



The New Nation

La noovel naasyoon



Spring 2011



The New Nation

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is a publication of the Gabriel Dumont Institute of Native Studies and Applied Research.

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GABRIEL DUMONT INSTITUTE
of Native Studies and Applied Research



GDI Launches New Website
1

An Interview with my Mooshum
Joseph Pelletier *2*

Dumont Technical Institute
Provides Quality Education and
Skills Training *7*

Dennis and Jean Fisher
Donate Métis-Related
Artefacts to the Institute *8*

Trent Bruner Honours Everett
Larson With Ethnomusicology
Thesis *10*

DTI Construction Readiness
Program Ends Successfully
12

GDI T&E Inks Deal Under
Federal Skills and Partnership
Fund *13*

GDC Graduate Bursary
Recipient Updates *14*

New Resources Available
Spring 2011 From the Gabriel
Dumont Institute *17*

Michif Lessons with Harriet
Oaks—Conversation Questions
and Responses *19*

Number of SUNTEP
graduates exceeds 1,000
20

The Good Medicine Show *22*

Let's Lead at Batoche *24*



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GDI Launches New Website

Article by Lisa Wilson

For those of you who may have the Gabriel Dumont Institute (GDI) website set up as your home page when you launch your internet, or if you regularly use the GDI site, you will have noticed something new. Effective March 2nd the new GDI website was launched by the IT department, headed by Gareth Griffiths. Several entities in GDI met and discussed the look of the new website and the content and features that would be necessary in a new design.

The new look of the home page is much simpler with flower beadwork buttons in the centre providing quick reference points for popular topics. On the left, there are links with drop down boxes from which users can select a variety of topics. Between the left side links and the buttons in the centre of the page, those searching for information about GDI should be able to quickly and easily find the information they are looking for. On the right side of the home page, there is a "News" section where the latest news of the Institute will be posted.

An interesting new feature is the "Apply" beadwork button in the centre of the home page. Users can click on this button to

apply not only for programs and scholarships but also to apply on-line for externally advertised employment opportunities with the Institute. There are a few sections of the website that are currently under construction and should be in place in the very near future but overall the user-friendly feel of the website can be considered a big improvement.

IT Coordinator Gareth Griffiths says, "It is designed using Drupal, MySQL and other Open Source Packages to offer easier updating

and content delivery." That's IT-speak for "we updated the technology," I think. Gareth also acknowledged the hard work put in by Gordon Holtlander on the website project.

New features of the website, aside from those described above, include a search function, up-to-date program listings and information, and a breadcrumb trail near the top of the page. Go online and check it out! Updates to the website will be made frequently..



An Interview with my Mooshum Joseph Pelletier

In his Memory September 11, 1940-December 21, 2010

Article by Thomas W. Landry and Photographs Courtesy Joanna Landry

Background interview with Joanna Landry by Karon Shmon:

Karon: Hello, Joanna. On behalf of the Gabriel Dumont Institute, please accept our condolences on your father's passing. He was a respected Elder and Michif speaker and we are grateful to already have some of his legacy on the Virtual Museum of Métis History and Culture. I am really glad you brought your son, Thomas', heritage project to our attention. I know it was his school assignment and has since come to mean much more to your family. Please tell us a bit about Thomas and the project.

Joanna: When my son Thomas came home with his social studies heritage project in Grade 5, he had said that his teacher had told the class that when they go home they should consider interviewing a relative about their heritage and what it was like growing up as a child. When he told me this, I was so happy because I thought this would be a great opportunity for Thomas to interview his Mooshum about growing up Métis and all the events that were meaningful to his Mooshum and his Métis culture. Thomas chose an interview style project and I seen it as being the

most valuable since it allowed for a memorable and valuable learning experience for him, rather than a "tell all about" format.

Karon: Thanks, Joanna. I guess what you're saying is that Thomas' interest in his grandfather, and the questions he posed, brought information about your family's history and your father's experience that he might not have shared otherwise. Do you agree?

Joanna: I would agree, but over the years as a family we have been fortunate that my dad shared many stories with his children and grandchildren at many family gatherings and especially around the camp at Back to Batoche Days that he so dearly enjoyed attending the past 25 years. However, this is the first time that this information has been recorded on paper as a piece of history for our family.

Karon: What advice would you give to other families and young people about family history and heritage? For your family, how has Thomas' project influence how you view family history and heritage?

Joanna: As a person, I understand

the importance of retaining one's culture and identity and upon my father's passing this became imperative to me to continue to practice our Métis traditions and ensure that Thomas is proud of where he has come from and his Métis roots. I feel as the older generations leave this earth it becomes the next generation's responsibility to pass along these stories and teachings. I am more than happy to step up to the plate to ensure that our family's Métis tradition continues. My siblings and I have been fortunate to have grown up Métis, and that all the values and beliefs that have been instilled in us we give credit to our father and our Mooshum and Kokum. I can proudly say that Thomas received many of his teachings from his Mooshum as we have from our Mooshum and Kokum. In turn I can only hope that I can continue the tradition and pass along these same stories and teachings to my son Thomas and my future grandchildren with the same passion and dedication as my father, my Mooshum, and Kokum.

Karon: Joanna, our thanks to you, and Thomas, for sharing

your father's story. All of the New Nation editions of this magazine are posted on the virtual museum (www.metismuseum.ca), so the information on your father and Thomas' grandfather, Joe Pelletier, will be added to with this article. I am sure his story is one to many Métis families can relate. I know it has inspired me to ensure more of my family history and heritage is passed to the younger generation.



Joanna: You're welcome, Karon.

Interview with Joseph Pelletier by Thomas W. Landry:

Where did you live as a child?

