 and we refused. And that's the whole idea of the Revolving  
23 Loan Fund. By giving business loans, by loaning Indian  
24 business people the money, and the interest paid back,

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1       that was the idea of the Revolving Loan Fund. And I think  
2       Del will explain where that original idea came from  
3       involving cattle.

4               So, we began our operations in 1986. We were  
5       capitalized to the tune of \$4.3 million in 1986. In 1989  
6       we applied for and received an additional \$3 million from  
7       the Native Economic Development Program. For the past  
8       seven (7) years that we have been in operation we have  
9       loaned out approximately \$15 million in all areas of  
10      business.

11             Over 1,400 treaty Indian business people have been  
12      assisted and we have been able to create or maintain at  
13      least 3,500 jobs here in Saskatchewan, as it applies to  
14      Saskatchewan only. Our loan/loss ratio is less than four  
15      (4) per cent. And of course our objective is to lend money  
16      to small businesses, to First Nations businesses, to tribal  
17      councils.

18             And we are involved with many areas. Just to name  
19      some of the areas is: our business loans -- some of our  
20      biggest business loans are in the reserves with school  
21      buses, taxis. We have given out loans for hotels,  
22      automotive businesses, real estate, restaurants, golf  
23      courses, manufacturing. We have been involved with  
24      manufacturing. In the area of forestry we have been

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1 involved with skidders and camps. We have been involved  
2 with tourism camps. We have been involved with mining  
3 equipment, trucking, retail stores. We have been involved  
4 in many, many areas of business both on and off reserve  
5 for the past seven (7) years.

6 I want to move away from the presentation for a  
7 brief moment to talk about three (3) major areas in which  
8 we have been involved with and we have been assisting up  
9 in central Northern Saskatchewan. We have been involved  
10 in the forestry field with our loans in skidders and power  
11 saws and so on, from start to finish in terms of forestry.

12 We have many people involved in forestry, many individual  
13 contractors and several bands that are involved in  
14 contracting and harvesting and logging. Several First  
15 Nations are involved in silviculture, in tree thinning  
16 and tree planting and in various areas.

17 It's quite lucrative. It's heavily business.  
18 At the present moment there is a Model Forest Agreement,  
19 one (1) of ten (10) I believe in Canada; a partnership  
20 between the FSIN, the P.A. Travel Council, Warehouser (PH),  
21 Forestry Canada, the Montreal Lake Band and the Prince  
22 Albert National Park. For the first time in many, many  
23 years we have been able to sit at the same table and talk  
24 about some of the objectives, which is co-management of



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1 the forestry, as well as jobs and contracts.

2 We are also involved in tourism. We've helped  
3 get several people started in tourism. It's a rapidly  
4 big area. It's rapidly moving to a big field. Federation  
5 is involved in coordinating and assisting the tourism  
6 field.

7 We are also involved in some aspects of mining.

8 And as third vice-chief of FSIN last year we were heavily  
9 involved in negotiating with mining companies in Northern  
10 Saskatchewan to talk about being equity partners and our  
11 discussions continue.

12 There are several northern bands that are involved  
13 in contracts, quite a few individuals from my community  
14 as well as Northern communities that work in the uranium  
15 mines. And I have attended several panel hearings and  
16 as a businessman I have my own business, as I stated, back  
17 in Montreal Lake. As a businessman I can only state that  
18 we encourage the mining in Northern Saskatchewan,  
19 specifically the uranium mining.

20 And there are several areas which we need to sit  
21 down with them and we are continuing to deal with them.

22 And these are the areas of resource revenue sharing in  
23 terms of treaty, as well as discussing the environment  
24 and the business involvement. We just don't want jobs.

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1       We just don't want to send our guys up seven (7) days  
2       in, seven (7) days out. We want to be part owners of some  
3       of the mines and we want to benefit from the downstream  
4       benefits that occur, such as catering, trucking and so  
5       on that is presently happening at the moment right now  
6       without being equity partners. But sitting on the board,  
7       getting involved with the decision-making, is something  
8       that we are looking forward to.

9               Just those three (3) areas. The other area I  
10       wanted to briefly mention are the cutbacks in Indian  
11       Affairs in economic development. It seems to be that we  
12       are trying to progress forward in economic development.

13       Many bands and many individuals are business-minded and  
14       are moving forward in business but it seems to be that  
15       the federal government or the Department itself doesn't  
16       seem to understand that or refuses to understand that we  
17       want to involve ourselves in business and get away from  
18       the social cost, get away from the dependency on social  
19       welfare.

20               My reserve, for example, has 80 to 95 per cent  
21       employment. It fluctuates in that area. The social costs  
22       are high. High not only in terms of money but high in  
23       terms of many areas. I've been to various funerals of  
24       suicides. It creates a lot of problems. And sometimes

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1 seasonal jobs -- at the present moment the unemployment  
2 rate dropped to 65 per cent but it's very high and still  
3 continues to be high.

4 And there are many reasons why we have high  
5 suicides. We have many reasons why we have alcoholism  
6 and many of you have read and have actually seen probably  
7 the results of too much social dependency, too much  
8 welfare, not enough jobs and employment and training.

9 The area that I come from is the Churchill River  
10 area and there is three (3) major bands. My band, for  
11 example, has about 2,000 people, Laronge has about 5,000  
12 people, and Peter Ball has about 3,500 people. To the  
13 south of us is Sturgeon Lake, 40 miles to the south of  
14 Montreal Lake. Montreal Lake is on the forestry belt,  
15 40 miles is the prairie belt.

16 And in Sturgeon Lake they continue to practice  
17 their customs and traditions. They have powwow dancing,  
18 they have sweat lodges. And to the north of Laronge is  
19 Wollaston Lake, the Dene country, and they continue to  
20 practice their traditions, including drum dances,  
21 including sweat lodges.

22 But in the middle, in the Churchill River area  
23 between Laronge and Montreal Lake, there is very little  
24 of that activity. And there are many reasons but in my

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1 estimation there are three (3) main reasons why our people  
2 are struggling to retain the culture that many of our old  
3 people grew up with.

4 The three (3) main reasons is student resident  
5 experience. Many kids from that area, from the forestry  
6 belt, were taken to the student residences and they beat  
7 on us to not speak our language, to forget who we were.

8  
9 The other reason -- the student residence  
10 experience has been all over Canada -- the other reason  
11 is the church system. Prior to contact we had our own  
12 spiritual beliefs. We have the same creator. You and  
13 I have the same creator but when the church system came  
14 they beat on us pretty hard; they were going to civilize  
15 us. And we had to adapt to the Anglican Church or the  
16 Roman Catholic Church. And they beat on us pretty hard  
17 to believe that we were second-rate citizens, second-rate  
18 people, that we were savages. That syndrome continues  
19 today in many old people and it affects business.

20 And of course the third reason is the welfare  
21 system. It's so easy to get welfare. And people can live  
22 from the day they are born to the day they die on welfare.

23 It's that easy. And the only way we can break out of  
24 that is through business development, through jobs and

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1       employment training. But when you apply 28.8 per cent  
2       cuts on economic development you cripple economic  
3       development and you cripple growth on our reserves. There  
4       were several projects that were destroyed; that were  
5       crippled because of this cut.

6               So, before I move on to the issue of banking, there  
7       are several positive areas that we are working with the  
8       ABBB, the ISTC Program. And Ken has been involved with  
9       us. He is the national chairman. We have had several  
10      meetings and the positive areas which we are working on,  
11      regardless of the cuts from INAC and the cuts on economic  
12      development, is that we have a working relationship with  
13      the CAIDS people. And there are three (3) areas that we  
14      are working: the development of strong Indian business  
15      management expertise and the capacity to do financial  
16      analysis and there are several things that we are  
17      undertaking to do that.

18             And the second area is to seek ways of turning  
19      social assistance funds to job creation. We need to  
20      demonstrate that welfare savings can be invested within  
21      communities.

22             And the third area is to work towards the blending  
23      of funds from ISTC, INAC, CIC so we can develop long-range,  
24      long-term strategies to make better use of our excess

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1 funds.

2 So we are going to be here, we are going to continue  
3 working with the federal government, with the provincial  
4 governments, in areas of jobs and areas of business  
5 development, and making sure that our equity foundation  
6 continues to thrive. I will turn over the microphone to  
7 Del Anaquod who I would like to move on to the Class B  
8 licence and the formation of an Indian bank and why we  
9 need an Indian bank and why we don't have additional  
10 funds -- I am taking his thunder away -- why if we don't  
11 get additional funds CIFA will die.

12 So, Del.

13 **MR. DEL ANAQUOD:** Thanks, Roy.

14 As Roy said I was involved initially from the start  
15 of SIEF as the Chairman for about four (4) years and after  
16 that I stepped down from the board. About four (4) years  
17 ago when SIEF was first established we were running into  
18 a number of difficulties; not major ones.

19 The biggest one was the shortage of capital. So  
20 they had asked me to take a look at SIEF and the Aboriginal  
21 capital corporations, period. I think some of this is  
22 not new information. We have 33 in the country. SIEF,  
23 with its capital base, is the largest I believe on that  
24 one. But in order for SIEF to become viable it needs a

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1 capital base of about \$14 to \$16 million.

2 Now, why that is, is that most of the capital  
3 corporations are sort of being forced to go into what is  
4 called the high risk/small business end and to take the  
5 lead role on that one. So most of the loans -- and I think  
6 generally before we hit into this recession, before we  
7 got into it -- small business's chance of surviving: half  
8 were going to fail within the five (5) years. I'm not  
9 talking just Aboriginal, I'm talking non-Aboriginal as  
10 well. So what is happening is that we are putting  
11 institutions like SIEF and other capital corporations into  
12 the high risk camp.

13 I then look over and for example we see here I  
14 think the Friendship Centre and other -- we have housing  
15 corporations -- Silver Sage, et cetera -- which "How do  
16 we get our money for that?" We go to the banks. We go  
17 the Bank of Montreal, CIBC and so forth. And those are  
18 safe loans. Those are all guaranteed by CMHC.

19 So the very first issue I guess is for SIEF to  
20 diversify its portfolio. It is in the high risk end.  
21 It is a small Aboriginal business. The ability to lend  
22 loans and to get into other areas wasn't there. So,  
23 tracking SIEF and all its loan loss, compared to the old  
24 Indian Affairs, Indian Loan Program, I think the loan/loss

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1 rate was a little over 90 per cent of that one.

2 As a matter of fact Roy raised the question of  
3 the history of Indian Affairs and economic development.

4 I don't how predominant it was across the country but  
5 in the prairies here it started with what is called a  
6 "rotating herd concept." Back in the forties, fifties,  
7 and I think the last one in Saskatchewan here sort of went  
8 out in the seventies, the idea was that Indian Affairs  
9 had these herds which they put into a community and then  
10 whatever calves are born in the spring they would then  
11 take that herd and give it to another community to run.

12 And so, very good on theory and on paper. All of a sudden  
13 everybody would have their own herds going. Eventually  
14 the Indian agents came around looking for these herds and  
15 they kind of magically disappeared and they were lost.

16 It's almost that same rotating herd concept where  
17 we saw the initial first INEF, Indian Economic Fund, had  
18 a half million in it. It was the same thing: was to take  
19 money -- which they have this money: Indian people,  
20 businesses that borrow, replenish the fund and so forth.

21 It wasn't until we started getting into  
22 recognizing Aboriginal people running their own  
23 institutions -- you know with the forerunner of CAIDS --  
24 the NEDP Program, that you see the loan/loss rate plunge



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1 to where it is today. As I said, SIEF at four (4) per  
2 cent is very, very good. I mean regular banking, if you  
3 go over two (2) per cent you're in trouble with some of  
4 the banks and some of the banks, likely because of major  
5 hits, have been taking on some vast projects have risen  
6 fairly high.

7 The point I want to make is that these capital  
8 corporations have to diversify. They have to be given  
9 the ability to get into major mega-projects, given the  
10 ability to have access to markets that other institutions  
11 have. For example, as I said, some of our housing  
12 corporations -- probably in Regina here we probably have  
13 about five or six hundred housing corporations under a  
14 variety of Aboriginal control -- those are easy guaranteed  
15 loans by the bank. They are all guaranteed by CMHC.

16 So, with these Aboriginal capital corporations,  
17 as they sit now I think across the country -- and looking  
18 at SIEF as being the largest with only a little over \$7  
19 million -- their capital base has to double by two (2),  
20 as I said to \$14 to \$16 million. They have been very,  
21 very successful and I think that's the model that we have  
22 to use. And I know recently, in the paper, you know we've  
23 had a major organization calling for the formation of a  
24 national Aboriginal bank, capitalizing at 30 million, but

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1       30 million will last a couple of weeks. And I guess we  
2       can set up one (1) or we can go into a whole diversification  
3       of capital corporations and making them viable.

4               The other kind of point, which is a total side  
5       point -- and it partially covers a little on education  
6       here, Roy -- is the need for research and development.  
7       And I guess I look around and there is a lot of institutions  
8       out there which help the business community which we  
9       haven't yet fully developed within Aboriginal society.  
10      For example, you have farmers which have their agriculture  
11      school. In Saskatchewan here I mean it's a nice facility.  
12      You have fisheries. You have fisheries school.

13             I guess a major industry in this country which  
14      isn't recognized is the whole hunting and fishing and  
15      trapping renewable industry which is I would estimate about  
16      \$1 billion a year industry. There is no institution of  
17      higher learning or any economic institution which is  
18      looking at that whole sector which those are support  
19      systems for the business community to make decisions and  
20      it's one that I would propose is the need for research  
21      and development corporations, period.

22             On the issue of SIEF and its long-term viability  
23      I think it's recognized it is going down, you know what  
24      we are looking at in about 10 to 15 years at its loan/loss

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1 rate and so forth. And I always wonder why we got into  
2 Aboriginal capital corporations, unless the idea or the  
3 philosophy is that it was an interim measure until  
4 Aboriginal people would then approach existing banks and  
5 institutions, or is that it means only a transition thing.

6 I think that philosophy is dead because we need  
7 access, a lot of our people to get into business, need  
8 access to capital, to money, to a variety of resources.

9 Therefore, we are going to have to build up the Aboriginal  
10 capital corporations. And SIEF, as it is now, being the  
11 largest in the country, is the closest to that you know  
12 by just doubling its capital base. I highly recommend  
13 that we go in that direction.

14 And I guess on the aspect of a Class B bank, we  
15 had looked at a variety of viable options. Right now I  
16 think there is a lot of -- you have major movements by  
17 all banks, trying to cash in on Indian business and there  
18 is none that's -- I think they're all jumping on the band  
19 wagon. My feelings on that one is that we should have  
20 our own Aboriginal-controlled banks rather than having  
21 the banks walk in as they are now when all of a sudden  
22 they see land entitlement, they see major land settlements.

23 I admire the banks for paying more attention.  
24 I mean they deal things on a strictly business issue and

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1       they see potential business here. We could cover a whole  
2       variety of areas on pensions that our bands and our  
3       institutions have. I think you heard the SIFC earlier  
4       on today. I think in their pension fund they are probably  
5       looking at a million and a half that they have in their  
6       pension fund which is now being administered by another  
7       institution and reinvested in all likelihood in  
8       non-Aboriginal businesses for a return.

9               We have insurance capabilities I think where we  
10       should be into the insurance business, and there is a number  
11       of small Aboriginal companies who are getting into that,  
12       mainly in the broker sense. But we have to get into these  
13       areas in the services sector in a fairly big way. We can  
14       debate whether it's a trust licence we have and there is  
15       a general fear with licensing any new banks and any new  
16       trust companies and I think any Aboriginal institution  
17       is going to face a major, uphill battle on that one but  
18       it's a developmental phase that we will go into before  
19       we offer into full-fledged banking services. One day I  
20       envision very easily, even in this institution, of having  
21       ATM's. What's wrong with having ATM in a band office and  
22       so forth, or other services that we could be offering?

23               So, with that, maybe I will ask if Clive wanted  
24       to add anything on the SIEF itself and the technical

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1 aspects.

2 **MR. CLIVE DILLER:** As Del has said, one of the  
3 areas with small business in the Province of Saskatchewan  
4 and the First Nations people is the lack of capital. It's  
5 very difficult to have capital to start up business.

6 One of the other areas that is a very big problem  
7 is banking policy as a norm does not allow for lending  
8 of money to First Nations businesses, especially those  
9 that are on a reserve. For the average small businesses  
10 starting up the national average in Canada at the present  
11 time for small business is a failure rate of 50 per cent,  
12 and those are institutions that are starting up that have  
13 access to all the normal lines of banking such as terminals  
14 and operating loans and First Nations people do not have  
15 that same type of set-up. It's very important that we  
16 look towards the direction of diversifying and forming  
17 a First Nations banking institution.

18 Roy.

19 **MR. ROY BIRD:** Just in summary I guess our  
20 recommendations would be, from a business point of view --  
21 and I want to thank Clive and Del for their assistance --  
22 is to the federal government to work with us in terms of  
23 the First Nations bank to bring us the other 32 ACC's  
24 together somehow, to work with us. We are the stakeholders

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1       in the development of our own economy, our own resources  
2       and our own people.

3               We have met with most of the major banks -- well,  
4       all the major banks -- some preliminary meetings as a result  
5       of a resolution from the Chief's conference. We have met  
6       with all the chartered banks, the credit unions and some  
7       trust companies and, yes, they are all willing to  
8       participate. And those are just preliminary meetings but  
9       we want to encourage the federal government to work with  
10      us to continue in the development of a bank, a bank where  
11      our own people could go to and not have to fear being treated  
12      as second-class people. And our people go through that,  
13      not on a regular, regular basis, but that's one of the  
14      reasons why we formed SIEF, that many of our people that  
15      go down to the bank and face a teller right across, if  
16      they are Indian people sometimes they are looked down upon.

17      And we need our people to be able to stand up and be tall  
18      and proud about who they are instead of being looked down  
19      upon. So, our recommendation is to the federal government  
20      to work with us. We are the major and main stakeholders  
21      of our future.

22              Of course the other area is to develop strong  
23      Indian business management skills amongst our people, the  
24      expertise and the capacity to do financial analysis.

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1           The other recommendation which I stated was how  
2           do we turn social assistance funds to job creation. We  
3           need to do that. We need to demonstrate that welfare  
4           savings can be invested within communities. And of course  
5           to work towards the blending of funds from the federal  
6           departments -- ISTC, INAC and CEIC -- so we can develop  
7           long-term strategies.

8           Those are the major recommendations that we can  
9           give you, Mr. Chairman, for the future of Indian business,  
10          specifically here in Saskatchewan. So, that's our report.

11          Thanks.

12          **CO-CHAIR RENE DUSSAULT:** Thank you very much.

13          Maybe you could tell us how the Equity Foundation  
14          started the capitalization at the beginning. Where did  
15          the money come from when it was started in 1982 and during  
16          those four (4) years? Because you mentioned that the  
17          capitalization was 7.5 million.

18          **MR. ROY BIRD:** We began negotiating back in 1980,  
19          '82, and we submitted a business plan and a proposal to  
20          NADP, which is the forerunner of CAIDS. And our first  
21          request was for \$4.3 million back in '86 and I think we  
22          were one of the first Aboriginal capital corporations to  
23          receive that money.

24          And we applied again -- my good friend Del Anaquod

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1 put a business proposal together -- in 1989. We got an  
2 additional \$3 million. The other \$200,000.00 came from  
3 the provincial government who invested into the Equity  
4 Foundation through a contribution back in '86.

5 **CO-CHAIR RENE DUSSAULT:** On the technique of  
6 lending money, do you ask guarantees? When you accept  
7 a loan, how does it work? Because last week we heard a  
8 presentation by Caisse Populaire Credit Union in Kanewake  
9 and they talk about it's one of the rare banks or credit  
10 unions on the reserve itself. And they talk about the  
11 trust agreements in order to avoid the legal traps of the  
12 present Indian Acts, though they acknowledge this has not  
13 been tested.

14 So, could you expand a bit on -- you have been  
15 lending more than 15 million, so what kind of guarantees  
16 are given?