Marieval, Saskatchewan near Crooked Lake in a small Métis village. When I was young we moved to different locations in search of Seneca root. My family dug Seneca root to make money to buy food and other items to live. In the summer we moved to Crescent Lake, Saskatchewan for a month to dig for Seneca root. The root was used for medicine, when we had enough we took the roots to Grayson, SK and they sent it to Winnipeg, Manitoba by train.

What was it like growing up?

It was alright, I rode horses, played with my cousins and since we lived

near the lake we played at the beach a lot in the summer. There were always a lot of things to do, I was never bored. In the spring, summer and fall I was outside a lot. During the winter when it was cold I played a lot of cards and cribbage with my parents. When I was very young I used to suffer from sore legs and my mom would take the black soot from the old wood stove and draw little lizards on my legs to make the pain stop and that seemed to help with my soreness. I remember many times when I suffered from earaches my mom or dad would blow smoke from their cigarettes into my ear and the pain would stop.

Where did you go to school?

The school I went to was called Marieval day school and it was just for Métis kids. It was a little

house with ten desks; it was near Marieval Residential School. My teacher was a nun; her name was "Sister Saint Jean Veie". The first book I read was *See Dick and Jane* and *Spot the Dog*. The subjects I took at school were reading, writing, and arithmetic. The day was 9:00 a.m -12:00 p.m- and 1:00-3:30 p.m Monday to Friday. The only holidays we had were Easter, Christmas and summer holidays. I had to walk 5 miles to school. There were no school buses in the winter so I took my horse to school and parked my ride in the barn. I finished school at 13 and then I stayed home to work with my parents and help out with my mooshum and kokum.

What language do you speak?

My first language is Michif a mix of the Cree language and French

language. I learned how to speak English at school. At home growing up and as an adult we spoke nothing but Michif. I love my language and really enjoy speaking it.

Who did you live with as a child?

I lived with my parents in a log house. My mom would paint the inside of our log house wall with white wash paint. I remember many times that I would see a bed bug crawling on the wall and I would squish it and it would leave blood marks and my mom would get mad at me because she wanted the walls to stay white. In the summer months we traveled to dig for Seneca root and set up a tent to live in for a few days wherever there were a lot of roots.



I had a dog named "Bijou" he was a collie dog. He played hide and seek with me and sniffed around looking for me. My cat was named "Pooshish", he played hide and seek and would jump on you when he found you. My grandparents farmed a mile and a half from our house, and we grew grain.

What kind of food did you eat as a child?

We ate a lot of rabbit, ducks, deer, rubbaboo stew, chicken, turkey, chokecherries, Saskatoon berries, and bannock called "la Galet". We even ate muskrats and gopher when times were tough. I had an uncle that loved gophers, one time I watched him eat a whole bunch of gophers, they were so greasy and when he was done he had a large pile of tiny bones on his plate. I remember one time my mom cooked a bunch of muskrats and she put them on a metal tray to bake in the oven and they looked like little loaves of bread before they went into the oven. We farmed and grew a lot of vegetables; lots of potatoes, carrots and turnips. My mom would take the potatoes, carrots and turnips and mash them together; we called the dish "fricassee". My uncle John was responsible for digging up the potatoes and he had this dog that followed him



everywhere and when it came [time] for him to dig the potatoes he would get his dog to dig them up, he would tell his dog "dig here" and he would point and the dog would dig and dig and all my uncle would do was bend down and pick up the potatoes. I drank a lot of tea as a young child with lots of sugar it was my favorite, we had milk but I did not drink it much but my most favorite dish was poached eggs in milk; I just loved it when my mom would make it for me.

Did you go to church?

I had to go to church every Sunday and I had no choice. My mom was very strict; anytime I did not listen in church I was punished. My mom had to pay \$5.00 a month for a pew at the Catholic Church in Marieval; she was so proud when she gave the priest

the \$5.00 each month. Once a month my mom would go pray for a weekend at the St. Michaels retreat house in Lumsden but I was not allowed to go, I had to stay home and work.



There was this one time when we were getting ready to go to church my mom asked me to go outside and cut some wood, so that when we got back she could cook us some lunch. So I rushed out and grabbed the axe and I went to chop the wood and took my first swing and missed the wood and the axe went right into the top of my foot, right through my shoe. I pulled it out quickly and there was blood everywhere. I went in the house crying and my mom was so mad she took my shoe off, grabbed the can of tobacco and stuffed my cut with tobacco and wrapped it with cloth and

put my shoe back on and told me to stop crying and then we went to church. The tobacco sure made my food burn, but if I cried or said anything I would get into trouble.

What clothing did you wear?

I wore mostly overalls, blue jeans, leather shoes, boots and runners. Most my clothes were hand-me downs. On Track & Field day my mom would buy me new runners. I remember I had a pair of black ones that made my feet stink very badly. The runners were made of canvas and rubber, but boy did my feet stink.

What was your transportation?

We usually walked everywhere but we had a horse and buggy. I did get to take the horse and jump on it whenever I wanted to go somewhere. I remember my mom bought me a brand new CCM bike, with a basket just so I could haul items in it.

What games and toys did you play with as a child?

In the spring I would save the sardine cans and make little boats. One Christmas I remember my mom bought me a pellet gun for Christmas from Santa and a little train on a track. My cousins and I played a game called Partridge it was kind of a tag that

you used an old beat up football. When it was cold outside, my dad would cut out of card board little horses so that I had something to play with inside the house. He made me many and they were so small and detailed I loved them.

In the winter my Mooshum (Alfred Pelletier) would give me a piece of a metal board that was used for the house, just so I could use it as a sled and go down hills. It was very fast and I had so much fun. There were times I liked to play tricks on my mom. One day my cousin and I were in the duck field and picked up the ducks one by one and put their head under their wing and they would fall asleep. The first time my cousin and I did that we watched my mom come



out of the house and walk up to these round white balls of feather – they looked like big snowballs

all over the field and she would poke them and the birds would jump up and chase after her; my cousin and I watched her from the bush and laughed but boy did we get in trouble.