17 **MR. ROY BIRD:** I will ask Clive to speak on it  
18 but first I want to state the reasons why we have been  
19 successful. It's because it's owned by the Indian people.  
20 Equity Foundation is owned by the Indian people. The  
21 board members are Chiefs which represent their tribal  
22 councils.

23 Point number two (2) is that each loan that comes  
24 to us has to be viable. It has to have a business plan.



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1       It has to have the financial business plan that shows  
2       it's going to be viable. And if we come across a business  
3       that -- we are a regular bank and we are trying to act  
4       like a regular bank, but we go to places where banks won't  
5       go. So it's a business plan, it's got to be viable, and  
6       there has got to be guarantees just like the regular bank.

7               And where we differ from the banks is that we get  
8       band council resolutions from -- if there is a business  
9       on a reserve we get a council resolution from a Chief on  
10      council saying that if something happens to the business  
11      we have an ability to go in there and go seize or secure  
12      or get our collateral.

13             But I will turn it over to Clive to answer more  
14      specifically.

15             **MR. CLIVE DILLER:** Mr. Chairman, basically what  
16      transpires is we will get clients that will contact us  
17      and discuss possible business prospects and if we think  
18      it's a viable business they get referred to some of the  
19      tribal councils, economic development officers, who assist  
20      them in preparing a business plan. In most cases we  
21      request that the individual participate in preparing that  
22      plan by compiling the statistics, thereby giving them  
23      better insight as to what they need to do to make that  
24      business successful. They also provide us with a personal

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1 data sheet showing us their financial position.

2 If they require a grant they are referred to the  
3 two (2) granting agencies in the Province of Saskatchewan,  
4 one being the former Saskatchewan Indian Metis Secretariat  
5 which is the provincial wing, or then also to CAIDS which  
6 is the federal arm. If they are approved through there  
7 for grant, that's also considered equity into the business.

8 We do generally a term loan, sometimes taking  
9 security mortgage, security if it is off reserve, or just  
10 equipment as security if on reserve, with a repayment  
11 schedule and VCR from the band showing that they support  
12 the project if it is on reserve and also a line of access.

13 We do not get, as maybe Kanewake is, get guarantees from  
14 the band for an individual's loan.

15 We have been very successful because our  
16 entrepreneurs have operated their businesses themselves  
17 and paid their own bills. As one of our board members  
18 said, we have operated for seven (7) years. We've \$7.5  
19 million to start. We've paid all our bills, we've written  
20 off money, and we still have \$7.5 million. So it's a real  
21 tribute to the entrepreneurs in the Province of  
22 Saskatchewan.

23 **CO-CHAIR RENE DUSSAULT:** And looking for  
24 additional capitalization I understand that -- are you

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1 still looking for the same source of -- is it in the cards  
2 for ---

3 **MR. CLIVE DILLER:** We applied recently to the ABDB  
4 Program for top-up, however there are no funds available  
5 from the ABDB until possibly March '94 or after April '94  
6 when the new budget comes down. So, it's quite possible  
7 that if we were to lend out money on the rate that we are,  
8 that we could run out of money before the end of the year.

9 **CO-CHAIR RENE DUSSAULT:** So what is the future  
10 then?

11 **MR. CLIVE DILLER:** We need to diversify.

12 **CO-CHAIR RENE DUSSAULT:** Well, to diversify the  
13 loan or is it diversify the source of capitalization?  
14 Because in your brief you say you need to diversify the  
15 loan.

16 **MR. CLIVE DILLER:** Both, basically.

17 You see, as a Class B bank right now we cannot  
18 take deposits.

19 **CO-CHAIR RENE DUSSAULT:** Yes.

20 **MR. CLIVE DILLER:** Okay? And that's one of the  
21 things that hurts us. We have bands right now that have  
22 approached us that have TLE money to invest in SIEF but  
23 we cannot do that because we can't guarantee them a return  
24 or the return of their funds. And also we can't go into

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1 the area of CMHC mortgages, which would be another good  
2 area to invest money as far as lending it out.

3 **CO-CHAIR RENE DUSSAULT:** So what are the  
4 solutions for the future? Because that is a major area  
5 and everybody needs money for either personal purposes  
6 or for getting into business and starting up money and  
7 with the present system where there is very few banks or  
8 credit unions on the reserve itself. So how do you see  
9 the future? From the Commission point of view we have  
10 to come up with some kind of solutions on that under the  
11 present system with the land and belongs to the bank on  
12 reserves it's not possible to get a mortgage to go to  
13 through regular institutions and give the house as a  
14 collateral and on and on.

15 So how do you see the whole system for the future?

16 **MR. CLIVE DILLER:** Well, I guess a good example  
17 of what we are looking to do, as the Chairman has said,  
18 is we wanted to become a banking institution. And I guess  
19 we can look at Peace Hill Trust which is owned by the Samson  
20 Cree Nation. And it has been very successful and operates  
21 along the same lines as we do and they don't have any problem  
22 whatsoever in dealing with First Nations bands and they  
23 are able to lend money and haven't written off any money.

24 Their president just recently told us that their provision

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1       for loss right now is lower than the average for the  
2       national banking institutions.

3               So we think it's economically feasible and viable  
4       for us to become a banking institution, whether it's in  
5       joint partnership with a trust company or banking  
6       institution. It would give us the source to get deposit  
7       funds that we could in turn use for loan capital and it  
8       would also us help to diversify our portfolio and get into  
9       CMHC mortgages and also into small consumer loans which  
10      is something else that would be beneficial too.

11              **CO-CHAIR RENE DUSSAULT:** Could you be a bit more  
12      explicit on TCO Trust? Is it a joint venture or is it ---

13              **MR. CLIVE DILLER:** No, solely owned by the Samson  
14      Cree Nation. Its head office is in Hobbema --

15              **CO-CHAIR RENE DUSSAULT:** Yes.

16              **MR. CLIVE DILLER:** --- and they also operate out  
17      of Edmonton, Alberta and they have offices in Calgary and  
18      Winnipeg at the present time.

19              **CO-CHAIR RENE DUSSAULT:** And they got deposit  
20      from the public generally?

21              **MR. CLIVE DILLER:** Right. They are a federal  
22      chartered trust company.

23              **CO-CHAIR RENE DUSSAULT:** Yes.

24              **MR. DEL ANAQUOD:** Just to add on to that one, to

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1       answer your question of where is new capital going to come  
2       from.

3               I think Alberta -- keep things in perspective,  
4       is that of the -- the National Trust Fund there is a little  
5       over \$1 billion in there; either \$1 billion that is in  
6       or 93 per cent is destined for Alberta bands. So you can  
7       have -- and that's where Hobbema comes in is because the  
8       oil and gas revenues -- have quite a bit of capital that  
9       you can put in to serve these institutions.

10              You asked a question of "Okay, if you want SIEF  
11       or any other institution, where is the capital going to  
12       come from?" We don't have any rich Indians at this point  
13       in time, you know, which could provide the money to finance  
14       some of this. We have a lot of transition money, money  
15       within the Indian economy -- we are talking a couple of  
16       hundred million -- that goes in, then sort of comes right  
17       back out.

18              I guess where this new capital is going to come  
19       from, I would say for the interim, until we get capital  
20       within Indian society I would highly recommend, to make  
21       sure that SIEF is viable, would come from at this point  
22       in time from CAIDS, the Aboriginal Development. And that  
23       is the only way that these capital corporations are going  
24       to be viable. Unless you are -- I was going to say the

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1       closest you are going to come to a rich Indian is maybe  
2       sitting at the end of the table there, but I don't know  
3       how -- I was looking at Roy.

4               So I guess as well as resources -- we don't have  
5       resources. We are eight (8) per cent -- I am talking as  
6       Indian people -- we are eight (8) per cent of the population  
7       but we own less than half a per cent of the land in this  
8       province. And I think it's resources -- not "I think" --  
9       I know it's resources that run governments. Until we get  
10      a half decent land base as well as we get a share of the  
11      resources that are being extracted to do our developments  
12      we are not going to go anywhere. So we are left then still  
13      going back to the government to finish up the  
14      capitalization of SIEF.

15              **CO-CHAIR RENE DUSSAULT:** But how long will the  
16      transition be? Of course it all depends on the resources  
17      as you have just said but I am trying to see what are your  
18      thoughts on the possibility of getting some kind of  
19      financial institutions in the communities in order that  
20      the money do not transit in five (5) minutes and go out  
21      but stay there for a while. Did you give thoughts to this  
22      area because it seems to me that there is room for ---

23              **MR. CLIVE DILLER:** I think that is the area where  
24      we have met with the other banking institutions and Peace

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1 Hill Trust as an example, to look at forming a joint  
2 partnership. That would give instant credibility, number  
3 one, to the institution, which would allow us to take  
4 outside deposits from other institutions other than  
5 Aboriginal businesses. We could probably get the capital  
6 through that source where we could get -- as an example  
7 the provincial government has already indicated that they  
8 would possibly participate in a First Nations bank being  
9 formed in the Province of Saskatchewan.

10 So it's there but it's a case of getting  
11 credibility. People, when they go in dealing with banking  
12 institutions, want to ensure that CIDC insurance is there  
13 because of the number of failures. And to qualify to be  
14 a CIDC lender you need to have at least 5 million in capital.

15 **CO-CHAIR RENE DUSSAULT:** You mentioned earlier  
16 that this foundation is probably the larger of ---

17 **MR. CLIVE DILLER:** ACC's.

18 **CO-CHAIR RENE DUSSAULT:** --- 23 ---

19 **MR. CLIVE DILLER:** It's 33.

20 **CO-CHAIR RENE DUSSAULT:** --- 33 in the country?

21 **MR. CLIVE DILLER:** Yes, it is.

22 **CO-CHAIR RENE DUSSAULT:** Is it the older?

23 **MR. CLIVE DILLER:** Yes, it would be the oldest.

24 It's one of the oldest in Canada.



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1                   **CO-CHAIR RENE DUSSAULT:** And are you aware of the  
2                   situations of most of the others? Well, are they likely  
3                   to run into the same difficulty?

4                   **MR. CLIVE DILLER:** Some of them have already ran  
5                   into that right now. The smaller ones are having  
6                   difficultly right now that have had capitalization of \$3  
7                   million and haven't received additional capital are  
8                   starting to have problems already.

9                   **CO-CHAIR RENE DUSSAULT:** What about the loss  
10                  ratio?

11                  **MR. CLIVE DILLER:** It varies from province to  
12                  province.

13                  In talking to most of the general managers our  
14                  loss ratio is comparable or better than a lot of them,  
15                  and that's -- four (4) per cent has been considered very  
16                  good in any discussions we have had with banking  
17                  institutions. They have been very surprised that our loss  
18                  ratio has only been four (4) per cent.

19                  **CO-CHAIR RENE DUSSAULT:** How many employees do  
20                  you have?

21                  **MR. CLIVE DILLER:** Eight (8).

22                  **CO-CHAIR RENE DUSSAULT:** And this has been stable  
23                  in the last three (3) years?

24                  **MR. CLIVE DILLER:** Yes, it has.

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1                   **CO-CHAIR RENE DUSSAULT:** They are all or mostly  
2                   Aboriginal people?

3                   **MR. CLIVE DILLER:** All of them except myself.

4                   **MR. ROY BIRD:** The white guy we hired.

5                   **MR. DEL ANAQUOD:** It is part of the affirmative  
6                   action program.

7                   **COMMISSIONER VIOLA ROBINSON:** I don't have too  
8                   many questions.

9                   These Aboriginal corporations funded by CAIDS --  
10                  formerly CAIDS I guess -- they are designed to set up and  
11                  make loans to Aboriginal people for business and that's  
12                  all you can lend to is for people who want to start up  
13                  business. And you have been doing that for how long did  
14                  you say?

15                  Seven (7) years.

16                  So, how long would it take for a corporation like  
17                  this to get the turnaround, to get the money coming back  
18                  so you can be self-sustaining? Wasn't that the original  
19                  intent of this program?

20                  **MR. CLIVE DILLER:** Actually, we became  
21                  self-sustaining in 1991. We've actually been  
22                  self-sufficient. We have no funding from outside to  
23                  subsidize our operations whatsoever. We haven't had since  
24                  1991.

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1                   **COMMISSIONER VIOLA ROBINSON:** But what you are  
2                   saying is that you need to be able to lend money for other  
3                   things, other than business ---

4                   **MR. CLIVE DILLER:** Right.

5                   **COMMISSIONER VIOLA ROBINSON:** --- and you are to  
6                   take money ---

7                   You cannot take mortgages? You couldn't lend  
8                   money out for mortgages?

9                   **MR. CLIVE DILLER:** Only if they are off reserve  
10                  and they have to be for business purposes. They couldn't  
11                  be a private individual buying a house.

12                  **COMMISSIONER VIOLA ROBINSON:** Oh, really?

13                  **MR. CLIVE DILLER:** No, no, can't do that.

14                  **MR. ROY BIRD:** Self-sustaining since 1991 for the  
15                  time being, but unless we get new capital and our loan  
16                  losses continue to build up we will die a slow death.  
17                  And Del mentioned about 11 or 12 years from now we will  
18                  cease to exist.

19                  So, it's in the best interest of both ourselves  
20                  as the owners and the federal government to come up with  
21                  some plan and that's why I mentioned that we need to sit  
22                  down with all the other ACC's, sit down with them and find  
23                  out exactly where we can go ---

24                  **COMMISSIONER VIOLA ROBINSON:** What has prevented

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1       you from doing that?

2               **MR. ROY BIRD:**   Probably direction and leadership.

3       It's a matter of us -- we accept some of the  
4       responsibility -- it's a matter of us getting together  
5       with the CAIDS people and saying "Let's get together."  
6       We have a newsletter that is distributed amongst each  
7       other.

8               But in terms of getting together, bringing all  
9       33 ACC's together, that hasn't happened.  It's something  
10      that we have to push and something that the feds have to  
11      say "Yes, let's do it."

12              **COMMISSIONER VIOLA ROBINSON:**  Because, yes, I  
13      guess you would have to and I don't know what we could --  
14      you know it's a program that is there and it's not outdone  
15      itself I think.

16              **MR. CLIVE DILLER:**  One of the other problems that  
17      is there is, there are strings attached to each and ours  
18      as an example ends in 1996.  If we were to get any  
19      additional capital they are now saying that they would  
20      attach controls to that for another 12 years.  And also,  
21      under the contribution agreement the way it is set up right  
22      now, you are not allowed to become a depositary taking  
23      agency.  Like you are not allowed to become ---

24              **CO-CHAIR RENE DUSSAULT:**  What does that mean when

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1       you say "You have until 1996?" That means that there is --  
2       is it on your existence or ---

3               **MR. CLIVE DILLER:** No, in 1996 our contribution  
4       agreement with the ABDB Program ends and the capital of  
5       \$7.3 million would become the property of the Aboriginal  
6       bands in the Province of Saskatchewan. We would have no --  
7       ABDB would have no further controls over us; we could do  
8       whatever we wanted with that money. We could put it into  
9       a banking institution or whatever. At the present time  
10      we can't do that.

11              **CO-CHAIR RENE DUSSAULT:** But what kind of plans  
12      do you have to do with the money?

13              **MR. CLIVE DILLER:** Well, we were looking towards  
14      forming a banking institution is what we were doing.

15              **CO-CHAIR RENE DUSSAULT:** And a joint venture ---

16              **MR. CLIVE DILLER:** Right.

17              **CO-CHAIR RENE DUSSAULT:** --- with trust?

18              **MR. CLIVE DILLER:** Right, right.

19              **CO-CHAIR RENE DUSSAULT:** I see.

20                      So that will give you some flexibility at that  
21      time?

22              **MR. CLIVE DILLER:** Right, but we have got to  
23      survive until 1996.

24              **CO-CHAIR RENE DUSSAULT:** Yes. Okay.

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1                   **COMMISSIONER VIOLA ROBINSON:** You did say you had  
2 met, though, with some banks and trust companies and you ---

3                   **MR. CLIVE DILLER:** Yes, we have had preliminary  
4 meetings with all of the major chartered banks and trust  
5 companies and the reception has been very good. They  
6 recognize that they have not been doing the job in First  
7 Nations country with regards to lending.

8                   I think the incentive that's there right now is  
9 the fact that they see the large sums of TLE money coming  
10 into the Province of Saskatchewan and other areas and they  
11 are really anxious to get at that but in order to do that  
12 they need to provide some programs. They lack the  
13 experience in those areas. They really don't -- when you  
14 sit down and talk to them the main topic that still comes  
15 up is how do you secure your loans. Like they have a hard  
16 time understanding how we can operate the way we are.  
17 And in all honesty I would say that on loans that we have  
18 to realize on the security in almost 90 per cent of the  
19 cases the clients have given the security back knowing ---

20                   **COMMISSIONER VIOLA ROBINSON:** With this TLE and  
21 all these agreements and stuff there is going to be some  
22 resources that is going to be coming. Couldn't you just  
23 turn this into some kind of a real financial institution  
24 and have your bands and people support your institution

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1       instead of going to those others?

2               **MR. DEL ANAQUOD:** We'd like to except we can't;  
3       we can't take deposits. That's the situation. That's  
4       how come the banks are all moving in now, because that's  
5       where the money is made.

6               I mean you take \$2 million and give it out as loans  
7       at 10 per cent and then you pay on deposits four (4) per  
8       cent and you are talking 60,000. That is where -- and  
9       some of the numbers we talk about are massive. I guess  
10      I know this is not on point but the largest loan I think  
11      that SIEF -- I don't know if it's recently -- is maybe  
12      100,000.

13              We are not going to break into Canadian society  
14      on small business loans. I mean what we have to do, the  
15      real action is -- when you are talking about the forestry  
16      industry, the uranium industry, the potash industry --  
17      we are going to have to start owning mines and -- potash  
18      mines and major forestry projects and everything else.  
19      For us to get into that we're talking hundreds of millions  
20      of dollars.

21              The type of economics we are going now, for us  
22      to really break into Canadian society where we would have  
23      companies who would then grow, who would then grow, my  
24      projections we're three (3) or four (4) generations away

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1 before we get to play big action. It's like South Africa.  
2 South Africa you may have political reform and democracy  
3 but all of the business is owned by the white society and  
4 so you are going to have black society that are sitting  
5 there, and say "Okay, how do they then own some of those  
6 diamond mines and other things," unless it's through major  
7 reform.

8 You know, people can say "Wow, why don't you work  
9 at your store, save up 30,000, double that, the next  
10 generation double that, the next generation where you can  
11 then afford. That is my biggest worry in a lot of our  
12 economic development, is that no matter how good -- and  
13 we are only talking here a measly seven and a half million  
14 I mean for us to really break into economic development.

15 And that's why we are going to talk a national Aboriginal  
16 bank we should be talking hundreds of millions of dollars  
17 to make it worthwhile. I mean we are into busing, we are  
18 into stores, we are into a variety of small businesses.

19 We want to own half the mines. We want to own half the  
20 forestry, provide jobs for our people and opportunities.

21 I didn't want to turn you guys off here. I don't  
22 have anything more.

23 **COMMISSIONER VIOLA ROBINSON:** Well, you have  
24 given a solution but I don't know how you do it and we



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1       can't tell you. All we can hope that you ---

2               **CO-CHAIR RENE DUSSAULT:** We heard the previous  
3       presenters talking about a national institution an  
4       Aboriginal university. Are you aware of a discussion of  
5       national Aboriginal institutions that would be larger than  
6       an area or province? Because we are talking about the  
7       necessity of catching up and not waiting three (3), four  
8       (4) generations before getting into the real business of  
9       influencing the economy for Aboriginal peoples.

10              Has there been a discussion about national  
11      financial institutions for Aboriginal Indian peoples?

12              **MR. CLIVE DILLER:** Yes, there has. We know, as  
13      an example, that in our meetings with the banking  
14      institution they have indicated to us that in other  
15      provinces in Canada there are bands that are prepared or  
16      would like to make this a national Aboriginal bank rather  
17      than just a bank for the Province of Saskatchewan. So  
18      it's out there. It's something that just needs to be  
19      expanded on and we just had the preliminary talks on it  
20      so we've got to go forth from here.

21              **MR. ROY BIRD:** One of the ways of doing it, Mr.  
22      Chairman, is by bringing in -- and as I mentioned before --  
23      bringing in all the ACC's together. Let's discuss the  
24      problems. Let's discuss what CIBC and Royal Bank are doing

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1       because they certainly haven't given us much information  
2       as to what they are doing. It's only in their best  
3       interest.

4               Why are they moving into Indian field now?  
5       Because it's money for them. And they are also scared  
6       of -- to put it bluntly -- they are scared of Peace Hill  
7       Trust. Peace Hill is going to come in and set up and take  
8       away all the mortgages and all the guaranteed operations  
9       because they are Indian-owned and most people go towards  
10      an Indian operation. So it's not because all of a sudden  
11      they felt sorry for Indian people; it's money.

12              But in terms of a national institution bits and  
13      pieces out there -- sometimes what I see is what I read  
14      in the newspaper. So that's where we need some -- we have  
15      to provide direction and we have to get some direction.

16      And if we are going to talk national institution the  
17      leadership has to be provided by us and by the federal  
18      government I think.

19              **CO-CHAIR RENE DUSSAULT:** It seems to me that one  
20      of the problems with the financial institution is that --  
21      it struck me in Kanewake for example that one of the reasons  
22      why it does exist is because of the structure of the credit  
23      unions or the Caisse Populaire that enable ownership and  
24      control by the -- its highly decentralized and while you

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1 benefit from the output of the overall set-up you can really  
2 have a board within the community that controls the  
3 institution, the local institution. And it seems to me  
4 that it's one of the problems with a national organization  
5 that don't have kind of structure.

6 There is no institutions within the Province of  
7 Saskatchewan that -- financial institution that will have  
8 a decentralized, local structures.

9 **MR. ROY BIRD:** The credit unions.

10 **CO-CHAIR RENE DUSSAULT:** The credit unions, yeah.

11 **MR. ROY BIRD:** We've had a meeting with the credit  
12 union and that's how they operate. I believe the  
13 membership owns the banks in various cities and towns.  
14 I believe there is about 278 credit unions here in  
15 Saskatchewan.

16 **CO-CHAIR RENE DUSSAULT:** But there are none on  
17 the reserves.

18 **MR. ROY BIRD:** There is none -- absolutely none  
19 in Saskatchewan.

20 **CO-CHAIR RENE DUSSAULT:** Do you know why? It has  
21 not been tried or ---

22 **MR. ROY BIRD:** Well, probably hasn't been tried.  
23 I don't know. I couldn't answer that one.

24 **MR. CLIVE DILLER:** Not in the Province of

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1 Saskatchewan but there was one tried in Alberta and the  
2 band lost every penny that was invested in the credit union.

3 At the present time there are no regulations governing  
4 credit unions per se with regards to deposit insurance  
5 or criteria or anything like that.

6 And what happens in the Province of Saskatchewan,  
7 credit unions are all reportable to Credit Union Central  
8 and Credit Union Central, if they run into financial  
9 problems, then they basically take over control. They  
10 are not in the same league as Caisse Populaire.

11 **CO-CHAIR RENE DUSSAULT:** I realize that.

12 **MR. CLIVE DILLER:** Yes.

13 **CO-CHAIR RENE DUSSAULT:** Okay. Thank you very  
14 much.

15 **MR. ROY BIRD:** Thank you.

16 **CO-CHAIR RENE DUSSAULT:** You are Ken Thomas.  
17 You may proceed whenever you are ready.

18 **MR. KEN THOMAS:** Thank you very much, Mr.  
19 Chairman.

20 The organization I am representing today is the  
21 Saskatchewan Indian Agriculture Program which have taken  
22 the liberty to table for your consideration the operating  
23 plan that we have developed for this fiscal year. I have  
24 taken the liberty to try to point out some of the highlights

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1       that I think you might be interested in, beginning with  
2       the Mission Statement.

3               The Mission Statement that we have is to create  
4       viable farm units, and I think what needs to be underlined  
5       there is the word "viable." It's very consistent with  
6       the Indian Equity Foundation and I think it represents  
7       some of the growth and maturity of Indian leadership here  
8       in Saskatchewan that they have chosen to focus on creating  
9       viable farm units as opposed to programming in the past  
10      that might have been more socio-economic in nature.

11             And the balance of our mission is to maintain and  
12      strengthen the self-reliance of Indian people based on  
13      the spirit and intent of our treaty rights in agriculture.

14      I think you were right when you began these hearings that  
15      there is a special relationship in Saskatchewan that we  
16      feel as a result of the treaties.

17             I have also taken the liberty to attach at the  
18      back page a copy of Treaty Number 4 which specifically  
19      represents some of the discussions that were held around  
20      the issue of treaty rights: agriculture. And, again, here  
21      I think it's important to take it in a broader context  
22      than what is noted there in terms of agriculture  
23      implements, cattle, grain, carpenter's tool and so on,  
24      to put it in a more modern context whereby what we are

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1 really talking about and what the Elders at that point  
2 and that Treaty Commissioner Morris were talking about  
3 was to try to replace a way of life or a way of  
4 self-sufficiency, self-reliance that he observed there  
5 that was being threatened and the Treaty Negotiators on  
6 the Indian side also wanting to make sure that their  
7 livelihoods and their way of life was protected. And at  
8 that point in time the expected or anticipated way of life  
9 was to have been agricultural so they did negotiate some  
10 specific terms relating directly to agriculture and it's  
11 from that that we take our mission -- or at least the  
12 foundation of our organization.

13 Now, the Saskatchewan Indian Agriculture Program  
14 is owned and operated by all of the Indian bands in  
15 Saskatchewan and it's a not-for-profit entity. It's a  
16 development organization. The objectives are listed on  
17 page number six (6). It's basically to assist status  
18 Indians to develop commercially viable agriculture units.

19 The accomplishments: we did an evaluation after we had  
20 been in operation for about 15 years and they are summarized  
21 at the bottom of page six (6).

22 "The total land base that is available for agriculture  
23 development on Saskatchewan reserves is a  
24 little over one million acres. In 1975 only

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1                   108,000 of these acres were cultivated by  
2                   Indian farmers."

3                   Now, through SIAP initiatives we had a major  
4                   evaluation 1987. The total utilization had increased to  
5                   547,000 acres in 1987. In 1975 there were 40 farm units  
6                   with a gross production in the order of about \$1.2 million  
7                   per year. In 1987 there were 600 farm units averaging  
8                   about \$18 million gross production per year. Total  
9                   investment in farm assets also increased from about 18  
10                  million to about 52 million in 1987 and net worth of Indian  
11                  farmers rose from 8.8 million to close to \$40 million over  
12                  the same time period.

13                  So those were some of the results and the latest  
14                  independent evaluation that we can point to is the  
15                  evaluation that was done in 1987. Of course there has  
16                  been some progress since that time.

17                  Some of the other accomplishments I would like  
18                  to point to is the fact that, again on page 11, we do have  
19                  an agriculture -- or an Aboriginal capital corporation  
20                  very similar to the Saskatchewan Indian Equity Program  
21                  and our capitalization now stands at \$5.9 million, and  
22                  again we got a start through the NEDP and again got a top-up  
23                  from CAIDS. As at March 31st, 1991 we had about \$4.2  
24                  million outstanding to 257 clients and some loan

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1        guarantees. So as far as the problems that SIEF is facing,  
2        our own ACC and the Saskatchewan Indian Loan Company are  
3        facing exactly the same kinds of difficulties. They are  
4        almost at break even, little bit over, but if nothing is  
5        done the capital will be eroded over time and we are also  
6        looking at various opportunities for diversification.

7                The one area of diversification that we have  
8        already entered into is on page 12. It's a venture capital  
9        corporation and this venture capital corporation is owned  
10       60 per cent by Silco and 20 per cent by our sister company  
11       in Manitoba and 20 per cent by our sister company in  
12       Alberta. And there is about \$3.6 million that is in that  
13       venture capital fund for agriculture development projects  
14       in the prairie provinces. So there is a little explanation  
15       of Improwest there. That is the first example or first  
16       attempt on our part to try to diversify our ACC's.

17               Some of the other things that SIAP has gotten  
18       involved in is we have established our own, 100 per cent  
19       owned, marketing company in response to a wild rice  
20       industry that we had established. On page 10 is a little  
21       history of the wild rice industry. We have been quite  
22       successful in promoting that industry, to the point where  
23       Indian producers in Saskatchewan, status Indians, are in  
24       control of 55 per cent of the production, 75 per cent of



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1 processing, and 95 per cent of the marketing of that  
2 particular product.

3 We are the largest source of lake harvested wild  
4 rice in the world and it's an example of what Indian  
5 organizations, both Indian producers, Indian  
6 entrepreneurs, supported by regional institutions,  
7 regional economic institutions, can accomplish in a very  
8 short time within one industry. We believe we can repeat  
9 exactly the same performance in fish farming industry in  
10 Saskatchewan, and ultimately in terms of the game farming  
11 industry.

12 Some of the other projects that we have, some of  
13 our bands are getting involved in that we are supporting:  
14 we have a \$4.2 million alfalfa processing plant that is  
15 state-of-the-art that are exporting to South Korea, Taiwan  
16 and Japan, and I think over time that we will likely get  
17 into more and more agriculture diversification projects  
18 with the Indian Agriculture Program.

19 So right now we have got SIAP who also owns SIAP  
20 Marketing Company, the Venture Capital Company and a loan  
21 company. Those are the areas of diversification that  
22 we've started to do, and even with all of those subsidiaries  
23 we are not fully self-sufficient at this time.

24 I think it's important to point out that in our

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1        budgets for this fiscal year there was a 10 per cent cut  
2        in Mazankowski's budget that translated into a \$28.8 per  
3        cent cut by headquarters Indian Affairs, and by the time  
4        it hit our institution it was 62 per cent cut in terms  
5        of our funding. Our funding was previously \$2.4 million  
6        and has been reduced to \$800,000.00, and that at the same  
7        time as when there is approximately an additional 1.5  
8        million acres of new land that will be coming under Indian  
9        status through the Treaty Land Entitlement process and  
10       a very large majority of that land has been targeting  
11       agriculture lands. So at the same time as when there is  
12       over double the number of acres that we are expected to  
13       deal with for agriculture development our budget has been  
14       cut by two-thirds.

15                And I think that is one of the themes that I would  
16       like to share with both the Federated College, the  
17       Saskatchewan Indian Equity Foundation in that while there  
18       is a lot of wonderful words about the focus and targeting  
19       of self-reliance, self-sufficiency, in fact the budgets  
20       say otherwise. That the budgets are in fact promoting  
21       further dependence and are cutting the only avenue that  
22       we can identify to create some ways of self-sufficiency  
23       and try to rebuild our economies that we once owned.

24                I think the other consistent factor that we have

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1 is the fact that we are all owned and controlled by Indian  
2 bands in Saskatchewan here and that we are all accountable,  
3 both financially and also politically, to the Chiefs of  
4 Saskatchewan. The Chiefs of Saskatchewan have used  
5 institution-building as one of the main avenues of growth  
6 and the exercising of their Indian government.

7 And I think a lot of the things that we do and  
8 that SIEF does particularly in terms of collecting money,  
9 lending money, having access to the reserve, having the  
10 support of the Chief and band council in doing that, would  
11 not have been possible had we not been able to say that  
12 this is your Indian-owned institution. And there is a  
13 lot of peer pressure that is at play by the Aboriginal  
14 entrepreneurs or Indian entrepreneurs -- in our case Indian  
15 farmers -- if they decide not to be responsible or not  
16 to honour their financial commitments to their own Indian  
17 institutions. There is a lot of friends and neighbours  
18 that are able to exercise some peer pressure and I think  
19 in a lot of cases that that is a deciding factor in them  
20 often times going through financial hardship in order to  
21 honour their commitments to their Indian financial  
22 institutions.

23 I guess some of the other things that I would like  
24 to explain is that within the economic sector in

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1 Saskatchewan we have an organization called the Indian  
2 Economic Commission that has been mandated by the Chiefs  
3 of Saskatchewan to advise it in matters of economic  
4 development. We have all been working -- the Indian  
5 Economic or SIEF and SIAP and all of the other tribal  
6 council economic development organizations have been  
7 trying to put together what is called an "Overall Economic  
8 Development Plan" that will hopefully try to balance the  
9 developments either at the band level, tribal council  
10 level, and indeed at the regional institutional level.  
11 And what we hope to do is develop that plan and then table  
12 it for consideration and approval by the economic  
13 commission and then ultimately by the Chiefs' Legislative  
14 Assembly and that will become our five-year or ten-year  
15 economic strategy. So that's some of the things that we've  
16 been involved in.

17 One of the principles that I think, as we try to  
18 create strategies for self-sufficiency and self-reliance,  
19 at least some of the principles that our board has followed,  
20 is that do the people that we are working with -- the Indian  
21 farmers -- are they growing as people and do they, while  
22 being served, become more self-reliant? Because I think  
23 there is a lot of programming, as you have said, in the  
24 past that has cost a lot of money, had very little to show

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1 for it, and indeed made people more dependent while they  
2 were doing it, while the programming was happening.

3 I think if we are indeed serious about  
4 self-reliance and trying to create an Aboriginal economy  
5 that a lot of the funding, a lot of the programming that  
6 is going on now, that should be the basis of and the  
7 foundation of their planning and indeed their mission  
8 statements and so on. Because I think a lot of money is  
9 being spent in areas that are making us more dependent  
10 as a people.

11 And in fact the budgets, in the last recent budget,  
12 while we were cut 28 per cent in region and 62 per cent  
13 in our organization, there was an increase and the  
14 Department officials are in fact proud of it: of \$250  
15 million increase overall in social development. It's  
16 dependency-related budgets. I think if they are serious  
17 about making us self-reliant, making us self-sufficient,  
18 creating an economic base for our self-government, well  
19 I think the budgets and those decisions should reflect  
20 those kinds of priorities if indeed they are priorities.

21 That completes my comments, Mr. Chairman.

22 **CO-CHAIR RENE DUSSAULT:** I would like to thank  
23 you for your presentation and the very informative briefs  
24 that you handed over to us.

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1 I understand that there is a lot of parallels to  
2 be made with the previous organization. When you say in  
3 your brief that you are looking for 1,200,000 for '93,  
4 '94 in terms of capitalization, at this point all the  
5 capital has come from government programs. And I  
6 understand that the joint venture with IMPRO was funded  
7 separately.

8 **MR. KEN THOMAS:** That's right.

9 **CO-CHAIR RENE DUSSAULT:** You received an  
10 endowment separate?

11 **MR. KEN THOMAS:** Yes.

12 **CO-CHAIR RENE DUSSAULT:** You mention in your  
13 brief the land entitlement and the fact that agriculture  
14 will become even more important because there will be more  
15 land suitable for agriculture in the hands of Indian  
16 people. There is no money in the land entitlement, in  
17 this treaty land entitlement, and could help support your  
18 organization, the SIFB. There is no direct money. All  
19 the money is going to individuals.

20 **MR. KEN THOMAS:** The bands.

21 **CO-CHAIR RENE DUSSAULT:** The bands.

22 There have been discussions for getting some money  
23 to support your organization to pursue the purpose of  
24 getting more and more land that are suitable for

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1       agriculture being actually used for that purpose. That  
2       could not be an additional source of financing the  
3       organization?

4               **MR. KEN THOMAS:** The money for treaty land  
5       entitlement goes directly to the 27 bands that are the  
6       recipient companies or recipient bands. There is about  
7       just a little over \$500 million been targeted for land  
8       purchase and the first priority for that land must be for  
9       the bands to buy the land and if they have some left over  
10      they have some discretion in terms of allocating that  
11      money.

12             But the first priority must be for them to buy  
13      the land with it and they cannot use that money to either  
14      give to us or to any other organization until they have  
15      actually bought all of the land that is required. We will  
16      likely be involved in working with some of those bands  
17      that do have some money left over but more in terms of  
18      advising them how to invest that money rather than asking  
19      them to give us the money.

20             For example, this alfalfa processing plant that  
21      I talked about. There was two (2) bands there that did  
22      have some of their own economic development dollars that  
23      they decided to invest in this state-of-the-art alfalfa  
24      processing plant. Well, we became very involved from the

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1 technical expertise side, from the marketing side,  
2 advising them and negotiating that arrangement with them.

3 So, our real skill and expertise as an organization more  
4 is technical in nature.

5 For example, every one of our ag. reps. --  
6 agricultural representatives -- are professional  
7 agrologists that are very highly trained individuals and  
8 belong to all the professional agrologist organizations  
9 and they advise their clients in terms of how best to either  
10 run their farm or how best to negotiate a business plan  
11 and a joint venture arrangement.

12 And I expect that more and more, with the money  
13 being decentralized and devolve from Indian Affairs  
14 directly under band control, that we'll become more of  
15 an advisor and business planner organization, kind of  
16 supporting the bands in their agricultural ventures,  
17 moreso than us kind of running the money because the money  
18 is clearly being decentralized directly to the bands.  
19 This is the economic funding.

20 I am hoping that this regional planning process  
21 that we are all involved in -- the bands, the tribal  
22 councils, and the regional institutions -- will try to  
23 identify some balance -- like the regional economic funding  
24 that we get as about \$6 million this year, that that



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1 organization, that economic commission, will try to  
2 balance and try to identify the mandates of SIEF and  
3 Federated College and SIAP and how much flows directly  
4 down to the bands and how much to tribal councils. That  
5 organization will make some of those kinds of priorities  
6 and some allocations in terms of budgets to reflect those  
7 priorities and that we'll be able to continue to provide  
8 some of the services that we're providing.

9 **CO-CHAIR RENE DUSSAULT:** So the future for your  
10 organization might lie partly there at least ---

11 **MR. KEN THOMAS:** Yes.

12 **CO-CHAIR RENE DUSSAULT:** -- and not only in the  
13 lending business?

14 What about the other subsidiaries that you have:  
15 the marketing company for the wild rice? Was there a  
16 special grant given at the start like the Improwest?

17 **MR. KEN THOMAS:** The company did receive a grant  
18 from NEDP of about \$498,000.00 and the company has had  
19 some difficulties in its start-up period. It's about five  
20 (5) years old. It's turned the corner, where today its  
21 projecting profits in the range of \$120,000.00. It  
22 markets wild rice into the United States, anywhere in the  
23 United States, within three (3) days. We've got a  
24 distribution centre in Grand Rapids, Minnesota. We also

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1 are the largest exporters of wild rice into Germany and  
2 into France and we're experimenting with some  
3 value-added -- some instantizing and some microwavable  
4 wild rice. We are also exploring other Indian products  
5 that we can add to that product line because once you've  
6 established a distribution system you just add products  
7 to it.

8 That's really one of our success stories and it  
9 largely arose as a result of a vacuum that was there  
10 because, see, when we started encouraging status Indians  
11 to grow wild rice there was big glut there of rice that  
12 they couldn't sell anywhere. So, they said "Well, SIAP,  
13 you started us into wild rice production, why don't you  
14 set up a processing plant?" So we set up a processing  
15 plant and they own that 75 per cent.

16 After the processing then they said "Now there's  
17 a marketing problem here. SIAP, why don't you guys set  
18 up -- you set us up in production and processing, now why  
19 don't you set up a marketing company?" We kind of got  
20 backed into it in a way but now it's operating well.

21 But I also think that that becomes a model that  
22 we can use. We kind of got backed into it the first time  
23 around but now we kind of learned some lessons from it.

24 But I think we can use the same model, for example, in

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1 terms of a new game farming industry. There is a lot of  
2 interest by Indians in game farming, particularly bison.

3 And we know that we are going to have to go through the  
4 same development process as we had to go through for wild  
5 rice. We've got about half a dozen growers started now  
6 in bison, but now they have no place to sell it so we're  
7 going to have to set up a processing plant some place and  
8 that processing plant is going to require a marketing  
9 agency somewhere. So there creates a large opportunity  
10 for us to have a major role, a real significant role, in  
11 terms of development of that particular industry and I  
12 think we are well positioned for that.

13 **CO-CHAIR RENE DUSSAULT:** Is the subsidiary, the  
14 marketing co. self-financing?