What was the best thing about growing up?

When I was younger my cousins and I would go see a movie for 5 cents on Wednesday and Saturday at the hall in Marieval. I loved to play in the winter time with my friends and go to dances at many different First Nation reserves. One time in the winter we went to a dance, my cousin and I and we had no burl cream for our hair so we used lard to slick our hair back, and then

when we went outside our hair froze solid. But that night during the dance the lard started to melt slowly down our faces from the heat at the dance and the more we would sweat. That night I forgot to take the lard out of my hair before I went to bed and when I woke up I got in trouble from my mom because the pillow case had a big grease mark that she could not get out.

When I was young my Mooshum (Alfred Pelletier) owned a pool hall in the valley and I spent some time there growing up. He was a big man with very white hair and he always wore this really nice tan hide jacket with fringes- that I really wanted- I am not sure who has it. My Mooshum spoiled me

rotten, if I wanted anything all I had to do was ask him and he would give into me, he called me "le Pois"- Peas in French. My kokum (Therese Pelletier) would be upset when I went to ask my Mooshum because he always gave me anything I wanted.

Did you enjoy your life growing up?

I enjoyed my life growing up very much. I was so thankful that growing up I was allowed to speak Michif all the time; at home and at school. I loved growing up Métis and I am so very proud to be Métis.



Dumont Technical Institute Provides Quality Education and Skills Training

Established in 1992, the Dumont Technical Institute (DTI) has been a leader in the education field with thousands of lives being affected by the quality education and skills training provided by its staff. In 2009-10 alone, over 600 students were enrolled in 37 programs across Saskatchewan.

Courses offered during the 2011-12 year include:

Cumberland House:

Basic Education Programming Partnership with Northlands College—Interested applicants can contact NLC at 688-8838

Île-à-la-Crosse:

Adult Upgrading (Levels 3 and 4) (August 2011-June 2012)

Meadow Lake:

Aboriginal Law Enforcement

North Battleford:

Basic Education Programming (August 2011-June 2012) Partnership with Northwest Regional College—Interested applicants can contact NWRC at 937-5100

Prince Albert:

Adult Upgrading (Levels 3 and 4) (August 2011-June 2012)
Heavy Equipment Truck and Transport Mechanic (January 2012-June 2012)
Practical Nursing Program (Year 1 of 2) (September 2011-April 2012)

Regina:

GED/Work Readiness (Date to be determined)
Educational Assistant (August 2011-June 2012)
Office Education—Health Link (August 2011-June 2012)

Saskatoon:

Adult Upgrading (Levels 3 and 4) (August 2011-June 2012)
Educational Assistant (August 2011-June 2012)
Practical Nursing Program (Year 1 of 2) (September 2011-May 2012)

Other Programs:

SaskEnergy Readiness (Please contact 1-877-488-6888 for more information)

Note: All program delivery is based on adequate client numbers and funding; start dates are subject to change.

For more information on DTI and the programs offered, visit www.gdins.org or call toll free at 1-877-488-6888 or in Saskatoon at 306-242-6070.



Dennis and Jean Fisher Donate Métis-Related Artefacts to the Institute

Article by Darren R. Prefontaine and Photographs by Peter Beszterda

The Gabriel Dumont Institute (GDI) has been the recent recipient of a large number of Métis-specific artefacts, documents, photographs, ephemera, and books. Dennis and Jean Fisher, of Saskatoon, have graciously donated this large collection to GDI. In the fall of 2010, Dennis and Jean approached Karon Shmon, GDI's Publishing Director, about the possibility of donating their substantial Métis-related collection to the Institute. Negotiations continued over the next few months with most of the artefacts coming to the Institute in March 2011. This extensive collection is now housed at the GDI Publishing Department office in Saskatoon, and will form an integral component of the Institute's proposed Métis Centre of Excellence.

Dennis and Jean have spent a lifetime collecting Métis and First Nations artefacts and memorabilia. Dennis is originally from Hague, Saskatchewan, which is near the 1885 Resistance battlefields at Duck Lake, Tourond's Coulee (Fish Creek), and Batoche. From an early age, he acquired not only a great love of history relating to

the 1885 Resistance, but also a great affection for Métis and First Nations people.

Throughout the late 1960s and early '70s, the Fishers, assisted by their three sons—Dennis Jr., Darwin, and David—found 1885 Resistance-related artefacts at Gabriel's Crossing, Tourond's Coulee (Fish Creek), Batoche, and Clark's Crossing. This was done before Parks Canada bought the farmlands in the mid-1970s on which the battles of Batoche and Tourond's Coulee were fought. After obtaining permission from area farmers to search for artefacts, the items were diligently analysed,

photographed, and sketched by Dennis (who is a trained draftsman).

Some of the more interesting items collected by the Fisher family, and now in GDI's possession include: a piece of Gabriel Dumont's cast-iron stove and various other artefacts found at Gabriel's Crossing, including a partial white porcelain doorknob; items from Xavier Letendre's home at Batoche; various used gun cartridges from Batoche and Tourond's Coulee; and a nine pounder cannon shell, which was used by the North West Field Force during the 1885 Resistance.



Gatling Gun shells used at Batoche, 1885

Other artefacts in this collection include: two pieces of the steamer *Northcote* (which Gabriel Dumont's forces disabled during the 1885 Resistance) obtained from an excavation in Cumberland House in 1971; fur trade items such as trade beads and clay pipe stems from Fort Carlton and Fort Pitt; and artefacts collected at St. Peter's Mission, Montana—where Louis Riel taught school. In 1884, Gabriel Dumont, Michel Dumas, and James Isbister went to St. Peter's Mission in order to bring Louis Riel back to Batoche.

Dennis has also led an active life in terms of commemorating Métis history and the 1885 Resistance. As president of CFQC Radio in Saskatoon, he ensured that the radio station sponsored the closing of Gabriel's Ferry at Gabriel's Crossing as well as the opening of Gabriel's Bridge in 1968; in 1984-85, he chaired Commemorate '85 events in Saskatoon which celebrated the centenary of the 1885 Resistance. Some of the Commemorate '85 events and projects that he worked on include commissioning Bill Epp's Gabriel Dumont statue, which now sits in Friendship Park in Saskatoon (he convinced Epp to make a statue of Dumont rather than one of Louis Riel); working with the Saskatoon Métis Society

to re-enact Dumont, Dumas, and Isbister's trip to Montana to get Louis Riel to come back to Batoche to fight for Métis rights; and finding a "lost" image of Gabriel Dumont at the Buffalo Bill Museum in Cody, Wyoming and sharing it with various archives in Canada and with the public.

Dennis has also played a key role relating to other aspects of Métis history. For instance, in 1971, he travelled to Montréal with former Conservative MP Eugène Rhéaume to buy Louis Riel's diary at an auction. Rhéaume purchased it for \$26,500 in order to keep it in Canada. Dennis later had the diary in his home for a brief period in the 1970s, and had a photocopy of it made. This original photocopy is part of Dennis and Jean's gracious donation to the Institute. He was also a close friend of former Prime Minister John Diefenbaker, and was one of his pallbearers. Diefenbaker had a great affinity for Canada's Aboriginal peoples, and Gabriel Dumont was one of his heroes. Dennis donated a wonderful series of photographs to the Institute of Mr. Diefenbaker and others at a Batoche archaeological dig in the 1970s.

The Institute would like to once again thank Dennis and Jean Fisher and their family for this gracious donation. GDI's

artefact collection, thanks largely to a special partnership with the Office of the Federal Interlocutor for Métis and Non-Status Indians, has grown considerably over the past few years. This substantial donation has ensured that the Institute continues to have the largest Métis-specific artefact held by any Métis cultural institution.



Artefacts from Gabriel Dumont's homestead site

Trent Bruner Honours Everett Larson

With Ethnomusicology Thesis

Article and Photographs by Andréa Ledding

Trent Bruner, an accomplished musician in his own right and a keyboard accompanist for countless fiddlers through the years, presented his Master's thesis on Everett Larson at Quance Theatre, in the U of S College of Education building. He ended the evening with Everett Larson himself, and several of Larson's fiddling students, playing old-time tunes together while Trent taught some basic square-dancing steps and then called the dance while playing piano.

Speaking and using a powerpoint to explain his thesis, Trent described Larson as "the man who was there to fill the gap" - a talented musician, the offspring of new immigrants, who has not only spent more than six or seven decades performing, but to this day continues teaching a full slate of students in several instruments, including fiddle and accordion.

His diversity in instruments reflected his diversity in repertoire - a combination of New World and Old World, creating a bridge between the two cultures and continents. Bruner, by doing his thesis in Norway, travelled

that same bridge, bringing Métis, Aboriginal, and diverse Canadian immigrant music back to Europe.

"Everett Larson's legacy includes being a living example of Saskatchewan rural culture - those who survived and thrived through many changes," said Bruner, adding that Larson is also "a keeper and teacher of musical traditions and folk cultures, and a living musical legacy by example and through his students."

He has also been "an agent to help people dance, sing, play, and enjoy life." This use

of music to touch the lives of many, and improve quality of life, was something that Bruner felt deserved to be honoured, examined, recorded - and also studied with the academic approach of "ethnomusicology." Using biographies of musicians combined with history, musicology, anthropology, sociology, and historiography, ethnomusicology assists and supports other studies with a history and social sciences base. But very few biographies exist, and even fewer in Western Canada, despite the necessity of always beginning with the story of an individual musician.



Trent Bruner on piano

“This allows others to gain a detailed and accurate view of Western Canadian history,” said Bruner, while drawing attention to individual cultural agency – culture as a mosaic, and specific musicians as an important piece of that mosaic. “History and culture constantly change...but the power of music [does not].”

“Everett Larson developed a constant repertoire of folk culture while adapting to cultural change and remaining relevant...he learned many instruments on his own, performed in many settings and positions, and acted as teacher, judge, adjudicator, and volunteer.”

Playing with such well known fiddlers as Andy Desjarlais and Don Messer, Larson acts as a tradition keeper, educator, advocate, soloist, and catalyst. Bruner felt it was crucial to study this legacy during Larson’s lifetime, to provide access to new oral accounts, traditions, and information not previously recorded – especially because of the newness of this region to scholarship.

“Western Canada has received cursory treatment, and the non-Aboriginal settlement is more recent. As well, the prairies are considerably more rural than other populations.”



Trent Bruner and Everett Larson

Larson is a living legacy, and most of all, Bruner’s presentation could be partially summed up with his statement: “Music, song, and dance is at the centre of what it means to be human.”

DTI Construction Readiness Program

Ends Successfully

Article by Jennifer Waldner

On December 17th, 2010, ten students graduated from the Construction Readiness Program in Meadow Lake, Saskatchewan. For the graduation event, the students and instructors transformed one of the classrooms at the Western Region I Community Centre into a beautiful banquet hall and approximately thirty friends and family joined in the afternoon celebration honoring the graduates.

During the twenty-week program, the students, with the help of Instructor, Gary Aubichon, completed numerous

projects, which included reinstalling portions of the building's floor, putting in a new door and doorframe, insulating and reinstalling some walls, and improving the general aesthetic appeal of the building.