15 **MR. KEN THOMAS:** At the moment, yes, yeah, has  
16 been self-financing for the last three (3) years.

17 **CO-CHAIR RENE DUSSAULT:** Could it come to a point  
18 where it could make money?

19 **MR. KEN THOMAS:** This is the first year it's going  
20 to make money. In the past -- you know, for developmental  
21 costs -- you know it's had, for example, a line of credit  
22 of about \$1.2 million because it has to buy all the rice  
23 in the fall and then sell it gradually over the course  
24 of the year. So it's got, you know at the peak, \$1.2

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1 million line of credit and then it works it down and then  
2 borrowed again and then work it down again.

3 So it's had its growing pains but it's fully  
4 profitable at this point.

5 **CO-CHAIR RENE DUSSAULT:** Thank you.

6 Other questions?

7 **COMMISSIONER VIOLA ROBINSON:** No, I don't think  
8 so.

9 **CO-CHAIR RENE DUSSAULT:** Okay. Well, thank you  
10 very much for being with us and sharing this with us.  
11 It was very useful. Thank you.

12 I think those are all the presentations that we  
13 were to have. Is there somebody else?

14 What do you prefer? Do you want to make a  
15 presentation now or to join the discussion this evening?

16 **SPEAKER:** Commissioner, they will go with the  
17 discussion this evening.

18 **CO-CHAIR RENE DUSSAULT:** Okay. Thank you very  
19 much.

20 So that is it.

21 Are there closing remarks, Chief, that you would  
22 like to make?

23 **MS SHARON IRONSTAR:** Not if you are going to carry  
24 on this evening.

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1                   **VICE-CHIEF LINDSAY CYR:** Okay. So let's break  
2                   for now and I think we will resume at 7:00 o'clock with  
3                   the round table this evening with the youth.

4                   Okay. Thank you very much and we are resuming  
5                   at 7:00.

6                   ---Recess at 5:24 p.m.

7                   ---Upon resuming at 7:20 p.m.

8                   **CO-CHAIR PATRICIA SAULIS:** Before we start  
9                   tonight I just wanted to mention a couple of technical  
10                  things. In terms of the Royal Commission we are having  
11                  these proceedings recorded and in order to record properly  
12                  everything that you are saying we are asking that you use  
13                  the mike. What we thought is we'll just take the mike  
14                  off from where it's standing and just kind of pass it as  
15                  far as the different lines will go, one person to the next,  
16                  because that's about how logistically we could do it and  
17                  still keep a circle formation. So, if you don't mind doing  
18                  that, that would be greatly appreciated.

19                  And we're still expecting a few more people to  
20                  come but it's getting on to 7:30 so I think we'll start.

21                  And we've asked Jim Sinclair if he would open the circle  
22                  for us this evening and we'll ask Jim now.

23                  **MR. JIM SINCLAIR:** You wanted me to speak  
24                  into a mike?

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1                   **CO-CHAIR PATRICIA SAULIS:** Yes.

2                   **MR. JIM SINCLAIR:** Thanks very much, ladies  
3 and gentlemen. I have been asked to open the meeting so  
4 I will first of all call on Isador Pelletier to say the  
5 opening prayer, please.

6                   **MR. ISADOR PELLETIER:** My name is Isador  
7 Pelletier and I'm I guess the closest thing to an Elder  
8 you are going to get today. I will pray in Cree.

9  
10                  **---Opening Prayer**

11                  **MR. JIM SINCLAIR:** Ladies and gentlemen, in  
12 particular the youth, we would like to welcome you to the  
13 Royal Commission on Aboriginal Peoples. And I would like  
14 to introduce the two (2) commissioners that are here  
15 tonight. And the Co-chair I think is Mr. Rene Dussette.

16                  **CO-CHAIR RENE DUSSAULT:** Dussault.

17                  **MR. JIM SINCLAIR:** Dussault. There I go again;  
18 always making mistakes.

19                  And he is the Co-chair of the Royal Commission  
20 on Aboriginal Peoples. The other person I know very well  
21 is Viola Robinson. She has been a hard worker for  
22 Aboriginal people over the years, has been a national  
23 leader, been a leader in the eastern provinces with  
24 Aboriginal people on Aboriginal issues. And Viola is also

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1 part of the Commission. So I would like you to welcome  
2 these people at this time, please.

3 Now, the two (2) ladies that I have here on the  
4 left of me, they might introduce themselves because they  
5 are part of the youth and I think they should introduce  
6 themselves.

7 Go ahead.

8 **MS PATRICIA SAULIS:** My name is Patricia Saulis  
9 and I've been working with the Royal Commission for about  
10 the last three (3) weeks, trying to organize this event.

11 And the purpose I guess of having a youth circle is so  
12 that we will hear from youth from many different areas  
13 where the Commission is going to and I would just like  
14 to take this opportunity to thank you for coming out and  
15 being here.

16 That's it.

17 **MR. JIM SINCLAIR:** Thank you.

18 **MS SUZANNE McLEOD:** My name is Suzanne McLeod and  
19 I'm currently a summer student with the Royal Commission  
20 and I'm very glad for this opportunity to work with Patricia  
21 on the youth forum for the Royal Commission.

22 Thank you.

23 **MR. JIM SINCLAIR:** Okay. I guess what I would  
24 like to say to the youth and to the people that are here

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1        tonight in the opening remarks is that there has been a  
2        struggle over the years by Aboriginal people in terms of  
3        issues that have faced us since the days of the coming  
4        of the white man. And I think over the years there has  
5        been some progress made by many of us in many different  
6        Indian Nations and Aboriginal Nations across the country.

7                However, we still have a number of outstanding  
8        rights, and in particular land, self-government,  
9        self-determination. That's always been my agenda, that's  
10       been Louis Riel's agenda, that was Big Bear's agenda here  
11       on the prairies during the time of the resistance.

12               When the leadership goes to Ottawa and negotiates  
13       and negotiates with the provinces nowadays it's a lot more  
14       public and you hear a lot more about the issues through  
15       television and through the newspapers. In the days that  
16       many of us led there was not those kind of communications  
17       and people had to go by word of mouth.

18               Today, however, you understand -- most of you  
19       people understand the issues but have never had a chance  
20       to really speak out on them. And I am very pleased to  
21       have the Commission here tonight because it's important  
22       for us as leaders in the past to have the youth take up  
23       where we leave off. And I hoping that you will present  
24       your presentations to the Commission, that the Commission



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1       will listen and will take those words back, and in their  
2       report will take your recommendations forward.

3               It's not the end-all solution but at least it's  
4       a hearing. It's a forum in which you can put your views  
5       forward and have them heard and at some point in time  
6       hopefully have them listened to and solution provided to  
7       your problems. That is important. I think we talked  
8       about that many times. We must talk about the problems.

9       We must provide the solutions. And I think what we are  
10      trying to do tonight is provide a forum of where you can  
11      voice your opinions and where you can ask questions and  
12      where you can carry on the kind of conversation or dialogue  
13      I think that will bring all Canadians together.

14             And on that note I would like to officially start  
15      this meeting. So, thanks a lot, ladies and gentlemen.

16             **CO-CHAIR PATRICIA SAULIS:** Thank you, Jim, for  
17      opening and I guess what we are going to do is we were  
18      able to ask a few people within the community, a few youth,  
19      to come forward and actually make a presentation to the  
20      commissioners and I believe we will start with those people  
21      first and after each presentation hopefully we will have  
22      a discussion of what was said and then proceed on to the  
23      next one.

24             After the presentations have been completed by

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1 the youth and some of the youth agencies that are  
2 represented here we will go on to have an open forum  
3 discussion where, if you are a youth and you have an issue  
4 or something that comes to mind and you want to discuss  
5 it and what you see as a possible solution or your vision  
6 for the future, that I would invite you at that time to  
7 speak with us.

8 So, I would like to call on, first, Jolene, and  
9 have her address the commissioners first. I've also asked  
10 Jolene, after we finish the presentations, if she would  
11 help me facilitate the open discussion. So I'll ask Jolene  
12 to take that mike there (indicating). Just pull it off  
13 and just hold it while you are speaking.

14 **MS JOLENE WASTESTE:** Before we begin we would like  
15 to thank the Government of Canada for this hearing. So,  
16 to the Government of Canada, and in the language of my  
17 people, the Dakota, (Native language).

18 The message we bring to you today is on behalf  
19 of our younger brothers and sisters here in Regina. In  
20 addition, we speak for the hundreds of young people like  
21 ourselves who are extremely concerned about their future.

22 We look to you, the commissioners, and we ask that you  
23 take our message to the people that run our wonderful  
24 country, Canada. We would also like to thank the youth

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1 ring of the Regina Friendship Centre for helping and  
2 encouraging us to bring our concerns to this Commission.

3 Without their help we feel that our concerns would not  
4 have been heard.

5 You have no doubt heard many times before our  
6 people and especially those we represent are faced with  
7 many problems and concerns. Sometimes it seems to us that  
8 the problems are so overwhelming that they are about to  
9 consume us and forever defeat the spirit of our people  
10 which has for so long valiantly stood proud and strong  
11 in defiance of defeatism.

12 Yet, in spite of many problems faced by the young  
13 people, especially in Regina, we survive. Many of us  
14 overcome our problems and disadvantages that have plagued  
15 us from one generation to the next. Let it be understood  
16 by the government that we are here and many of us have  
17 no place else to go. Regina is our home and it is here  
18 that we must make lives for ourselves, but we need your  
19 help.

20 As Grandfather Sitting Bull, one of our great  
21 leaders, once said: "Let us put our minds together and  
22 see what lives we can make for our children." Let it be  
23 recognized by the youth of Regina and this Commission that  
24 it is just the kind of strong will and spirit by him and

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1 other Elders of today that gives us encouragement and  
2 strength to fight and resist defeat.

3 We do not ask that you fight our battles for us.

4 All we ask is that you help us and teach us to fight our  
5 own battles. Therefore, our recommendations to this  
6 Commission are simple and specific.

7 Number one (1): The dreadful and sad disease of  
8 AIDS is a growing problem in our community today. Give  
9 the friendship centres the resources to teach us about  
10 AIDS so that we will know how to protect ourselves against  
11 it.

12 Number two (2): Many of our younger brothers and  
13 sisters are in trouble with the law. The provincial  
14 probation system is alien to us. Our people must be given  
15 the resources to teach people that it is important to obey  
16 the law regardless of your circumstances.

17 We also need to help in the courts because many  
18 young people don't know the law and sometimes become  
19 victimized by the system. The friendship centres need  
20 court workers, not only to help our young people but our  
21 parents as well. If we address the problem in this manner  
22 we believe it would be cheaper for the government in the  
23 long run. Many of our people would not have to go to jail  
24 and the government would not have to pay the high cost

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1 of keeping them there.

2 Three (3): Alcohol and drug abuse are problems  
3 no matter where you go or who you are. We need more help  
4 with this as well. Not enough is being done. Groups like  
5 the friendship centre need money to teach our young people  
6 in the schools and in the community that drugs and alcohol  
7 interfere with and weaken your spirit.

8 We need a program that is culturally-based, where  
9 our Elders and parents can teach us about this disease  
10 that kills hundreds of our people every year. Again,  
11 prevention would make it more economical in the long run.

12 Number four (4): We believe that our heritage,  
13 culture and religion are what makes us human beings. It  
14 is very difficult in the city to learn about these things  
15 because many of the knowledgeable people who know about  
16 it and can help us with it don't live here. We must have  
17 help and resources so that we can reach out to these people  
18 and build a connection between us and them. We ask that  
19 you consider the friendship centres as the go-between and  
20 we would also ask that you give them resources to help  
21 us with this.

22 Number five (5): Many times our younger people  
23 have trouble with each other and their parents or other  
24 adults. At present there are no safe places where they

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1 can go and try to work these problems out, especially when  
2 those problems involve abuse. All friendship centres  
3 should have a safe house to protect the children in these  
4 times of need.

5 We also ask that you help our parents with their  
6 many problems, but don't try to solve them for them. Help  
7 our parents to solve their own problems. In the days of  
8 our ancestors we had ways of doing things because we  
9 governed ourselves with the Creator's great laws.

10 We support the principles of self-government as  
11 long as they are based on the concept of democracy. All  
12 our people must have the opportunity of participating in  
13 self-government process. If it is left in the hands of  
14 a few, as the present Indian government system is, it will  
15 fail and will end up hurting the people. Bring in  
16 self-government but do it gradually and make sure, on our  
17 behalf, that we are ensured of some involvement.

18 Number seven (7): We are also wondering why you  
19 are cutting funding for the friendship centres across  
20 Canada. Don't you realize that it was and is the centres  
21 who have fought for urban Aboriginal people for the past  
22 32 years? My father told us that no one else wanted to  
23 stand up for the Indian and Metis people in the cities.  
24 He says the centres have fought a long and a hard battle

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1       for our people and yet now we hear the government wants  
2       to cut back on their funds. Pure common sense tells us  
3       that the funding should be increased and not cut.

4               Eight (8): In conclusion, we are asking you to  
5       help our Aboriginal government with funding and resources  
6       so that they can address the many issues and problems faced  
7       by our people, not only in the cities but on the reserves  
8       and the other Aboriginal communities.

9               Many Indian Nations entered into treaty with the  
10       Queen because they thought she was fair and honest. We  
11       thought that instead of war we would get justice. We call  
12       upon the government to honour the promise they made and  
13       ask them to remember that we did not ask them to come to  
14       our land in the first place but they came, even though  
15       it was a burden to us.

16              Most of our Nations, especially in Saskatchewan  
17       welcomed them. When they came and took our land many  
18       things were offered as compensation and it was your  
19       ancestor government who made these offers through  
20       treaties. It should be remembered that we didn't ask for  
21       any of this; it was them who offered it to us. All we  
22       wanted was to be left in peace and to live and develop  
23       as we always had. We believe that honour is measured by  
24       how one keeps his word. Prove to us that you are

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1       honourable.

2               I will conclude my statement now by saying that  
3       we intend to be a part of the future of Canada. Canada  
4       is a wonderful country, the best in the world. Much of  
5       what was done in the past determines who we are today and  
6       much of what we do today determines what we will do in  
7       the future. It is time to face the wind and listen to  
8       what the Creator wants us to do, no matter what Nation  
9       we represent.

10              One of our great spiritual leaders of today, Arvol  
11       Looking Horse, wisely advises us all that:

12       "We must look back seven (7) generations and look forward  
13              seven (7) generations and realize that we  
14              are the balance. The holy buffalo always  
15              turns to the face of the wind whether it's  
16              hot or cold. It is time for us to learn from  
17              our relatives, the buffalo. It is time for  
18              us to turn and face the wind."

19              I would hope that it is the desire of the  
20       government to face the wind with us, the young people of  
21       Canada, to see what life we can make for ourselves.

22              Mitakuye Owas!

23              To all of my relations, thank you.

24              **CO-CHAIR PATRICIA SAULIS:** Thank you, Jolene.



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1           I guess I'd like to ask if there is other youth  
2           or other people sitting with us here that would like to  
3           make any further comment or anything or ask some questions?

4           If not, I guess I will ask the commissioners if  
5           they have any questions.

6           **CO-CHAIR RENE DUSSAULT:** First of all, good  
7           evening. I would like to take the opportunity to thank  
8           each and everyone of you for participating into this round  
9           table.

10           The views of the youth is very, very important  
11           to this Commission because we realize that, while our  
12           mandate is very wide and deals with all the social problems  
13           and economic development and self-government and the land  
14           questions, we realize that most of the work we are doing  
15           together in the communities and also with non-Aboriginal  
16           peoples are focused on the youth and the young generation.

17           And we hope that we will hear as many as possible young  
18           people during this third round and fourth round of  
19           hearings. We plan to have a national round table on the  
20           youth issues some time in the fall, early in the fall,  
21           and we will probably be in touch with some of you in the  
22           format and also in getting advice as to how it should be  
23           done and the process it should follow.

24           I would like to thank this particular presenter

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1       for a very extensive brief dealing with many questions  
2       and I would like to say at the outset that the Royal  
3       Commission on Aboriginal People is not akin to the  
4       Government of Canada. We are an independent body made  
5       up of seven (7) commissioners: four (4) of them are  
6       Aboriginal commissioners and three (3) of them are  
7       non-Aboriginal commissioners; there are two (2) co-chairs,  
8       co-chairing the Commission with George Erasmus who was  
9       the former Chief of the Assembly of First Nations.

10               The Commission is a body between the government  
11       and Aboriginal peoples and the public and at the end of  
12       the day we'll have to come up with our independent views  
13       as to what the recommendations should be. But before  
14       coming to that stage we really want to understand the  
15       concerns, the problems, but also the solutions.

16               And in your brief you mention many of the problems  
17       that the young people have to meet, in particular questions  
18       dealing with AIDS, with drug and alcohol abuse, with the  
19       relationship with the justice system -- whether police  
20       or policing or the courts, probation system, the fact that  
21       there is no place to go when there is a conflict either  
22       with parents or other young people or families. All these  
23       are day-to-day problems and we would be very interested  
24       in knowing what is the feeling of as many people around

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1 the circle on those issues.

2 Of course in your brief you are mentioning the  
3 importance of better funding for the friendship centres.

4 You are quite right in saying that the friendship centres  
5 have been the backbone of support in the cities, both for  
6 Indians and Metis people in this country.

7 Maybe I would like to start with a question that  
8 runs like this. We have heard a lot about many  
9 representatives of friendship centres across Canada that  
10 are involved in the delivery of services for Aboriginal  
11 peoples living in the city, whether Metis, Inuit or  
12 Indians.

13 And there is a debate that has not been solved  
14 between two (2) approaches: should the friendship centres  
15 concentrate on each Aboriginal group or should it be one  
16 (1) organization dealing with all groups of Aboriginal  
17 peoples, whether Indian, Metis or Inuit. There has not  
18 been a satisfactory answer given to that.

19 Many people keep telling us "Well, when we are  
20 in a city we are in need and the needs are closely related  
21 and people should be treated -- there should be a single  
22 place to go." Other groups keep telling us "Well, we  
23 should distinguish and have special institutions for  
24 Metis, Inuit and Indian people." I am not talking about

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1 self-government institutions but for dealing with the  
2 day-to-day problems and the services.

3 So, it might be a question that I would like to  
4 put to you or I don't know if somebody has given thoughts  
5 to that question. Is it a good way or a good approach  
6 to have a single organization to deal with all the  
7 Aboriginal people that comes to the city, or should we  
8 look at the future where there would be distinct or  
9 different, separate organizations?

10 Yes?

11 **MR. DELBERT MAJER:** May I question something?

12 I have been asking myself ---

13 **CO-CHAIR PATRICIA SAULIS:** Could you just pick  
14 up the microphone there, Delbert ---

15 **CO-CHAIR RENE DUSSAULT:** Could we just get the  
16 name?

17 **CO-CHAIR PATRICIA SAULIS:** --- and just give us  
18 your name. It should just pull out.

19 Great. Thanks.

20 **MR. DELBERT MAJER:** Okay. My name is Delbert  
21 Majer and I'm on the board here at this Regina Friendship  
22 Centre as a youth board member, and that was a position  
23 that was brought about last year to ensure youth  
24 participation at this friendship centre for those 18 to

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1       25 years.

2               And that's a question I've asked myself, as far  
3       as friendship centres are concerned, and I don't speak  
4       on behalf of the friendship centre but as a young person.

5       Like with the move to self-government with both the Indian  
6       and Metis communities in Canada it's a question I can see  
7       people struggling with. They want their own programs,  
8       services and institutions, agencies, for themselves  
9       whether their Indians, Metis or Inuit and some people have  
10      a tough time swallowing an organization that includes all  
11      Aboriginals because of different problems and particular  
12      situations they deal with as individual Metis, individual  
13      Indian, individual Inuit.

14             In this case friendship centres are mostly Indian  
15      and Metis-controlled I guess and you know it's tough to  
16      swallow because -- it's something we talked about the other  
17      day -- like Indians in the North have particular problems  
18      and concerns -- I mean Indian youth, excuse me, have  
19      particular problems, concerns in the North that may be  
20      different and are different at times than Indian problems  
21      in the south of the province. And the same with the Metis  
22      people. The argument is the same, particular to their  
23      geographic location, particular to their social, economic  
24      and political situation, and that friendship centre that

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1 encompasses all Aboriginal peoples -- and all friendship  
2 centres do -- might not meet their needs specifically.

3 But then there is others that say "Well, we need  
4 all to stick together..." -- the other argument "We need  
5 to stick together because we can learn from each other,  
6 no matter of our political grouping or our cultural  
7 grouping, that we can learn from one another and draw  
8 strength from each other's strengths."

9 But I like to see it as a problem that will not  
10 go away because of Indian and Metis governments throughout  
11 Canada wanting their own services and programs, wanting  
12 their own control. And I think each of the two (2) cultures  
13 promoting that for one another and it's something where  
14 the friendship centre movement has fought -- like in  
15 Jolene's discussion paper -- fought for three (3) decades  
16 now on certain programs like that for Aboriginal people  
17 in the cities and urban centres. So it's something where  
18 this argument will probably be discussed for many years  
19 to come.

20 **CO-CHAIR PATRICIA SAULIS:** Thank you, Delbert.

21 Jolene, did you have any kind of a response to  
22 the comments by Rene Dussault?

23 **CO-CHAIR RENE DUSSAULT:** Does everybody share  
24 that view?

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1           Do you feel that there should be different  
2       friendship centres for different Aboriginal peoples or  
3       maybe it's not -- because that's the issue that people  
4       are divided on that and we wanted to check what were the  
5       views or to know a bit more what were the views of young  
6       people using the services of friendship centres. Because  
7       the answer that was given to us is about the same that  
8       we've had on the road. There are two (2) views and they  
9       might be worth pursuing both of them but at one point the  
10      question is still there. Would we be better off with  
11      different friendship centres and organizations or should  
12      it be left at the political level to have distinctiveness?  
13      Should we, at the level of services, have a kind of status  
14      blind organization that deals with all Aboriginal peoples?  
15      That's the question in fact.

16           So, I don't know if there are other views that  
17      you would like to express or on other things that were  
18      mentioned in the brief, in the presentation, or maybe  
19      Madame Viola Robinson has additional questions on that.

20           **COMMISSIONER VIOLA ROBINSON:** Yes. I want to  
21      thank you for your presentation and thank the youth as  
22      well for coming out tonight.

23           It's true. It's something that we are grappling  
24      with now as we travel around. And certainly we have heard,

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1 in a lot of urban centres, that the friendship centres  
2 have always come forward and felt that they were the right  
3 institution to deliver services to the urban community,  
4 urban Aboriginal community, irregardless of if they are  
5 Indian or Inuit or Metis or whatever, and they all seem  
6 to be doing a good job up to now.

7 So now there are some people, when you talk about  
8 self-government -- Indians, Inuit and I guess Metis --  
9 who some feel that this should be the service delivery  
10 group for their constituency irregardless of where it is,  
11 whether it's on the community base or whether it's in an  
12 urban centre.

13 But I think it's important here to realize one  
14 thing and why we are talking to you here tonight is the  
15 fact that no matter -- you know this Royal Commission,  
16 when this report goes in, may be the one that if anything  
17 is going to change, if it is going to change, this may  
18 be the instrument that is going to do it.

19 And if it is, it is important to get the views  
20 of youth because we were told distinctly by Brian Dickson  
21 in our mandate that we have to talk to the youth and listen  
22 to the youth. The youth have been speaking in the past  
23 to Aboriginal organizations and saying that they have been  
24 left out of too many things. They want to have a say too



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1       because no matter what comes out of this and no matter  
2       what form of self-government takes place it's you that  
3       is going to have to live with it. It's the youth of today.

4

5               Just like you said, you look seven (7) generations  
6       past; now we have to look seven (7) generations ahead.  
7       This is your chance to look seven (7) generations ahead.

8       How do you see Aboriginal people moving ahead in years  
9       to come? Whatever comes out of this report may not get  
10      implemented overnight. It could take some transitional  
11      time; it will take a few years. Who is going to be  
12      responsible for who? There is a federal government, there  
13      is a provincial government, there are Indian institutions,  
14      self-governing institutions and you have to start thinking  
15      what's going to be the best thing for you as you go into  
16      adulthood and you want to be a part of Canada. And the  
17      other thing is developing a better relationship with  
18      Canada, the rest of Canada. This country is big enough  
19      for everybody to live in and we have to do that somehow  
20      or some way.

21              We need those kinds of ideas from you as to how  
22      you envision Canada in the future. How would you like  
23      to see things in the future, a few years from now? So,  
24      that question is very important to us and we do want to

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1 hear.

2 And, for instance, you had in here as well about  
3 "self-government processes involves youth in the  
4 implementation." Well, how? You know, how? We need to  
5 know. How do you propose to do that? And I think you  
6 know we'd like to hear you debate it out there instead  
7 of us. We want to hear what you have to say.

8 I think on that same note, when you said -- let  
9 me see. What number was that? -- well, you know,  
10 self-government you said "Democracy versus Indian  
11 government." Now, is that what you meant? Yet you said  
12 "youth has to be in the implementation." Somebody here  
13 must know what they mean or what they want. How do you  
14 want to be a part of that implementation?

15 **MR. DELBERT MAJER:** Delbert Majer again, to that  
16 question. I don't want to take control of the mike. I  
17 can't stand silence when there is an opportunity to speak  
18 so I encourage the other youth participants to feel free  
19 to grab the mike when you feel like saying something.

20 But in my presentation I'll answer that question  
21 specifically when I have a chance to do my presentation  
22 so I don't want to cover too much.

23 But as far as "How do you think a part in getting  
24 involved in self-government," well, right now -- well,

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1       since 1989 I believe I've been involved in self-governing  
2       initiatives with a group that is now called Saskatchewan  
3       Indian Youth Advisory Council. And they are a Health and  
4       Welfare Canada Medical Service Branch made-up initiative  
5       that started in '89 and it's still going and it's a group  
6       of Indian young people, 25 and under, who work alongside  
7       both Health and Welfare Canada and FSIN to put on youth  
8       programs that have a voice that would speak for the Indian  
9       youth of Saskatchewan. So, that was one initiative that  
10      I know of and I was involved with.

11             Another one, like I said earlier, like this  
12      friendship centre membership decided to have a special  
13      youth seat on the board, 18 to 25. That was another  
14      initiative to help with the eventual self-government  
15      initiatives of agencies and I encouraged other youth at  
16      a meeting a few months ago in Saskatoon to lobby their  
17      friendship centre boards to allow for a seat at their  
18      friendship centres for youth, whether it's 18 to 25 or  
19      13 to 25; whatever they feel comfortable with, whatever  
20      they feel the participation would be, would allow.

21             Another one I am involved with is with the Metis  
22      Society of Saskatchewan. Since October '92 we started  
23      our provincial youth committee where I chair the committee  
24      and we are involving ourselves in agencies and boards and

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1 committees of the Metis Society of Saskatchewan. And  
2 that's new to the Metis society and I'm really excited  
3 about that: excited to eventually work with -- possibly  
4 on things with Indian groups and Indian youth groups and  
5 stuff.

6 So those are initiatives that I have been involved  
7 with and those are initiatives that I encourage other young  
8 people to get involved with because the young people I  
9 know that are involved in these programs are -- the average  
10 age is about -- I would say about 22, in there: young people  
11 that have some confidence in themselves, that have done  
12 well educationally, have done well professionally. They  
13 are really leaders amongst themselves and among the youth  
14 in Saskatchewan.

15 So these opportunities are still available for  
16 young people, for those that are younger than the average  
17 age that I've witnessed and these opportunities should  
18 always be available, even when I get out of the age I define  
19 as what is being youth and I will always support the  
20 establishment of these committees and these groups and  
21 these councils that represent youth at these agencies,  
22 whether they are provincial, local, national.

23 And like with the friendship centre we just  
24 started our youth group a little while ago with our youth

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1 conference which happened a few weeks ago. So I am pleased  
2 that they presented tonight.

3 Thanks.

4 **MS ANN HANSON:** You were talking about how you  
5 can take part in the government. I think one of the most  
6 important things that we as youth have to do is take  
7 responsibility for our actions in the future. This means  
8 by watching what's happening in government now with the  
9 treaties and how they uphold them now you have to look  
10 at the governments now, have to get out there and get  
11 information because information is one of the key things  
12 to knowledge. And if we have that knowledge we can gain  
13 leadership skills through different programs offered by  
14 the friendship centre and different political parties.  
15 And if we take a part now it will be a lot easier for our  
16 children to take part.

17 **CO-CHAIR PATRICIA SAULIS:** Could you just say  
18 your name?

19 **MS ANN HANSON:** Ann Hanson. Ann Hanson from  
20 Scott Collegiate.

21 **CO-CHAIR PATRICIA SAULIS:** Okay. Thanks a lot.

22 Okay. Well, we will go on to another presentation  
23 then. Delbert, if you could make your presentation now  
24 and we'll take a look at another area.

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1                   **MR. DELBERT MAJER:** Okay. Thanks, Royal  
2 Commission on Aboriginal Peoples, for this opportunity  
3 and the organizers of this youth circle for allowing me  
4 the opportunity to speak to the circle and to the Royal  
5 Commission on Aboriginal Peoples, and welcome other youth  
6 participants and interested observers.

7                   The question that I am about to examine and provide  
8 recommendations and solutions to was taken out of a red  
9 pamphlet. I think it was Phase II on the -- there was  
10 a Phase I, then a Phase II -- I forget the name of it but  
11 it was on the "Dialogue for Discussion" or something like  
12 that. But the question is: how can the efforts of  
13 Aboriginal young people to achieve individual and  
14 community healing be recognized, supported and extended.

15                  The thing about the efforts of Aboriginal young  
16 people: I think they have been going on for a long time.

17                 I know as far back as the early seventies there was groups  
18 such as the Native Youth Council of Canada, that I never  
19 did hear about until a couple of weeks ago, that was  
20 operating and other groups and interested individuals that  
21 try to take part in organizations -- parent organizations  
22 they are called, like the Native Society of Saskatchewan  
23 and FSIN. They wanted to get involved in organizations  
24 that have existed for a long time and they never did get

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1 quite involved up until, like I said, in '88 did any real  
2 success occur for a provincial Indian youth group and up  
3 until last fall did we start a provincial Metis group with  
4 the MSS.

5 But specifically my recommendations address the  
6 issue of how young people can achieve healing individually  
7 and in their community and how that can be recognized,  
8 supported and extended to them.

9 I have, number one, that people should recognize  
10 the youth's distinctiveness, not just their Aboriginal  
11 ancestry but that either they are young Metis or they are  
12 young Cree or they are young Sauteux, or they are young  
13 Inuit. Because if persons do that then young people who  
14 struggle with who they are -- whether they are ashamed  
15 of that or whether they just haven't been educated on really  
16 who they are but they know they have dark skin and they  
17 know they are Aboriginal but they might not really be proud  
18 of the fact that, okay, they might be Indian but they don't  
19 know if they are Sauteux or if they are Cree. And so if  
20 people refer to them as "Oh, you are Cree," or "You are  
21 Metis," then they might feel better about themselves,  
22 instead of just calling them Aboriginal. Because all the  
23 young people don't even know what that word means. They  
24 don't know what the word "Aboriginal" means. It just means

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1       that you belong to a group and -- "a people who inhabited  
2       the land originally" is what I understand it to be. I  
3       don't even know if I'm right. Maybe that might be the  
4       definition of "indigenous."

5               But that's my recommendation, first one there.

6               Number two (2) I got: "Recognize youth leaders  
7       by allowing for their representation on national,  
8       provincial, regional and local Aboriginal -- how do you  
9       say that instead of saying Indian and Metis, but that's  
10      what I mean: Indian and Metis -- boards and non-Aboriginal  
11      boards."

12              There should be representation, like I said,  
13      whether it's at friendship centres, whether in this  
14      province it's the Metis Society and the FSIN that represent  
15      the Metis and Indian groups. There should be  
16      representation on non-Aboriginal boards or agencies too  
17      because those boards and agencies are responsible for all  
18      Canadians, including Indian and Metis. And that there  
19      should be representation by Metis and Indian young people  
20      on those organizations as well.

21              I know my own experience was that the organization  
22      prior to Regina, which is a national organization too,  
23      invited me to sit on their board to allow for my input  
24      on increasing Aboriginal participation -- Indian and Metis



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1 participation -- in their programming. And so that was  
2 an effort that I was involved in from a  
3 non-Aboriginal-controlled, on an alcohol and drug abuse  
4 prevention program including Aboriginal participation in  
5 their organization.

6 So recognizing youth leaders because they need  
7 help with recognizing themselves. Often at times they  
8 are waiting for an invitation. Young people are waiting  
9 for that invitation to get involved, and yet sometimes  
10 they never get involved because no one includes them.  
11 So that has to change. They have to include them in the  
12 organizations.

13 Also, when they want to be included they invite  
14 themselves. I think allowances should be made when  
15 someone wants to get involved to let the young Indian and  
16 Metis people get involved in the organizations and  
17 agencies. So not to step on anybody's toes but to realize  
18 the increasing youth population, the growth rates and  
19 including them now so by -- I don't know what year it is --  
20 2,000, whatever, half the city here is going to be  
21 Aboriginal, so if you include them now maybe -- and in  
22 other cities as well there is going to be large Aboriginal  
23 populations as well, other towns, and if you include young  
24 people now it might prevent bigger problems from occurring

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1 in the future.

2 Recommendation number three (3) is to support  
3 organized national, provincial, regional and local youth  
4 councils, committees and groups. There is support for  
5 them now like as I've said already. However, it seems  
6 like in my own experience and other young people's  
7 experience I know of, that as young -- even as we were  
8 children and sometimes the needs weren't met and sometimes  
9 our wants weren't respected. And if a person doesn't deal  
10 with that, as individuals they haven't healed with that,  
11 they'll have difficulty contributing to these youth  
12 councils and youth groups because they are not strong as  
13 individuals and they don't have that confidence to sit  
14 in the circle. They don't have the confidence to come  
15 to the organizations and speak out. They are not strong  
16 as young people because -- for whatever reason: maybe it  
17 was due to the parenting, maybe it was just due to the  
18 environment they were raised or maybe it's part of the  
19 personality. I don't know. But these young people should  
20 be supported if they start a youth group, should be  
21 supported if they start a regional committee or a  
22 provincial youth committee or they want to start a national  
23 one.

24 And often young people are looked at last after

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1 economic development, after self-government, after land  
2 issues. And it seems like non-youth politicians -- I call  
3 it non-youth politicians whether adult politicians or  
4 whatever -- they have no energy or time left a lot of times  
5 to deal with the youth issue because often it's lost on  
6 the agenda, it's last.

7           So to continue the support of organized youth  
8 councils, committees and groups, no matter what their  
9 geographical area and to increase that support to these  
10 groups because it seems like a lot of government programs  
11 and everything -- everybody knows that they last from March  
12 31st of the year to April 1st of the following year and  
13 you don't know if your funding is going to come and you  
14 know these youth groups could have some assurances that  
15 they are not just here for a year; they are here for five  
16 (5) years.

17           Anyways, Number four (4), recommendation.  
18 Number four (4) is establish, in consultation with youth,  
19 community cultural centres for youth, for youth  
20 specifically and youth will have most of the power in  
21 deciding and controlling what kind of programs and services  
22 that affect them.

23           And when I say "youth" I don't mean the  
24 stereotypical view of youth that some people have -- 12

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1       year old or 18 year old that has problems drinking or  
2       violence or in jail or whatever. That's a stereotype that  
3       too many people have but I know differently. I know that  
4       there is young people -- now, whether they are 14 or whether  
5       they're 22, 23, whatever, both male and female -- that  
6       don't fit that stereotype at all and they fight that image  
7       of that stereotype.

8               And they would be very responsible and appropriate  
9       in managing parts of these programs and services, these  
10       cultural centres. Sure, there would have to be  
11       involvement by Elders and parents, but they just play a  
12       role in it. They wouldn't control it like the non-youth  
13       who control these centres. Because training and education  
14       would have to be part of any youth that is involved in  
15       centres such as this that I speak of and it would be based  
16       on merit, it would be based on their abilities and their  
17       skills, not just because they are just the youth. They  
18       have to be youth that are trained and are educated and  
19       they are willing to commit to the program; specific  
20       criteria that they would have to meet.

21              The centre's purpose is to heal the cultural  
22       shame, isolation and other problems specific to youth.  
23       Like getting back to cultural shame, a lot of young  
24       people -- what I see with them -- they are not proud to

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1 be who they are, whether they are Cree, Sauteux, Metis.

2 Sometimes they say they are Italian. Sometimes they say  
3 they are Spanish. Sometimes, when the question is posed  
4 to them "Are you Indian? Are you Metis," they say --  
5 they want to skirt the issue, they want to avoid it. And  
6 I don't think that's -- I feel very sorry for those people.

7 I remember as far back as Grade 3 for me I was  
8 asked what nationality I was and I said I was Metis and  
9 I had to explain what that meant. And my explanation for  
10 that, back then -- well, it isn't right but I said "Metis  
11 means you are Indian and French." Now that's not  
12 necessarily so. For some people that means that -- you  
13 know, that might be the two (2) cultures from which they  
14 originated, but not necessarily.

15 But going back to that cultural shame, I don't  
16 know. I felt really good when I went through the history  
17 classes that I took and they called it "rebellion" but  
18 I'm glad Jim called it a "resistance" because that's what  
19 it was. It was cultures that -- Metis culture with Indians  
20 helping too with a resistance and it wasn't a rebellion.

21 Like it's a matter of perspective I guess. If  
22 non-Aboriginals control the agenda regarding who writes  
23 the history books they can put their view in. But now  
24 I know differently and I know it was a resistance, which

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1 is appropriate, that occurred in Western Canada, in the  
2 1800's. So that's part of the cultural teachings that  
3 would have to go on.

4 The methods by which the centres could assist with  
5 healing could be history, customs, values, traditions,  
6 ceremonies and practices. So that would be part of the  
7 recommendation dealing with number four (4).

8 Recommendation number five (5) is extend  
9 opportunities to parents, caregivers and significant  
10 others to participate in the individual healing of youth.

11 That's a true community healing of youth can take place.

12 You see I believe that young people cannot do it  
13 by themselves, should not do it by themselves, but should  
14 not entirely be dependent upon others, including parents,  
15 caregivers and significant others, other adults in doing  
16 things for them.

17 There should be a sense of -- not independency  
18 or dependency -- but inter-dependency because  
19 traditionally Elders provided a lot of the teachings for  
20 young people and parents provided a lot of the basic needs,  
21 basic necessities, so that young people can have their  
22 needs met. And that has to continue but sometimes that  
23 is lost in some families and with some people, thinking  
24 that youth should do it by themselves, for themselves.

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1 But you know not necessarily. There should be some  
2 contributions from Elders and parents and interested  
3 others in this, but not controlled by those people.

4 So, when young people get better they get better  
5 not only through their own individual efforts and their  
6 own individual efforts to heal, but they get better because  
7 they allow their parents, they allow their caregivers to  
8 help them. They are open to receive that help.

9 With my own healing process I often say it wasn't  
10 a rocky story for me. Like it wasn't like portrayed in  
11 a movie, where someone gets better by themselves to take  
12 all the credit. It was allowing teachers, it was allowing  
13 guidance counsellors, it was allowing parents and people  
14 who were interested in helping a young person get better.

15 And really, getting strong as an individual  
16 because of a "we" approach to helping, the individual  
17 person is able to do good because of the fact that they  
18 allowed other people to help them and those people were  
19 there for that person. They were there to assist with  
20 that healing. Now, whether they were non-Aboriginal or  
21 Aboriginal, they all helped out, so those people were  
22 really helpful for me.

23 So, sometimes I can understand parents'  
24 frustration when they say their children or their young

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1 person in their family is not open to help or they don't  
2 understand their youth child or what's going on with him  
3 or her. And, really, there is people who are important  
4 to that young person. Those people just have to be  
5 identified so those people can intervene in that young  
6 person's life. And sometimes the closest person in a young  
7 person's life is another friend that could be approached  
8 by a parent or caregiver to help that person. So that's  
9 what I would suggest also, is to ask the peers of that  
10 young person in trouble. They would be very willing to  
11 help, with helping their friend or their cousin, whoever  
12 it might be, with getting help.