"This program involves local students in their community," said Western Region I Area Director Mavis Taylor. "It's terrific that the students have the opportunity to be active in their Métis community, help improve Métis community infrastructure, and train for employment at the same time."

The students also built a shed, shelving, work tables, and saw horses which were donated to Western Region I. The students built picnic tables and donated them to a street outreach program called the Door of Hope.

The program was a great success with one student securing a position in the construction field and many others with prospective jobs. We would like to thank all the individuals that had a hand in making the Construction Readiness Program a huge success!



GDI T&E Inks Deal Under Federal Skills and Partnership Fund

Article by Lisa Wilson

Gabriel Dumont Institute (GDI) and Human Resources and Skills Development Canada (HRSDC) have signed an agreement under the Skills and Partnership Fund (SPF) for an apprenticeship project that will run over the next two and a half years. The SPF focuses on strategic partnerships and innovation in project delivery. The program recognizes that the needs of Aboriginal workers have changed since the early 1990's and also that the labour market has changed significantly. The fund provides a means for organizations like GDI Training and Employment (GDIT&E) to test and improve on innovative approaches to program and service delivery. The SPF is in-line with the demand-driven, partnership-based priorities of the Aboriginal Skills, Employment and Training Strategy (ASETS) under which GDIT&E currently has a five-year agreement.

The GDI SPF project will receive \$2.4 million over two and a half years to provide programming and services to clients and employers in the trades, with a specific focus on apprenticeship. The

project will increase awareness of apprenticeship and will increase Aboriginal participation. Three organizations partnered with GDIT&E on the project: Dumont Technical Institute, Ministry of Highways and Infrastructure, and the Saskatchewan Apprenticeship and Certification Commission. Under the project partnerships will be established with employers and businesses willing to indenture Aboriginal apprentices.

There are over 50 trades in Saskatchewan designated under the Apprenticeship Commission. Being indentured by an employer as an apprentice is the means to successful upward mobility in a trade. It is the only way to achieve Journeyman status in one's particular trade. Becoming a Journeyman ensures provincial and national credential recognition and employment mobility. The SPF apprenticeship project aims to engage 120 Aboriginal Apprentices by the end of the project in 2013.

The fund is also highly focused on evaluation and accountability and calls for a significant

amount of evaluation over the course of the project, from employer needs assessments to client and employer satisfaction surveys and other data analysis. In addition, the project will produce a "Directions" document at the conclusion of the project, which will set out the future course for GDIT&E apprenticeship programming and strategy.

GDC Graduate Bursary Recipient Updates

Article by Lisa Wilson

Since 2006, the Gabriel Dumont Institute (GDI) has taken a proactive role to encourage and support Métis graduate studies. Based on the Institute's strategic direction to develop capacity for more Métis people to enter and complete graduate-level programs, GDI launched the *Gabriel Dumont College Graduate Student Bursary Program* in 2006. The program provides financial assistance to encourage Saskatchewan Métis people to pursue full-time graduate studies, to conduct research in fields related to Métis people, and to increase Métis employment in Saskatchewan and within the Institute.

The Graduate Student Bursary Program is independently funded by the Institute with a \$50,000 annual contribution from GDC. Métis graduate students who undertake a major research thesis or project that relates to Métis people are eligible for the program. A review of available graduate bursaries shows that there are very few scholarships/bursaries specifically for Métis students at the graduate level in Canada and no others in Saskatchewan (Catherine Littlejohn, *Review of*

GDC Graduate Student Bursary Program, 2009).

What follows is the profile of several of the graduate students and their research. GDI is proud of the Métis graduate students and pleased to have helped facilitate their studies and research.



Jolee Childs

Jolee Childs received a GDC Graduate Student Bursary in 2009 to support her studies in Master of Education in School and Counselling Psychology in the Department of Educational Psychology and Special Education at the University of Saskatchewan. Ms. Childs is conducting an action research project aimed at developing guidelines for using personal music players (e.g. iPods, Mp3 players) in the classroom. She says of her research, "My thesis research investigates the problem of how

teachers, students and schools can incorporate Personal Music Players (PMPs) into the secondary classroom. The study uses action research to respond to the need for mutually developed guidelines such that schools can capitalize on the benefits accrued with music listening (e.g., focus, attention, motivation) without disrupting classroom learning."

Timothy Kent received a GDC Graduate Student Bursary in the fall of 2009 to support his studies in the Master of Science in Finance program at the Edwards School of Business, University of Saskatchewan. At that time, he expected to begin his research in the field of Financial and Economic Science in the spring of 2010. He says of his studies, "In my program I study the theoretical background in contemporary finance issues and conduct research through



Timothy Kent

quantitative empirical methods on topics relating to areas of finance and business.”

Amy Cosgrove, a SUNTEP Saskatoon alumnus, received a GDC Graduate Student Bursary in 2009 and again in 2010 in support of her Master’s program in Curriculum Studies. Her thesis research focuses on initiatives to integrate Aboriginal perspectives and ways of knowing into Saskatchewan curriculum. The following is her description of her research:



Amy Cosgrove

“As an Aboriginal teacher working within different aspects of the Education profession, I continue to be intrigued by the ever-growing achievements in cultural awareness and implementation in schools as a result of efforts made both at the curriculum and instructional levels. Being a recent graduate

of SUNTEP and first-year graduate student, I have continued my work in education at the master’s level with focus on Curriculum Studies.

Because my major teaching area and interests are in Native Studies and Aboriginal perspectives in education, I have chosen to centre my project work on Aboriginal content and perspectives in curriculum and in teacher practice.