13 My last recommendation is: support the review of  
14 existing educational curriculum on Metis and Indian  
15 history and culture to ensure that the historical,  
16 political and cultural correct views are taught to Metis  
17 and Indian youth.

18 I understand that there is a document out or a  
19 series of booklets out that tell a view of the Canadian  
20 West and Metis development in the Canadian West and what  
21 occurred. I really appreciate that that document has been  
22 developed, developed in the mid-eighties, and I understand  
23 that it's in elementary and high schools.

24 And I read the document and it was not something



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1       that was provided to me when I went to elementary and high  
2       school just a few short years ago. I had to put up with  
3       books in high school and elementary that portrayed Metis  
4       and Indian people as non-contributors to -- and actually  
5       rebellious people -- to the development of Canada and  
6       portrayed them in a light that was erroneous and put us  
7       in a bad light.

8               But I'm glad there is a publication such as the  
9       one I read and there is probably more out there. And I  
10      just hope that people responsible -- the boards of  
11      education and teachers -- continue to use those  
12      publications in teaching not just Indian Metis students  
13      but all young students in Canada about Metis and Indian  
14      history and culture. And I don't know how difficult it  
15      has been in doing that or who decides that but I hope the  
16      people have decided to continue that and through this  
17      recommendation the people decide to do it for the first  
18      time that haven't.

19             Other than that I hope I've kind of looked at the  
20      individual and community healing of young people. I know  
21      that young people have to be strong individually but they  
22      don't get so by themselves. They don't get there by  
23      themselves. They have to include their friends and  
24      cousins of their own age, their peers. They have to

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1 include parents and caregivers that have always been  
2 interested and will always be interested in helping them  
3 heal individually so as a community everybody can feel  
4 good about youth and about themselves.

5 Thank you.

6 **CO-CHAIR PATRICIA SAULIS:** Thank you, Delbert.

7 I don't know if there is any youth or any other  
8 people here who would like to make additional comments?

9 And if you could just state your name too, before  
10 you speak?

11 **MS MARGARET SAMUELSON:** My name is Margaret  
12 Samuelson.

13 **CO-CHAIR PATRICIA SAULIS:** Thank you.

14 **MS MARGARET SAMUELSON:** And I was just listening  
15 to what he was saying about the youths. You know the youths  
16 have to be encouraged. They are very shy people and if  
17 they are not encouraged, if he has the youth he should  
18 be encouraging them more to come out and participate into  
19 more things and just encourage the young people to get  
20 out there and keep on doing the work and just keep on  
21 pushing. That's the only way you are going to get them  
22 down there. They are very shy people and I don't blame  
23 them. I am trying to get these two (2) to come up but  
24 this is like talking to the walls.

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1                   Thanks anyway.

2                   **CO-CHAIR PATRICIA SAULIS:** Thanks.

3                   Is there anybody else?

4                   Okay. I will ask the commissioners if they have  
5 any comments and maybe if, after that, we could take a  
6 short 10 minute break and kind of stretch our legs. Okay?

7                   Commissioner.

8                   **CO-CHAIR RENE DUSSAULT:** Yes. On the last point,  
9 your sixth point, on the curriculums.

10                  You completed and stressed rightly that this was  
11 important not only for young Metis and Aboriginal Indians'  
12 personal and collective self-esteem, but also for the young  
13 in general. And when you said that you came across  
14 pamphlets and documents that are quite different than the  
15 ones you had when you were at primary school, do you feel --  
16 because this is a very important public education issue  
17 is to get the facts as they should be and to really learn  
18 history and what happened in a way that is not distorted.

19

20                  So, what kind of role should somebody like you  
21 or others in this room could play in pushing to make sure  
22 that this is actually being made and that the text books  
23 and the documents that are used in school do not portray  
24 the Metis or Indian or Inuit people in a way that is not

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1 in accordance with the reality? So what kind of role do  
2 you think young people should have in that movement that  
3 is there to make sure that these documents are more  
4 objective?

5 **MR. DELBERT MAJER:** Well, I think that question,  
6 often young people have access to education school boards  
7 through their parents, like with -- I guess with  
8 parent/teacher nights. That's an opportunity for  
9 students to include themselves in discussing issues like  
10 what books they are going to take in history, titles of  
11 books and so on that they would like to have as part of  
12 their learning, their classes. They could tell their  
13 teachers there.

14 Exactly what titles and what authors they could  
15 study, you'd have to consult I guess institutions like  
16 the Gabriel Dumont Institute in Regina here in Saskatchewan  
17 and institutions like this -- Saskatchewan Indian  
18 Federated College in Regina here.

19 Also, too, young persons can go to meetings of  
20 the both school boards: the public school board and the  
21 Catholic school board. That's there for them too, to elect  
22 people on these boards who push a curriculum that is  
23 culturally correct, is appropriate.

24 People have been successful with it, like I said,

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1 but if it's just one (1) or a few schools in the community,  
2 that's not good enough. If it's just the schools with  
3 the high Metis and Indian participation, that's not good  
4 enough. It's got to be, like I said, all young peoples'  
5 learning because if it's a young person that is my age  
6 or younger even that I'm working with right now in an effort  
7 to -- whether it's an effort on some cause, whatever, it's  
8 not a specific Metis group but it's something we're all  
9 involved in -- I may have to work with that person in 20  
10 years from now. And I'd feel more confident and more --  
11 I don't know -- feel really good about working with them  
12 if I knew they were culturally sensitive and that they  
13 have been educated in a way that I'm content with at least  
14 and that the school boards are content with because they  
15 have provided that education, that learning. That saves  
16 on a lot of educating of peoples.

17           Aboriginal peoples themselves have to be educated  
18 on themselves because they haven't been taught the right  
19 way. They've been taught in a way that is not correct  
20 and a lot of non-Aboriginal people have been taught  
21 something about Metis and Indian people that isn't correct.

22       So it seems to be a constant educational process about --  
23 for instance, with Metis, like I'll say I'm Metis or other  
24 young people that I know that are Metis have been confronted

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1 with the same question: "Oh, I didn't think you were Metis.  
2 You don't look it." You know, like it's not a biological,  
3 physical issue. It's a cultural, historical issue and  
4 it's a way of life issue and it's not what you look like  
5 on the outside, it's how you carry yourself around on the  
6 inside that is important both in your mind and your soul  
7 and your heart.

8 So, it's really not only education like in the  
9 curriculum but it's also smally (PH) education in the sense  
10 that you are educating people as you go, like one person  
11 talking with another. That's how if we get culturally  
12 appropriate with our teaching materials in schools then  
13 we won't have to spend time in educating people on the  
14 street or wherever we might be.

15 **MS ANN HANSON:** Ann Hanson from Scott Collegiate.

16 Another thing is the parent councils. They can  
17 have input into what is put into their education programs  
18 and also Gabriel Dumont Institute publishes different  
19 stories. Like on the resistance they have many books and  
20 they should be used in school but provincial government  
21 have a set text standard that should be eliminated. That  
22 way the school could teach what they want to teach but  
23 have sort of like a core program of what they have to take.  
24 And I think there should be more funding of different

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1       publications. Like Gabriel Dumont Institute has its own  
2       publications. If you have one (1) view you have to have  
3       the other.

4               That's all.

5               **CO-CHAIR RENE DUSSAULT:** Maybe I would just like  
6       to ask an additional question.

7               Our friend here talks about establishing a  
8       cultural centre to -- the main purpose would be to heal  
9       the cultural shames. And that's one way but do you think  
10      that to become proud of oneself that role models are  
11      important and, for example, getting the right teachers?

12

13              Could we discuss a bit what could help young people  
14      to feel proud of their roots and of theirselves. Of course  
15      the culture is very important but sometimes practical  
16      things -- when you see one of your own being successful  
17      and performing it might do quite a bit to improve the  
18      confidence on what you are, and that's the same for  
19      everybody.

20              **MR. DELMER MAJER:** Yeah.

21              In Saskatchewan, if you look at the wall up there,  
22      underneath "Our Youth! Our Children! Our Future!" there  
23      is a hockey player there, then there's a long distance  
24      runner and a judo expert there on the wall. I feel good

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1 about those posters specifically because they have all  
2 young people as role models in there and I appreciate  
3 posters that put out role models.

4 But often it's hard for me to identify with those  
5 role models that are not used because it seems like "Oh,  
6 they got there because of this or that," and you can't  
7 attribute much -- I can't attribute much success or afford  
8 much respect or admiration for them because it's hard for  
9 me to identify with them. Like with these young people,  
10 I can because they are young and they've done it young  
11 and that says it all. Just looking at them, they are young  
12 people and they are doing good.

13 But role models are important but not just people  
14 in glamorous professions or occupations. A role model,  
15 to me, would be of any occupation or any pursuit that  
16 they're doing good because they decided to do good.  
17 Everybody deserves that recognition. Everybody is a role  
18 model because they teach other people in their life what  
19 is right from wrong, how good life is to live. And we  
20 have to, with these role models programs, have to include  
21 more people than just what has been anyways, whether it's  
22 sports or whatever it might be.

23 Like there is role models -- one example I can  
24 use -- it could be someone that drives a Caterpillar or



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1       some labour job. Those people are role models to some  
2       youth and they are not on the posters. They might be  
3       driving a train, train engineer, and a lot of kids look  
4       up to train engineers; they want to be those too, or a  
5       gym teacher or something.

6               So, that's a good way of doing it but as long as  
7       the person -- there is a lot of young people that have  
8       done those things and they might not be further ahead if  
9       some of these people on the posters -- like their career  
10      might only be two (2) or three (3) years in the making,  
11      but they're great already because they are young people  
12      and they are doing this. They are unknowns, a lot of them,  
13      but they should be afforded that status of role model  
14      because they've gotten there in spite of difficulties,  
15      problems, obstacles.

16              **CO-CHAIR PATRICIA SAULIS:** Viola, did you have  
17      any comments? No. Okay.

18              We'll take our break and when we come back we'll  
19      start with Gary Standing.

20      ---Upon recessing at 8:35 p.m.

21      ---Upon resuming at 8:50 p.m.

22              **CO-CHAIR PATRICIA SAULIS:** If we could get  
23      started again. It is five (5) minutes to 9:00 o'clock.  
24      We only have about 50 minutes left, so if we could get

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1 started again.

2 Okay. In terms of the fact that we are kind of  
3 running behind I think what we will do is we will have  
4 all those who were invited to present and then we'll just  
5 open it up for a general discussion.

6 So we'll start with Gary and move on after that.

7 **MR. GARY STANDING:** Thank you very much.

8 My name is Gary Standing. I am a university  
9 student here at the SI of C in Regina and I've just been  
10 recently elected as the president of a student association.

11 So my presentation to the Commission I guess will centre  
12 on the whole area of post-secondary education.

13 I'm not a youth in the true sense of the word but  
14 I feel honoured to be sitting amongst so many young people.

15 I think some of the problems that we are facing now in  
16 post-secondary are going to affect a lot of the young  
17 children or the young adults that are presently in the  
18 education system now.

19 When I was asked to make the presentation on the  
20 whole area of post-secondary education I asked myself "How  
21 many different ways can we say that the funding is capped?

22 How many different ways can we say that the government  
23 is trying to limit the services and the funding to Indian  
24 people?" It seems every time there is any discussion about

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1 post-secondary education the first question that is --  
2 or the first thing that is thrown back at our leadership  
3 and everybody is that the whole area of post-secondary  
4 is not a treaty right and so Indian Affairs gets around  
5 that hole that way.

6 Some of the problems that we are facing, besides  
7 the funding cut I guess, is -- because if you are still  
8 funded under Indian Affairs they limit your semesters.  
9 And as more bands and tribal councils take over the  
10 post-secondary programs where, instead of a white person  
11 telling us that there's no more money, it's a brown face  
12 that's telling you that there's no more money. It's the  
13 same problems but it's just being passed on to our own  
14 people.

15 And if you take into consideration the increased  
16 tuition rates that are going to be happening this year  
17 in Regina -- I think at the U of R it's a 9.1 increase  
18 and in Saskatoon it's was just released or announced  
19 yesterday that it's a 10.1 per cent I believe it is. And  
20 all these things, in with the cap on the funding and stuff,  
21 it means lesser students are going to be attending the  
22 post-secondary institutions. And if you factor in the  
23 inflation rate, it's even less students that are going  
24 to be attending.

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1           I wanted to centre my presentation on two (2)  
2 points: the treaty right issue and students. I believe  
3 that there are four (4) very important groups involved  
4 in the post-secondary process and that is the Indian  
5 leadership, the federal government, and the post-secondary  
6 institutions and the students. And it seems all too often  
7 that the students are excluded from the process and that's  
8 not really fair because we, as students, are the backbone  
9 of any post-secondary program. Without the students in  
10 the program you won't have any post-secondary education  
11 institutions and you won't have any -- those types of  
12 things.

13           And an example of what I am talking about can be --  
14 I think can all be wrapped up in a nutshell. Last week  
15 the AFN hosted a round table discussion on post-secondary  
16 education in Ottawa. It was fortunate that they were able  
17 to get some representation from Saskatchewan. There was  
18 some students went down, went down from Saskatoon and some  
19 of us went down from Regina. And after we got down there  
20 we -- it turns out there was about 300 delegates all  
21 together attending this conference and they are all  
22 councillors and staff and staff of all the various agencies  
23 across Canada that handle post-secondary education.

24           And there was only about nine (9) students there

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1       and around six (6) of them were from Saskatchewan. And  
2       out of all the students, all the students from Saskatchewan  
3       had to drive down there. I make that a point because all  
4       the political leadership and all the staff, they all flew  
5       down there and they had all their expenses covered, so  
6       there was no problem for them to get down there and discuss  
7       post-secondary issues.

8               But then the most important people who should have  
9       been there were the students and there was hardly anybody  
10      there to begin with and all the students who could get  
11      down there had to find various ways to raise money to go  
12      down there. And so, while everybody was flying home from  
13      the conference on the Thursday night, the rest of us  
14      students had to settle in for a long drive home.

15             I think that whole thing just puts into  
16      perspective like the importance of students in the whole  
17      process. We aren't very important in the whole process.

18             If we were, we would have had more than eight (8) students  
19      attending this conference on post-secondary education.  
20      And I use that as an example to kind of show the situation  
21      as it is now. And I think if there has got to be any changes  
22      I think the first thing that has to be acknowledged and  
23      respected is that we, as students, have to be treated as  
24      equal partners in the whole process, not some numbers that

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1       you throw around, back and forth between Indian Affairs  
2       and the tribal councils. We are not units and we are not  
3       something you see on a graph. We are real people and that  
4       has to be respected I think.

5               And it is our future that they are talking about  
6       every time they get together and meet. It's our future  
7       and, in turn, it's the future of all the Indian people,  
8       and yet we're still not included in our own future and  
9       that has to change.

10              It seems every time there is a new problem  
11       identified with Indian people the first thing they do is  
12       they set up an organization to study it. And sooner or  
13       later this organization is there permanently and it's there  
14       to fix the problem. But then it never works out that way  
15       and so we have more organizations trying to fix our problems  
16       that are still happening yet. And I think that's a concern  
17       we don't -- we don't need more organizations. We need  
18       more students attending schools and we need more money  
19       on our allowance cheques.

20              And I think the biggest issue I think is the saying  
21       about education is a treaty right. I think the way it  
22       is now it's all talk. There's no show and there's nothing  
23       to back it up. Every time our leadership goes and talks  
24       with Indian Affairs or the federal government it's always

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1       thrown back in our face that, you know, sure, education  
2       might be a treaty right but the whole area of post-secondary  
3       is not.

4               And I recall in 1988 I believe it was, when the  
5       last -- on the last go-round on post-secondary came up  
6       when they were capping it back then -- there was some talk  
7       from our leadership both on a provincial and across Canada  
8       about possibly going the legal route to define the  
9       education as a treaty right and that's never happened yet.

10       And at this conference last week that was brought up again  
11       by our students.

12               And I think what we need is one -- all we need  
13       is one (1) brave student to step forward anywhere in Canada  
14       and say "Okay, I'm..." -- you know, "I'm willing to be  
15       the guinea pig. You know, if we have to take Indian Affairs  
16       to court, let's take them to court and let's prove once  
17       and for all that education is a treaty right." And that's  
18       not being done and so that has to be done on the part of  
19       our leadership and they have to be serious about it.

20               And I think that's the main points of my  
21       presentation. And I think as long as we as students can  
22       say that we are doing our jobs as students and that we're  
23       attending regularly in our classes and that we're getting  
24       good marks and good grades and that we are promoting a

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1 positive self-image, very positive image of Aboriginal  
2 people in today's world, and that's what we are doing.  
3 And it is up to each of the other three (3) to do their  
4 jobs as well.

5 And as I've repeated before these are two (2)  
6 issues I think that have to be dealt with seriously because  
7 the treaty rights issue and the student involvement at  
8 all levels of discussion and I think if we start with that  
9 we'll be well on our way.

10 Thank you.

11 **CO-CHAIR PATRICIA SAULIS:** Okay. Thank you,  
12 Gary.

13 We'll move on to another presentation. I think,  
14 in speaking to Rick Favel, that -- is there a student from  
15 Scott Collegiate who is ready to address the commissioners  
16 and the circle?

17 And if you could just state your name before you  
18 start speaking?

19 **MR. IAN NIGHTTTRAEELLER:** My name is Ian  
20 Nighttraeller. I am a Grade 10 student from Scott  
21 Collegiate.

22 I am a young person. I have dreams, just like  
23 any other young person. I think the same as any other  
24 young person. I want to complete my education. I want



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1 to have a career. I want to have a family. I want to  
2 be happy. I want to leave something to those who follow  
3 me. These dreams can come true, however there are  
4 obstacles in our way.

5 There are no jobs and there is no money. The  
6 situation is very serious. Our political leaders have  
7 created a mess. This mess will be difficult to clean up.

8 The mess has been created through gross inappropriate  
9 spending: billions on helicopters, a farewell tour of  
10 Europe for the Prime Minister, et cetera. If the leaders  
11 of our country don't deal with all the spending there won't  
12 be anything left for us. There won't be anything left  
13 for our children. As it is, you, the older generation,  
14 has left us with very little. It wouldn't be too late  
15 if our leaders would get real and take action. All of  
16 these obstacles apply to everyone.

17 Another obstacle: racism. There is a serious  
18 problem and something needs to be done. Somehow, if people  
19 could see firsthand and somehow feel it and experience  
20 it, then perhaps we can work together to eliminate it.  
21 Many Anglo and Euro Canadians just don't believe it exists.

22 Most Canadians are good people and would be prepared to  
23 work towards eliminating it.

24 First they have to accept that racism exists.

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1 It's our job to convince them and we must do that through  
2 the right of self-government and through our treaty rights.  
3 Indian jobs for Indian people, Indian education for Indian  
4 children, Indian government for Indian people. Our  
5 great-grandfathers are wise leaders. They gave us  
6 treaties and we must uphold them.

7 Thank you for listening.

8 **CO-CHAIR PATRICIA SAULIS:** Did you have any  
9 additional words, Rick?

10 **MR. RICK FAVEL:** My name is Rick Favel. I am the  
11 cultural counsel for Scott Collegiate, Student Services.  
12 My role at Scott is very important because I am a link  
13 for the students with their culture and the wise people  
14 of the community.

15 As you probably know, culture gives an identity  
16 to young people and builds their self-esteem, provides  
17 them -- you know gives them -- makes them proud of who  
18 they are. It's important for our children and youth,  
19 especially in our schools, to get a sense of who they are.

20 Sometimes what the school has to offer is not enough  
21 because of the unique problems that young people are faced  
22 with.

23 They need education, but as one of our wise  
24 people -- James Iron Eagle -- said, that if you go out

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1 in the world with only education you are only half a person.  
2 You have to balance your life with spirituality. This  
3 is what we try to do at Scott. Many of our students are  
4 hurting inside and we need to address their emotional and  
5 spiritual concerns. Like I said, there needs to be a link  
6 between our wise people and our young people who are wise  
7 in their own way. This is what we try to do at Scott.