“In my research, I am looking at the scope of learning that occurs when Aboriginal students are presented with curricula in relevant, familiar forms. I will be asking questions regarding student success, learner confidence, teacher confidence (in content presentation), and how culturally inclusive learning environments enhance student achievement. Upon graduating from the program, I would like to take part in curriculum planning. I feel inspired to be a part of this development process and am taking great pride in contributing not only to the successes of Métis and First Nations students attending Saskatchewan schools, but in encouraging meaningful and relevant programming that is reflective of cultural representation in our province.”

Leah Dorion received a GDC Graduate Student Bursary in April 2010 in support of her Master of Arts Integrated Studies at Athabasca University. Ms. Dorion is conducting oral history research with Métis and Cree Elders on traditional parenting. This study will fill a large gap in the literature about traditional parenting teachings. Ms. Dorion has a substantial research background and has been a part of the Gabriel Dumont Institute family for many years, most recently as a Faculty member in SUNTEP, a position from which she took a leave of absence in order to conclude her research and complete her Master’s thesis. The following is her summary of her research:

“This research project explores Cree and Métis Elders’ teachings about traditional child rearing and how storytelling is used to facilitate the transfer of this culturally based knowledge. Through this study many of the beliefs, philosophies, customs, and traditions about traditional child rearing teachings are expressed by the Elders. The research project employs a methodological approach based on the oral tradition and has followed the accepted traditional protocol expected for working with Elders that are from Cree and Métis communities



Leah Dorion

in central and northern Saskatchewan. The research journey and Elders teachings are shared through the model of narrative inquiry because it is consistent with traditional First Nations and Métis approaches to teaching, learning, and sharing.”

Each year there are approximately 5 awards available for qualified Saskatchewan Métis students. Applicants are eligible for a

maximum of two awards, which may be consecutive years or non-consecutive years.

Annually, the application deadlines are April 6 and October 6. Application packages must be received by the Secretary of the Selection Committee by these dates. Application and Financial Declaration forms can be downloaded from the GDI website at www.gdins.org.



GABRIEL DUMONT INSTITUTE
of Native Studies and Applied Research






Gabriel Dumont Scholarship Foundation

The Gabriel Dumont Scholarship Foundation administers scholarships to Métis students twice per year. There are a number of different scholarship options, including:

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Napoleon LaFontaine Scholarship (entrance, undergraduate, graduation, graduate, loan remission, and special)</p> <p>SaskEnergy Métis Incorporated Scholarship</p> <p>SaskTel Métis Scholarship</p> <p>Basic Education Scholarship</p> <p>GDC Graduate Student Bursary Program</p> <p>GDI/Cameco Scholarship</p> | <p>Deadline October 1st and May 1st</p> <p>Deadline October 6th and April 6th</p> <p>Deadline May 1st</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

For scholarship details including eligibility, academic criteria, and application forms, please visit our website at www.gdins.org or contact:

Secretary, Gabriel Dumont Scholarship Foundation
c/o Gabriel Dumont Institute
2—604 22nd Street West
Saskatoon, Saskatchewan
S7M 5W1
(306) 934-4941

GDI Mission: To promote the renewal and the development of Métis culture through research, materials development, collection and the distribution of those materials and the development and delivery of Métis-specific educational programs and services.

New Resources Available Spring 2011

From the Gabriel Dumont Institute

Article by David Morin



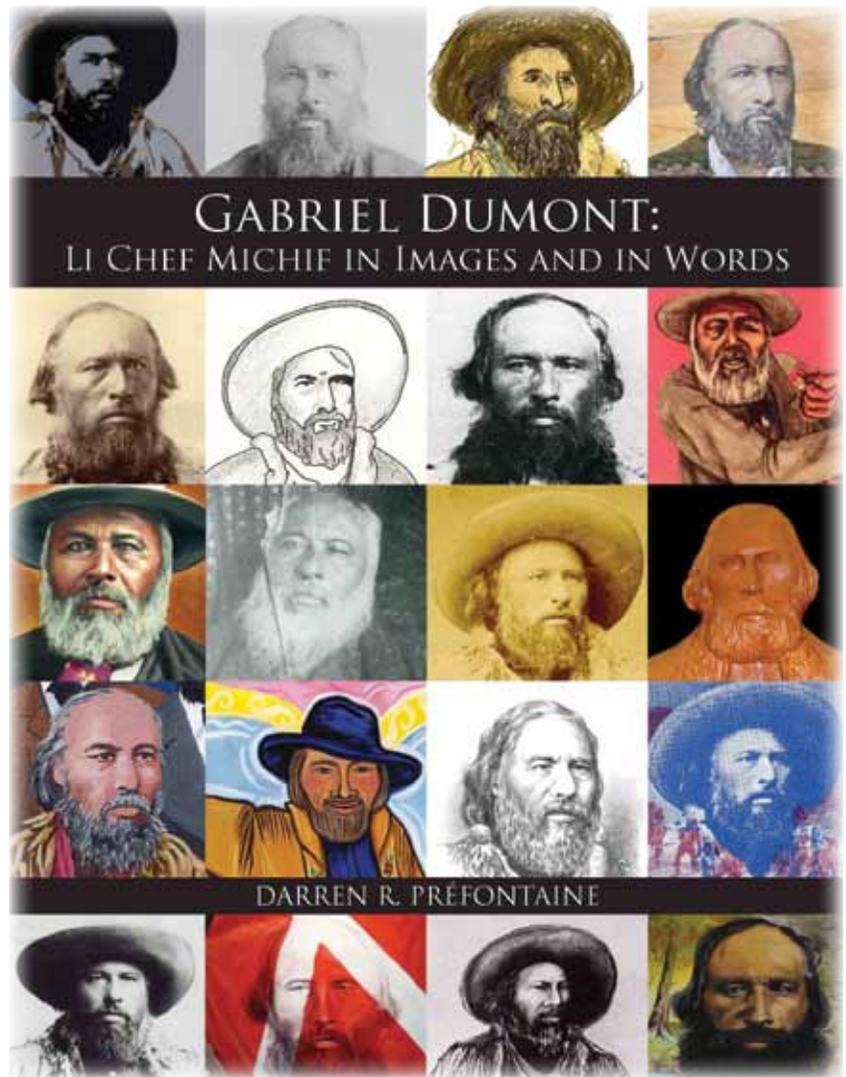
The Gabriel Dumont Institute is proud to announce that new resources from their award-winning Publishing Department are available this Spring. The first is a new children's story by Leah Marie Dorion called *Relatives With Roots*:

A Story About Métis Women's Connection to the Land. This book is a heartfelt story about a Métis grandmother who takes her granddaughter out into the bush to teach her how to pick traditional medicines. As the granddaughter learns the

traditional beliefs and stories about how the Métis people use the plants for food and medicine, she feels happy to be a Métis child with access to such wonderful cultural knowledge. This charming and vibrant book introduces young readers to key concepts in the traditional Métis worldview while focusing on the special relationship between a young Métis girl and her grandmother. *Relatives With Roots* is the second in a series of children's books relating to traditional Métis values by Leah Marie Dorion. The first book, *The Giving Tree: A Retelling of a Traditional Métis Story*, was nominated in 2010 for a *Willow Award* in the *Shining Willow* category.

Gabriel Dumont: Li Chef Michif in Images and in Words is a compilation written by Darren R. Préfontaine, collecting all known images and newspaper accounts relating to Gabriel Dumont. Gabriel Dumont is an iconic figure in Métis and Canadian history. In the popular imagination, he is well known for leading the Métis forces during the 1885 Resistance, and for

being a renowned bison hunt leader, a Wild West show performer, and a husband to his beloved Madeleine. But outside of printed history and a fragmented oral history what do we really know about him? How has he been imagined over the past 125 years? This book answers these questions by focusing on visual and journalistic representations of Gabriel Dumont through time and space. Many of the book's images — some commissioned for this project and several newly found — have never before been published. Compiled together for the first time, these eclectic sources provide poignant vignettes of Gabriel Dumont's life, which will greatly enhance our knowledge about him, while further contributing to his legend.



Please contact us at the address to the right for ordering information or order online at www.gdins.org/catalog.

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 2—604 22nd Street West
 Saskatoon, SK S7M 5W1
 (T) 306.934.4941
 (F) 306.244.0252
www.gdins.org / www.metismuseum.ca

Michif Lessons with Harriet Oaks—

Conversation Questions and Responses

1. Nice to meet you!
Nimiyestaen aywaapamitawn.

Nice to meet you too.
Nimiyestaen aywaapamitawn,
neestaw.

2. How are you?
Taanshi ay-tumooshihouyen?

I'm fine. How are you?
Ne miyou awn, kiya mawkaw?

3. What's your name?
Taanshi ay-shinikashooyenon?

My name is Laura.
Laura d'shinikashoon.

4. How old are you?
Taanshi ay-shpiishchishiyeen?

I'm 16 years old.
Sayz naw d'shpiishchishin.

5. Where are you from?
Taanday ouchi kiya?

I'm from Canada.
Canada ouchi niya.

6. Where do you live?
Taanday ay-weekeyen?

I live in Yorkton.
Yorkton ne week kin.

7. What do you do?
Taanday ay-toushkayen?

I'm a student.
Aen zhawn d'ikol niya.

8. Do you have any brothers or sisters?
Ke ta yawwawwuk chi lee frayr
kayma le sueur?

I have one brother and one sister.
Payek aen frayr akwa hen aen
sueur d-yawwawwuk.

I'm an only child.
Bay yaw kun da la famee.

9. Do you have any pets?
Kischaywowkun chiin ki ta yeawow?

I have a cat/dog/fish/hamster.
Aen minoosh/aen shyaen/aen
pwesoon/akwa aen sooree da
yeawow.

10. Do you play sports?
Ki maytawawn aen fawntaes chiin?

I play football/tennis/basketball.
Ne maytawawn football/tennis/
basketball.

11. Do you speak English?
Ke piikishkwaen a l'awnglay?

Yes, I speak English.
Wee biikishkwaan a l'awnglay.

12. Do you understand?
Ke nishtooshtaan chiin?

I don't understand.
Na mooya nishtooshtaan.

13. I don't know
No gishkathtaan.

14. How do you say ___ in English?
Taanshi ashetwayen anima aen
l'awnglay?

15. Can you help me?
Kakaashkitawnchiin chiweechiheyen.

16. What's the matter?
Taanshi omah kiya?

17. I have to go.
Sepraa key touhtay yan.

18. See you soon.
Kaw waapahmit tin weeput.

19. See you tomorrow
Kaw waapahmit tin demain.

20. It doesn't matter.
Akosi maakaa, kiyam.

21. Hi/Bye.
Taanshi. Akosi.

Number of SUNTEP graduates

exceeds 1,000

Article by Lisa Wilson and James Oloo

In 1984, 20 students, 13 in Regina and seven in Saskatoon, became the first graduates of the SUNTEP program. In 2011 we celebrate the graduation of 37 SUNTEP students and with this GDI exceeds 1,000 graduates of the SUNTEP program, the first and only permanent professional degree program delivered under the auspices of GDI. While celebrating the graduation of the Class of 2011, GDI Executive Director Geordy McCaffrey told the graduates that the “community needs all of you more than ever.” McCaffrey said that the “graduation marks a milestone in the SUNTEP graduates academic careers, and a start of another journey.” McCaffrey noted that the SUNTEP program makes a difference in the lives of thousands students and families. “If 1,000 SUNTEP graduates each teach a class of 20 students everyday, then educational outcomes for more Métis and First Nation students are likely to improve” and parental engagement in their children’s education is also likely to get better.