8 And what we try to do is use -- what I try to do  
9 is use what I learn from the old people and pass it on  
10 to the young students at Scott and I think we need more  
11 of that. We need more people out there in the different  
12 schools that involve Aboriginal youth, that have cultural  
13 experience, and pass that on to our young people.

14 Thank you.

15 **CO-CHAIR PATRICIA SAULIS:** Okay. Thanks, Rick.

16 The next presentation or the next presenter I  
17 asked was Christine Smith but we have Margaret who is  
18 filling in for her.

19 **MS MARGARET SAMUELSON:** Yes. My name is Margaret  
20 Samuelson and I have to apologize for my director. She  
21 wasn't feeling well so she asked me to present her little  
22 spiel today, so that's what I'm going to do to the best  
23 of my knowledge.

24 I don't know how many of you know of Regina Native

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1 Youth Services but we've been in -- this organization has  
2 been going for 10 years now and I've worked there for eight  
3 (8) years. And the organization that we offer is a  
4 home-like treatment setting within the community. It is  
5 mainly under the direction of mainly Native Indian Board  
6 concerned about the quality and standard of living for  
7 Indian and Native children within the city of Regina.  
8 Treatment is provided for Native Indian boys from 12 to  
9 16 years of age, most of who are wards of the Minister  
10 of Social Services, and a lot of our children come because  
11 of parent control: they can't control their children.

12 Our main concern about a lot of things about our  
13 Aboriginal people is the education system. The curriculum  
14 needs to address Aboriginal interests, history, arts and  
15 culture. The boys need to deal with issues in a more  
16 positive manner -- the youth -- I should say the youth  
17 need to deal with issues in a more positive manner.

18 Many of our youth have been moved from one school  
19 to the next, from a very young age, because of behaviour  
20 problems. This tends not only to isolate but it also  
21 rejects the child and we need to have more Aboriginal  
22 people -- I don't know how many -- sit on the board of  
23 directors at the board of directors for the education  
24 system. But I do hope that we do have some people that

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1 are Aboriginal and they have to have some things to keep  
2 these children interested in their school and a lot of  
3 it could be to do extra different things like doing some  
4 of their culture, learning from the old people. And, like  
5 this young gentleman said, more young people like him to  
6 be in the schools. And I think this will get the young  
7 people out to more of these meetings like this. And we  
8 need a lot of encouragement from all these young people  
9 that are here today.

10 And then we have the substance abuse. Again, the  
11 system and services currently offered do not fit the needs  
12 of native youth. In our experience we have had very little  
13 success when sending our youths for treatment -- and I'm  
14 talking about -- I hate to name any place but there is  
15 a place north that we had sent one of our youths down there  
16 and because of behaviour problems they kicked him out.  
17 He was only there for three (3) or four (4) days. And  
18 it costs money to send these children down there and the  
19 reason why we send them down there is because of their  
20 problems of alcohol and then plus it was behavioral  
21 problems and this child was sent home right away.

22 We need to have more people in these places to  
23 be able to work with children like this. I mean it's mostly  
24 white people working there. And when we sent this child

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1       there, they don't understand this child and so, for that  
2       reason, they sent him back to us and this kid, today, drinks  
3       cough syrup and he's got to be watched constantly. We  
4       don't have him any more but he will be turning 16 pretty  
5       soon and he'll be out of our system. And when he gets  
6       out on his own we're worried that we're going to find him  
7       dead in some back alley one of these days. And that's  
8       what I'm saying. They have these organizations but  
9       they're not for our Aboriginal people; they are for their  
10      white society, and they have to come from good backgrounds.

11               So, I will make this short and sweet. I just want  
12      to say that these Native people need lots of homes and  
13      treatments; maybe not organizations but we do need to get  
14      together, spend a lot of time together even if we have  
15      to get Elders out because I am coming to be an Elder too.

16      I am a young Elder I guess I can call myself, hopefully.

17               But anyway, I want to just say that I am willing  
18      to help any of these people here that are trying to get  
19      these young children out. If you put a microphone in front  
20      of a kid, just for the first time, he won't talk on it.

21      But teach them as you go along, and if you teach them  
22      right, they then will become role models and good leaders.

23               Thank you very much.

24               **CO-CHAIR PATRICIA SAULIS:** Thank you, Margaret.

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1                   For our last presenter we've asked Lyle Daniels,  
2                   who is involved with sports and recreation.

3                   **MR. LYLE DANIELS:** Thank you for giving me the  
4                   opportunity to say a few words.

5                   The one thing that I am starting to realize is  
6                   that you know you are getting old when instead of organizing  
7                   youth conferences you are starting to be invited to speak  
8                   at them. And I think that's an unfortunate thing for me  
9                   because as an elder youth I think it's important that we  
10                  still take a look at some of the past experiences that  
11                  we've gone through in hopes that a lot of the young people  
12                  who are getting up there in age, into their teens, are  
13                  able to realize and learn from some of our experiences.

14                 And I think that has a lot to do with my  
15                 presentation and I'm taking a look at my lifestyle. I  
16                 feel that my life growing up was important, to the point  
17                 where whatever bad things happened to me there was a reason  
18                 for that. And whenever I looked at and started evaluating  
19                 my life one of the things that I always thought about was  
20                 there was a lot of hardships in my life.

21                 So one of the things that I wanted to do was to  
22                 realize what are some of the ways that I can learn from  
23                 all this information and all these things that have  
24                 happened to me in hopes that it will make me a better person.

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1       And, again, the experiences that I have gone through will  
2       certainly benefit me and I hope that it will benefit young  
3       people as they start to get older.

4               When I was looking at setting up and writing up  
5       my presentation I told the young girls who were talking  
6       with me earlier that I haven't started on making a  
7       presentation or writing a presentation down. Every once  
8       in a while, being lazy, I have a habit of wanting to wing  
9       it a lot of times and so I started to jot down a few things.

10       And so what I am going to do is I will make a short  
11       presentation, then I wrote down some notes and I will  
12       probably travel around the world a little bit but I'll  
13       eventually get to some -- hopefully, some interesting  
14       points.

15               I work for an organization called Sasksport. And  
16       SaskSport recently took on a program that is geared towards  
17       developing opportunities for under-represented population  
18       groups to participate in sport. Obviously when my good  
19       friend Delbert was talking about the posters that were  
20       up here, it's good to see them because when I was working  
21       within SaskSport to do those posters I was working as a  
22       volunteer at that time. And we thought it was important  
23       that the role models that we have existing in our lives  
24       should not be -- and I think Delbert made a good point --



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1       that we should not have the absolute high profile like  
2       the Olympic athletes, as much as they are important. I  
3       think that people who are just participating and continuing  
4       to participate in sport are also very important.

5               As an Indian person I have lived in Regina for  
6       my entire life and that doesn't bother me because one of  
7       the things that people always say to me, that I'm known  
8       as and I'm considered, as an assimilated Indian. I have  
9       no problems with that because I enjoyed my upbringing  
10      within the city and that enjoyment has certainly assisted  
11      in me becoming a better and responsible adult.

12             As a young person I always enjoyed participating  
13      in sport. At the same time I also enjoyed participating  
14      in the tough recreational activity of alcohol and drugs.

15      The older I got the more easier it was for me to stay  
16      in the alcohol and drug life. We basically know what  
17      happens to a large number of young people who take this  
18      road and I certainly won't concentrate too much on this.

19             What changed my life was a willingness to get out  
20      of this scene and participate in sport. I was probably  
21      one of the people that worked at increasing the statistics  
22      of young Aboriginal people at this time in all the negative  
23      categories. I wanted to change and get into a better  
24      lifestyle that was healthy for me.

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1           In sport and recreation more communities have to  
2       see this as a major priority for the development of our  
3       young people. I am very confident that sport and  
4       recreation will bring out the best in our young people  
5       if they are given the opportunity to participate.  
6       Governments, sport groups and the Aboriginal community  
7       have to work as partners to develop plans to address the  
8       needs of these young people if they are to grow up to be  
9       responsible and confident adults. Sport and recreation  
10      develops team work, self-discipline and life skills, all  
11      of which contribute in the overall development of people.  
12      I had to throw in that little bit of a commercial.

13           We don't realize the importance of sports and  
14      recreation and I think that's a problem with not only  
15      Aboriginal politicians but government because one of the  
16      things that I've realized: that they are not making it  
17      a priority, they are not making it a priority enough to  
18      develop grass roots programming that will make and assist  
19      in the Aboriginal people making a better transition into  
20      mainstream sport.

21           We take a look at Saskatchewan. Saskatchewan has  
22      a Saskatchewan Games Program made up of different areas  
23      in the province who represent their areas in the province  
24      in the Saskatchewan Games. When I went and viewed the

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1 Saskatchewan Games as a person working at SaskSport, one  
2 of the things I noticed that the Aboriginal population  
3 that was participating in these games was probably .00001  
4 per cent of the population. And overall, when you take  
5 a look at the amount of people that Aboriginal people make  
6 in Saskatchewan it's difficult for me to realize why is  
7 that and what can we do to get more Aboriginal people  
8 involved in mainstream sport.

9 So, I took a lot of the different areas and  
10 realized that there was a number of different issues  
11 pertaining to Aboriginal people, and to the non-Native  
12 community as well, that needs to be addressed. As much  
13 as the athlete is looked at as the role model, we don't  
14 realize the importance of coaches and officials. They  
15 are very important. And I hear so often that -- different  
16 examples of racism in the sport where the officials and  
17 the coaches had the ability to stop a particular hockey  
18 game -- for example if Aboriginal hockey players were being  
19 taunted by the audience -- and I heard a number of examples  
20 of that happening. And I think one of the solutions that  
21 need to come out of that is a more structured officials  
22 program and coaching program that is geared to sensitizing  
23 up and coming coaches, not only in the Aboriginal community  
24 and not only increasing the amount of Aboriginal coaches

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1 in sport but also, within the non-Native community, there  
2 needs to be a lot of education and just awareness of all  
3 the issues pertaining to Aboriginal people. Not enough  
4 non-Native people know those issues.

5 I think it's fair to say that there is a difference  
6 between being a racist and being ignorant. And I think  
7 that's probably a very valuable point because if you are  
8 ignorant you don't understand the issues pertaining to  
9 Aboriginal people. If you are racist, you just outright  
10 don't like them because of the colour of his skin, no matter  
11 what. But if you are ignorant, you are the type of person  
12 that has been given some lack of education or awareness  
13 or being sensitive to some of the issues pertaining to  
14 Aboriginal people. And that needs to change.

15 I take a look nationally at some of the things  
16 that have to happen and I think the development of a  
17 national coaching certificate program that addresses the  
18 holistic athletes so that Aboriginal people make an easier  
19 transition into mainstream sport. It's got to be made  
20 easier for them.

21 I hear so many really good Aboriginal athletes  
22 who are good for so long, but because they are not prepared  
23 holistically and worked on the mind/body/spirit and the  
24 emotion side of him, that person doesn't last very long

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1 no matter where he is participating. And when you take  
2 a hockey player who is coming from the peewee leagues and  
3 then going to minor hockey and then to the NHL, if that  
4 person isn't holistically together, particularly of  
5 interest with the spiritual side and the emotional side,  
6 if he is so worried and wrapped up about things that are  
7 happening to his family back home because of the social  
8 life that he has lived and that he has been a part of,  
9 it's going to be difficult for him to participate in sport  
10 and eventually they are going to want to come back home.

11 And that's what happens to a lot of really good Aboriginal  
12 athletes. I would like to say that it is changing, but  
13 it's certainly a slow process.

14 Nowadays I feel quite confident that kids are not  
15 participating in sport because in a lot of cases,  
16 especially in the urban centres and especially in the inner  
17 city part of the urban centres, because they are too busy  
18 trying to survive. And when that happens their mind isn't  
19 necessarily on whether or not they are going to get a few  
20 friends together to go kick the ball around. They are  
21 worried about whether or not they are going to get a licking  
22 when they get home from their parents. And I think that  
23 needs to be addressed to the point that that is a social  
24 problem and we need to somehow deal with that and get them

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1 understanding the importance of participating in sport  
2 so that they are able to realize that this is something  
3 that is going to change them and make them better people.

4 Kids can't afford equipment. Equipment costs too  
5 much. To be a hockey player nowadays every single year  
6 it costs you not only \$300.00 to suit yourself up in  
7 equipment, but it also costs you anywhere from \$200.00  
8 to \$500.00 for league fees, and that's a barrier. And  
9 so what government has to do and what sports groups have  
10 to do, they have to take a look at that and realize there  
11 has to be some change in that.

12 One of the things that I was fortunate to be a  
13 part of is that back many years ago when I was really young  
14 we had what we called a parts league in hockey, where we  
15 used the outdoor rinks and we had a league and we had coaches  
16 and everything. That is gone now because people are so  
17 spoiled about the fact that they are in indoor hockey rinks  
18 now. Of course it takes a lot of money to run an indoor  
19 hockey rink but they don't realize the importance of grass  
20 roots development in sport activities. The introduction  
21 participation programs are the key to the future for our  
22 young people.

23 Getting back a little bit to the racist and the  
24 ignorant people. There has to be a large amount of

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1 cross-cultural awareness programming that is geared  
2 towards the non-Native community. They have to become  
3 very much understandable to all the issues pertaining to  
4 Aboriginal people. And what you will find, out of all  
5 the people who we think are racist, a good number of them  
6 are just ignorant like I said: they just don't know the  
7 issues. But when they take the time to start to understand  
8 what it is to be an Indian and the cultural pride that  
9 comes with being an Indian, then they start to realize  
10 that we are pretty good people. The racist people then  
11 become educated people.

12 Treaty land entitlement, social development,  
13 economic development are important for our future, but  
14 sport and recreation is needed in the present so our young  
15 people will make it to the future. When you take a look  
16 at all those things -- all our leaders and all the  
17 governments are so wrapped up in all those particular  
18 issues that they are not worrying about the people that  
19 are in the present today and who are not participating  
20 in sport and who are not getting involved in anything that  
21 is going to help them.

22 So we need to, again, focus a lot of our attention  
23 on some of the grass roots programming and realize that  
24 our youth will continue to hang around the malls and wait

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1       for self-government, treaty land entitlement, and economic  
2       development. We should prepare them for what is coming.  
3       Sport, recreation and education will do that and one of  
4       the things that I feel very strong about is the fact that  
5       if we don't do that there is only going to be a small number  
6       of really, really strong people who are going to be around  
7       in a few years. Young people make up a large majority  
8       of our population but a lot of them are dying off as well  
9       because of the fact their mind is so screwed up because  
10      of everything that they are involved in.

11               The one last point I think that is very important:  
12      I've always had the opportunity to help people and that's  
13      the one thing that I like. I sit on a number of different  
14      boards and committees and when we take a look at any group  
15      that wishes or wants to look at getting representations  
16      on boards and committees, that there is a certain way that  
17      you have to do it that is not going to offend Aboriginal  
18      people and I think that's very important.

19               And the best formula that you can use for that,  
20      is that if you have a committee or board where one (1)  
21      person is of Aboriginal ancestry on that board, it is seen,  
22      unfortunately, as tokenism. And as much as I may not  
23      believe -- if I'm the only person sitting on a committee  
24      I don't believe it's tokenism my personal self because



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1 I have the responsibility to do something and be of some  
2 representation on that committee. Two (2) or twenty (20)  
3 per cent can influence a good number of people on a  
4 committee or board and three (3) or thirty (30) per cent  
5 of the board or committees can make a very, very good  
6 difference.

7 The last thing I just want to mention is the fact,  
8 like I said, I had the opportunity to always try to help  
9 people as much as I can. And I also had a couple of  
10 opportunities at making and giving presentations out at  
11 correctional facilities. And one of the things that I  
12 think is important: you want to see a place where there  
13 is young people that are dying, you take a commission such  
14 as this and go and listen to some of the people that are  
15 in a place Dojack, and get to hear some of those stories  
16 and start to realize what these people are going through,  
17 and understand that we need to listen to them as well.  
18 They are always not thought of because they're in jail  
19 and they're not real people in a lot of cases when they  
20 have just as much right to be in this circle as everybody  
21 else.

22 And that's all I have to say.

23 Thank you.

24 **CO-CHAIR PATRICIA SAULIS:** Thank you, Lyle.

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1           In terms of where we are going to go from here,  
2           I think because we really only have about another 25 minutes  
3           that I would ask the youth who haven't spoken yet to maybe  
4           come forward. After listening to some of these  
5           presentations and different ideas if you might want to  
6           share something at this time with us.

7           So, the floor is open.

8           **MS ANN HANSON:** Ann Hanson from Scott Collegiate  
9           in Regina.

10          One of the issues that we have to talk about is  
11          the right to self-government and the links that have to  
12          be made to get there. One vital link is education, that  
13          not enough funding I feel has been given to Natives and  
14          not enough credit. The friendship centre has awards that  
15          encourage and help Natives and Metis, to give them a sense  
16          of pride.

17          The right to education is specified in the  
18          treaties but that right has to be upheld no matter where  
19          you live because the urban Natives do not get the same  
20          funding as reserve Natives in most cases. That's why  
21          Piapot Reserve has a bus that comes into Scott Collegiate  
22          and goes back to the reserve, which I feel is very binding  
23          because you should have the right to live off the reserve  
24          and still get funding as a Native. You are no less than

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1 a Native if you live off or on a reserve.

2 One of the other things in education is that we,  
3 as young people, should have programs that the government  
4 has to set up to educate us about the different policies  
5 of government: like youth programs and forums for the  
6 different political parties. My recommendation for the  
7 government is to educate those who want to be educated  
8 because it is those who will be the leaders of the future  
9 and we, as a nation within a nation, you must strengthen  
10 that nation. We may not be the backbone but we are one  
11 vital link, as much as the Quebecois in Quebec, the  
12 Anglophones on the prairies, and the other minorities in  
13 Canada. We must remember that we are one nation and that  
14 is of Canada. We must strengthen this nation because it's  
15 getting very, very weak at its seams.

16 For our youth we must increase the ability to have  
17 an education, the right to have an education. This is  
18 what we must promote. Education is a powerful tool, and  
19 that way we can strengthen our country.

20 Thank you.

21 **CO-CHAIR PATRICIA SAULIS:** Thank you for your  
22 words.

23 Is there anybody else who would like to? Okay.  
24 And if you could just say your name?

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1                   **MR. CHRIS LAFONTAINE JUNIOR:** My name is Chris  
2                   Lafontaine Junior. I am 14 years old, going into Grade  
3                   11 in the fall. I am Cree and Sauteux. I go to Tom  
4                   Collegiate and I am one out of the six (6) Aboriginal  
5                   students that attend there.

6                   Getting back to some of the presentations given,  
7                   I believe that culture and language need not only be taught  
8                   in schools but especially in the home, and that it is one  
9                   of the responsibilities of the parent.

10                  Also, when I hear about all these different  
11                  peoples talk about Native youth being recognized as being  
12                  Cree or Sauteux, who really benefits from the separation  
13                  of cultures? We are all Aboriginal people.

14                  Getting off the topic "School," how do Aboriginal  
15                  youth prepare to compete internationally with everyone,  
16                  regardless of race? Have you heard of anything in your  
17                  travels, anything that will lead to the recommendations  
18                  in this area?

19                  **CO-CHAIR PATRICIA SAULIS:** Okay, thanks.

20                  Is there anybody else who hasn't had a chance to  
21                  speak yet who would like to say something?

22                  Okay, just say your name.

23                  **MS MARIE MeRASTY:** Marie MeRasty and I am a  
24                  student at the University of Regina.

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1           And basically most of what I have written has  
2           already been said but there is one document I came across  
3           in my first year concerning education and it really  
4           inspired me and I like to share it with everybody. I write  
5           it in most of my essays where I can bring it in and I just  
6           think it would inspire people.

7           It was written by Chief Dan George and it comes  
8           from "My Heart Soars."

9           "There is a longing among the young of my Nation to secure  
10           for themselves and their people the skills  
11           that will provide with them a sense of worth  
12           and purpose. They will be our new warriors.  
13           Their training will be much longer and more  
14           demanding than it was in the olden days.  
15           The long years of study will demand more  
16           determination. Separation from home and  
17           family will demand endurance but they will  
18           emerge with their hand held forward, not to  
19           receive welfare but to grasp a place in  
20           society that is rightly theirs."

21           I found that to be just an inspiration to myself  
22           as an Aboriginal person.

23           And as the young girl who was speaking on behalf  
24           of Scott Collegiate and not being funded to come to just

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1 even secondary school, I found -- and also with  
2 university -- I found that some of the scholarships that  
3 were offered, some of the criteria was very high I thought:  
4 you have to maintain a 75 average. And I consider myself  
5 a very intelligent person but I often found that  
6 maintaining a 75 average was nearly impossible when you  
7 have people calling you, your friends, relatives,  
8 threatening to commit suicide, when another relative is  
9 passed out on the street, somebody is in jail, all that  
10 sort of thing, all these social problems come to mind and  
11 I don't think that I'm alone in this sense. And I just  
12 found that the criteria was very ridiculous to maintain  
13 a 75 average when you have all these social problems.

14 That's all I have to say. Thanks.

15 **CO-CHAIR PATRICIA SAULIS:** Great. Thank you.

16 Is there anybody else?

17 Is there of the high school students that would  
18 like to have something to say?

19 Well, I guess in terms of the last five (5) or  
20 ten (10) minutes I will ask the commissioners if they have  
21 any specific questions they would like to ask, and we'll  
22 try to wrap it up for 10:00 o'clock.

23 **CO-CHAIR RENE DUSSAULT:** Yes.

24 We heard a lot about sport and recreation during

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1       our hearings and one of the presenters put a lot of emphasis  
2       on the importance of sport and recreation as a means to  
3       achieve oneself and go through many of the difficulties  
4       of self-esteem and on and on. What we were told, though,  
5       is that there is a problem of money, as usual. But also  
6       there is a problem of the priority that is put to these  
7       facilities, even within Aboriginal communities; not only  
8       in the cities but in the communities themselves.

9               And I would like to know if the young people feel --  
10       in the cities very often the facilities are there. The  
11       problems might be to use them and to feel at ease and  
12       participating with non-Aboriginal peoples in those events.

13              But I would like to know if young people feel  
14       that -- what are the barriers to get involved in a city  
15       like Regina in the sports while the facilities are there.

16       Somebody mentioned "Well, people are too busy to try to  
17       survive to get involved," also the fact that equipments  
18       are too expensive. These are certainly very important  
19       reasons but in the schools, for example, where normally  
20       some of the facilities are there, is there a problem of  
21       involvement by young Aboriginal peoples in the sport and  
22       recreation activities or is it the participation the same  
23       as non-Aboriginal peoples?

24              Could you try to expand or maybe one of the

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1 presenters could -- it would be useful for us to know if,  
2 when the facilities are there in the schools, if they are  
3 used as much in proportion by Aboriginal people as opposed  
4 to non-Aboriginal people, or is there a difference or is  
5 it about the same?

6 So is it just a matter of getting the facilities  
7 or is there more than that? Is the cultural problems  
8 transported to the field itself or does somebody tend to  
9 be passive both -- what kind of link, if there is any,  
10 between cultures and sports, being active on both? Is  
11 there a relationship that you see in your life?

12 **CO-CHAIR PATRICIA SAULIS:** Maybe we could start  
13 with one of the high school students because I know there  
14 is a lot of involvement, usually at the high school level,  
15 of people in sports. So maybe somebody could address that  
16 from Scott Collegiate?

17 If you could say your name too?

18 **MS SHIRLEY KRAMER:** Oh. My name is Shirley  
19 Kramer. I am a Grade 11 student at Scott.

20 You asked if there was like participation. For  
21 our school there is like the facilities are there and we  
22 have the sports and like I guess we're able to compete  
23 in them but it's just more of lack of interest.

24 Like in the beginning of the year there will be



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1 all these students coming out but then they start to feel  
2 like "Oh, well, I'm not really that good," and they really  
3 start putting themselves down, so then they quit. And  
4 then it's like near the end of the year or whatever, then  
5 we really don't have the sports so we're kind of cut down  
6 because there is lack of interest.

7 **CO-CHAIR RENE DUSSAULT:** Why do you think there  
8 is a lack of interest?

9 **MS SHIRLEY KRAMER:** Basically it's because none  
10 of the students are motivated or they have other  
11 priorities, or basically because they think "Well, I'm  
12 not as good as that person so I'm not even going to try."

13 **CO-CHAIR PATRICIA SAULIS:** So you'd say like  
14 there is a greater sense of competition rather than just  
15 having a fun time and going out for a game or something  
16 like that?

17 **MS SHIRLEY KRAMER:** Yeah, that's what I  
18 experience. Like I've been at Scott for four (4) years  
19 now and it's like the same thing every year so ---

20 **CO-CHAIR PATRICIA SAULIS:** Yeah.

21 Do the other high school students see that too,  
22 as well?

23 **MS ANN HANSON:** Ann Hanson.

24 I really think that most of the priorities at Scott

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1 are a bit different from other schools because most of  
2 the time it's balanced on whether you have money or not.

3 If there is other priorities there might be court dates  
4 or that, people lose interest in school and in other things  
5 like sports and recreation. But if we had more of a stable  
6 environment I'm sure that the Natives would be a leading  
7 force in the sport and recreation field.

8 **MR. DELBERT MAJER:** Delbert Majer.

9 With the sport and recreation, those questions  
10 there, like I agree. Like a lot of the young people, their  
11 sport and their recreation, energy and time is used up  
12 just trying to survive.

13 And like from my own experiences I never got really  
14 interested in sport until about I was 10, and that's even  
15 late for a lot of young people to get involved in a lot  
16 of sports and be competitive. And even in high school  
17 I only got involved and when I was in Grade 12 and I made  
18 these football teams and wrestling teams and that. But  
19 like they were saying, I didn't follow through right till  
20 the end. I had trouble with completing things, I had  
21 trouble with feeling like I belonged, like I didn't feel  
22 a part of, I felt apart from these team sports.

23 Yet I did have the skills and abilities to make  
24 these teams and to contribute and compete and yet I didn't

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1       feel -- I felt isolated on the team. And I would recommend  
2       that coaches and officials -- whoever is responsible:  
3       teachers, other young people, in getting young people  
4       involved in these team sports, whether at school or in  
5       the community -- that they try a different way of  
6       approaching young people to get involved; not just a poster  
7       or a notice on a wall or in the paper, on the radio. It  
8       should be people actually going, encouraging these young  
9       people in person to join up and a person inviting them  
10      to come out because a lot of times they don't care about  
11      a poster or a notice on the wall or announcement on the  
12      intercom. They want to be invited personally. Like they  
13      don't want to be invited personally but they feel more  
14      comfortable if someone did that and invite them out.

15               I know I was invited on teams like that and that's  
16      why I felt like coming out and contributing. And first  
17      it was with basketball. You don't have to be a tall person  
18      to do well and be successful in basketball. I proved that.

19      Like you know I went on a senior men's team after high  
20      school because that's when I finally got confident to join  
21      basketball in an organized fashion. And I didn't think  
22      of my height or why I wouldn't be as good as the next person  
23      in this sport. I thought of what my strengths were and  
24      what I could contribute and those things weren't so

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1 glamorous, like scoring a lot of points or making the  
2 headlines that way, but it would be other things like  
3 preventing points from being scored and being defensive  
4 that way.

5 So, what I am saying is that young people and  
6 coaches should promote their strengths on how they can  
7 contribute to these teams and not what society wants to  
8 see: how many goals you can score, how many touchdowns  
9 you can make, or how many baskets you can make. You can  
10 contribute in other ways.

11 **CO-CHAIR PATRICIA SAULIS:** M'hm.

12 I guess we will go to Viola Robinson to see if  
13 she has any questions from the presentations.

14 **COMMISSIONER VIOLA ROBINSON:** I don't think I  
15 have any questions. I think you've touched on some very  
16 important things -- or I guess priorities and concerns  
17 as youth. And your concern about education is a valid  
18 one and I think it's an important one and I think we've  
19 heard some good suggestions as well, you know, about how  
20 things should be dealt with.

21 So I don't really have any questions I think.

22 **CO-CHAIR PATRICIA SAULIS:** Okay, that's great.

23 **CO-CHAIR RENE DUSSAULT:** Maybe I would like just  
24 to make a comment on the young man, the 14 year old, who

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1       came to the mike and said "I also want to compete  
2       internationally." And I just want to say that it's exactly  
3       the mood that people should have and it is very important  
4       that that is a choice that is available to everybody in  
5       this country.

6               And I think that what we have been told is that  
7       young Aboriginal people want to do that without losing  
8       their culture, and getting identity aside they want to  
9       be able to go into the mainstream society but retain their  
10      soul.

11             And do you think it will be possible in the future  
12      to do both, to really retain the self-identity as Metis  
13      or Indian or an Inuit person and at the same time feel  
14      that there is an equal opportunity to compete with  
15      everybody, not only on the Canadian scene but  
16      internationally? Do you feel that is a goal that is valid  
17      and that is realistic? Because that is often asked to  
18      us by young people.

19             **CO-CHAIR PATRICIA SAULIS:** Margaret.

20             **MS MARGARET SAMUELSON:** Margaret Samuelson.

21             Yeah, I believe there is. I think people are  
22      getting more education on Indians and half breeds and Metis  
23      and all this. They are all beginning to find out that  
24      we are one Nation, you know what I mean. Like long time

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1       ago when I first come into the city I found it very racist  
2       and even when my son played hockey I took him to the --  
3       he was the only boy on a white team. And I took him to  
4       the hockey team and they said "Look at that little Indian  
5       go. Can he ever go," and that really hurt me when they  
6       said that because it wasn't meant as a good thing; it was  
7       meant to be mean. That's what I took it for and of course  
8       I had to open mouth and say "Okay, white trash, it's okay,"  
9       you know.

10               I mean I think the people are getting educated  
11       on who is Indian and all this and I think we are starting --  
12       we are just starting, we are not really getting there yet --  
13       but we are just starting to know where we come from and  
14       a lot of people are being proud that they are Indians.

15               I know my little girl the other day says she's  
16       Indian and she said she's proud to be because this little  
17       boy says to her "You know it's very..." -- it's shown and  
18       it comes right from the home because my little girl is  
19       six (6) years old and this little boy is about five (5)  
20       or so -- and he comes and he says "You're an Indian."  
21       "And why am I an Indian," she says. And he says "Because  
22       you're brown, that's why you're an Indian." And the little  
23       girl says "Yeah, but I'm not an Indian. I'm a Metis,"  
24       she says!

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1           So I just thought I would bring this, but people  
2           are getting educated on this and I'm sure in due time that  
3           we will be up there in the national field.

4           Thank you very much.

5           **CO-CHAIR PATRICIA SAULIS:** I guess too I'd like  
6           to ask the high school students from Scott Collegiate,  
7           in terms of the high school level right now would you feel  
8           comfortable in terms of your focus not just nationally  
9           but say you want to go to a university overseas somewhere,  
10          do people your age think about those kinds of things?

11          **MS SHIRLEY KRAMER:** Shirley Kramer.

12          You said think about like going to universities  
13          overseas and stuff like that?

14          **CO-CHAIR PATRICIA SAULIS:** Like in Europe or  
15          England or down in the States, like to Harvard or something  
16          like that.

17          **MS SHIRLEY KRAMER:** Not me, personally, but I do  
18          think about like what I want to be after high school.  
19          And I want to go to university and I want to make something  
20          of myself but I don't think about going overseas or  
21          anything.

22          **CO-CHAIR PATRICIA SAULIS:** M'hm.

23          **MS ANN HANSON:** I applied early application for  
24          Queen's University but Native Affairs will not fund

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1 different things unless you maintain an average of 85 per  
2 cent. I have an average of 94 per cent so I am definitely  
3 going for that goal.

4 **MR. IAN NIGHTTTRAEELLER:** I never had really any  
5 goals yet not to go to any university, just here in  
6 Saskatchewan like Regina or Saskatoon. But my heart's  
7 more on Saskatoon because, I don't know, I'm kind of worried  
8 about this funding yet because my reserve like favours  
9 people for funding. Like even if they have a low average  
10 families fund each other. So it's kind of like specialized  
11 so I have no real goals for going anywhere else because  
12 of the funding.

13 **MR. DELBERT MAJER:** Last year in Edmonton there  
14 was this conference called "Healing our Spirit Worldwide"  
15 and the council I was involved in at the time, Saskatoon  
16 Youth Advisory Council, played an important role in  
17 contributing to the development and the organizing of the  
18 youth portion of this international conference. So we  
19 welcomed the youth of the world to this conference and  
20 we hosted and we organized so they would have an opportunity  
21 to learn and to learn about what it is to heal as an  
22 individual and as a family community.

23 Also, too, with my involvement with our Metis  
24 Society of Saskatchewan Provincial Youth Committee, we're



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1 involved with our Metis National Council and our Ministry  
2 of Youth that was established in March. And our Minister  
3 has appointed a delegation of four (4) people, including  
4 myself, to go to China -- to Montreal, then China -- to  
5 talk on, to learn and be trained on alcohol and drug abuse  
6 prevention programs and to go to China and teach people  
7 on this program and learn about their culture. And they  
8 in turn I assume are going to be coming here as Chinese  
9 students and Chinese young people coming here.

10 So I am very grateful for the Metis National  
11 Council and other persons responsible for providing that  
12 opportunity for us to contribute to the international scene  
13 as young people and for people to come to Canada and help  
14 us with our international affairs here, as far as youth  
15 are concerned like examples of this healing are spread  
16 world-wide conference in July of last year. I understand  
17 it will be in three (3) more years in Australia and there  
18 will be youth conferences there. That will be an  
19 opportunity for young people to get involved.

20 **CO-CHAIR PATRICIA SAULIS:** Okay, thank you.

21 Well, we are at 10:00 o'clock so I guess we will  
22 close now. We've asked Jim Sinclair again to do our  
23 closing.

24 **MR. JIM SINCLAIR:** Well, it is time for the

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1 closing remarks, I guess.

2 My own personal opinion, as the meeting went on,  
3 I enjoyed it very much and listened to a lot of the proposals  
4 that young people made as well as some of the responses  
5 of the commissioners. And I just wanted to make a couple  
6 of comments before we asked Mr. Pelletier to give the  
7 closing prayer.

8 I think that the youth has made some positive  
9 contributions to the Royal Commission in terms of some  
10 of its ideas, particularly that of education and on sports  
11 and recreations as important to the youth. I think that  
12 if you pull things together and you try to understand that  
13 without the funding for education which is guaranteed in  
14 the treaties as far as we're concerned we're not going  
15 to get up to the kind of stage that we need to compete  
16 in the work market today, the job force. We need to be  
17 educated.

18 And I think for many of us the cost for a jail  
19 cell is in the neighbourhood of \$60 to \$70,000.00 a year  
20 in this province and the cost for education for a child  
21 is much less. So you must have governments and people  
22 set their priorities. They got to decide if they are going  
23 to build more jails or give us more education.

24 And I think we face the worst kind of racism

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1        amongst our people, in particular the youth: economic  
2        racism. I can stand other racism -- people calling me  
3        names because of the colour of my skin or because I'm an  
4        Indian. I don't mind that. But I can't compete with those  
5        in the affluent society who have the jobs and are racist  
6        against us in terms of our economic conditions and our  
7        economic place in the community, rather than just the  
8        colour of our skin.

9                So I think that something important for us to  
10       understand is that we must have education, we must have  
11       the kind of economy that is needed to build our future.

12       Culture will build as a result of that. Culture will  
13       build as a result of the economics of our community. And  
14       as many of the youth pointed out tonight, is we have really  
15       no time for sports and recreation, no time for other  
16       activities, other than just getting by. You are going  
17       to have some real problems and Canada is no place for that,  
18       especially an affluent country like this. So we need to  
19       do some work.

20               I just wanted to point out a couple of things  
21       before I close. I want to thank the students again for  
22       making such good presentations. I would particularly like  
23       to pay tribute to Scott Collegiate and Mr. Art Marchuk  
24       and the students and the presentation by the young students

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1 from that school. They done an excellent job and I really  
2 am proud of them. In fact I would like to enter their  
3 political science program if they got one. I'd learn  
4 something.

5 And I think Lyle Daniels mentioned something that  
6 was mentioned to me today by others. I would hope in the  
7 future that the Royal Commission could make it to the Dojack  
8 Centre, could make it to Ranch Arrow, could make it out  
9 to the jail over there which is full of 75 per cent of  
10 our children, our young people, I mean really young people,  
11 to hear some of the concerns that they have. And I think  
12 that we need to do those things. We need to go where the  
13 problems are to also get the solutions. I think that's  
14 important to us and that was raised by some others today  
15 as well.

16 I would like to invite the Commission back at some  
17 time before its mandate is over so that we could again  
18 maybe get together and give another presentation as we  
19 train to meet these people. And it's good for you.

20 And, children, I want you to know that you know  
21 you don't come here today, give this presentation, and  
22 go home and stay home until another Commission comes.  
23 You got your Chiefs, you got your councils, you got City  
24 Council, you got your school boards, you got so many places

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1 to go where you can make these presentations and you can  
2 make the changes that is necessary for your community.

3 So, there is a lot of politics that you can carry  
4 out on a day-to-day basis. And when these people come,  
5 you are ready for them because you have had the experience.

6 So I think it's important you understand that. I don't  
7 think you want to be intimidated by anyone from Ottawa  
8 or anyone from any place. I think you are going to learn  
9 to understand these things as you grow older.

10 And the Commission, I want to thank you again for  
11 coming and being patient with us and hearing us out and  
12 spending an evening with us and we hope that you have a  
13 good stay in Regina. And for the young people who helped  
14 carry this program out today, I want to thank them. The  
15 youth are responsible for this and the youth are going  
16 to have to evaluate this and the youth are going to have  
17 to get together and talk about the future and how they  
18 will go the next round or what should be the next round  
19 of talks. So I think that's important. I want to thank  
20 you all and I'll call on Mr. Isador Pelletier again to  
21 give us the closing prayer.

22 **MR. ISADOR PELLETIER:** Thank you, Jim.

23 Before I say my prayer I would like to say that  
24 I am very proud to have these young people represent us.

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1           You people are not youth any more; you are young  
2 adults. Because the way I hear you people speak it makes  
3 me really proud to stand here in front of you and say a  
4 prayer for you.

5           And I would like to also thank the Commission for  
6 coming out and listening to our young adults say their  
7 piece and hopefully you will take that back to wherever  
8 you are going to decide this thing and make sure that it's  
9 been hashed over real good. And I know you've heard these  
10 things, you've been travelling all over Canada and you've  
11 heard all this stuff before, but, again, please listen  
12 to these people.

13

14       **---Closing Prayer**

15                       **CO-CHAIR RENE DUSSAULT:** Just a final word.

16       I would like to thank both Patricia Saulis and Susan McLeod  
17 for chairing the meeting. I would like also to say that  
18 I totally share what was just said, that I hope that today  
19 was just a rehearsal for you to speak out in all kinds  
20 of forums. And it is very important not to do it one event,  
21 it has to be repeated often and often in many, many areas.

22           Also, I would like to say in closing that  
23 all the commissioners that has visited jails and  
24 penitentiaries and we've met a lot of many, many young

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1       people, the young Aboriginal people there, and we've talked  
2       with them, we've discussed with them and it's quite  
3       striking that many of them told us that in Stoney Mountain  
4       for example, we were there a year ago and they were 180  
5       young Aboriginal peoples and they were telling us that  
6       the penitentiaries were the first place where they were  
7       finding their roots somehow because they were together  
8       with many, many other young Aboriginal people. So it  
9       should not happen that way in Canada obviously and  
10      shouldn't happen elsewhere.

11                       So, thank you very much again and there is  
12      a lot of hope.

13      ---Whereupon the Hearing was adjourned at 10:10 p.m. to  
14                       resume on Tuesday, May 11, 1993, at 9:00 a.m.