In 1980, when SUNTEP was established, then-Saskatchewan

Education Minister Doug McArthur said that the advantage to having “native teachers for native students” is that “they understand the lifestyles and cultural backgrounds of the students and students can identify with them as role models.” McArthur noted that there were “eight Native teachers in Saskatchewan’s major urban centres out of a total teaching staff of 3,700” (Regina Leader Post, July 30, 1980). Around the same time, Merv Houghton, assistant superintendent of public secondary schools, asserted that “We would like to place teachers of Native ancestry in our school programs now, but the difficulty is there are not that many qualified and for every one qualified there are a number of job opportunities” (Saskatoon Star Phoenix, July 31, 1980).

The need for more Aboriginal teachers was again emphasized in a Leader Post article (August 14, 1980) thus, “a high percentage of the 3,400 Native students in Regina and Saskatoon schools are two to three years behind their proper grade-age level” and suffer a dropout rate of “well over 50

percent” before reaching high school. Almost three decades later in 2008, John Richards, a professor of public policy at SFU and the Roger Phillips, chair in social policy at the C.D. Howe Institute posited that communities with low education levels are condemned to poverty because in the present economy there are few well paying jobs for those without formal education. Richards concluded that high school diploma is the minimum requirement for most jobs, and that good jobs, including those in the trades, usually require further training that is inaccessible to those without high school.

SUNTEP was established to help meet two main goals: to ensure that Métis people are adequately represented in the teaching profession, and to ensure that SUNTEP graduates are educated to be sensitive to the individual needs of all students, particularly those of Aboriginal ancestry. The direction for SUNTEP is taken from the grassroots community and includes such points as ensuring that SUNTEP teachers are well prepared to teach from an Aboriginal/Métis perspective,

to draw upon and work within the resources of their community, to strive for close parent-teacher relationships and communication; and to aim for high standards of performance. The program is delivered from a critical pedagogy framework. "Critical pedagogy considers how education can provide individuals with the tools to better themselves ... to create a more egalitarian and just society, and thus to deploy education in a process of progressive social change." (Douglas Kellner, 2000) In partnership with the Universities of Regina and Saskatchewan, GDI operates three SUNTEP delivery sites in the province - Prince Albert, Regina, and Saskatoon. Their training combines a sound academic

education with extensive classroom experience, and a thorough knowledge of issues facing students in our society.

SUNTEP fosters accountability and excellence not just of its students and alumni, but also within its own operations. This has included producing periodic 'SUNTEP Update Reports' and a report by an independent consultant, The Saskatchewan Urban Native Teacher Education Program: Are the goals, principles, mandate and philosophy being realized? As well, in 2007, Saskatchewan Ministry of Advanced Education, Employment and Labour commissioned EKOS Research Associates Inc. to conduct an evaluation of GDI programs,

including the SUNTEP, for the period between September 2004 and June 2007.

The findings of these evaluations concluded that SUNTEP has consistently met or exceeded its goals. Today, SUNTEP graduates are viewed as role models for all students. As Professor Michael Tymchak, a former Director of Northern Teacher Education Program (NORTEP) and former Dean of Education at the University of Regina puts it, "SUNTEP has been a major success story for GDI, SUNTEP and the Métis people of Saskatchewan."

GDI congratulates the Class of 2011 and all 1003 SUNTEP graduates and wishes them well.



SUNTEP Regina - 1st Intake (1980)
 Seated L to R: Martin Sayer, Brenda McDonald (Kinnon), Rema Alexson, Allan Donald, Patty Lou Racette, Esther Cardinal, Hazel Arnold, Beverly Worsley
 Standing L to R: Terry McPhail, Melona Palmer (Biller), Lianne Yuzicapi, Lynne Daniels

The Good Medicine Show

Article and Photographs by Karon Shmon

The Good Medicine Show just completed a six-week run at the Affinity Gallery in Saskatoon. The exhibition of artefacts and contemporary works from the Gabriel Dumont Institute's collection was a collaborative effort between the Institute and the Saskatchewan Craft Council to honour the culture and history of the Métis. The work of twenty-six artists as well as that of many unknown artists comprised the items on display. As the show's catalogue states, "Many beautiful pieces of handwork, particularly older pieces, are often of unknown origin. We are left with the mystery of who made the piece and why. What



Don Freed

was the inspiration? How did the artist learn the craft? Was it made for a special reason or person? These questions

will likely never be answered. In spite of this, the work is truly valued and inspiring, leaving a legacy to which we pay homage. We are grateful to the "Artist Unknown."

The show's reception on May 27 was highlighted by speakers Maria Campbell and Christi Belcourt. Maria Campbell shared her view that the passing on of traditional arts not only maintained Métis culture, but was political in nature because it enabled artists to share stories about our own heroes, families, and experiences, passing these oral histories on to the next generation of artists. Belcourt's work was a major feature of the exhibition showcasing just a portion of her paintings owned



Don Freed, Maria Campbell, and Ray Fidler



May 27, 2011 Reception

by the Institute. Christi shared that her inspiration for her work comes from nature and her ancestors' connection and knowledge to nature. She is also inspired by Métis leaders, both past and present. Her portraits of Gabriel Dumont and Maria Campbell honour their contributions to the Métis.

The guest book indicates that visitors from nearly a dozen countries viewed the exhibit. Comments left by these and other visitors indicate a widespread appreciation for the work of Métis artisans. The Institute envisions the day when these items will be displayed in a Métis Centre of Excellence which would enable the collection to be viewed on an ongoing and permanent basis.

The catalogue is available for purchase at the Saskatchewan

Craft Council. Below is a list of the artists who were featured in the exhibition:

- Pat Adams
- John Arcand
- Christi Belcourt
- Peter Beszterda

- Dennis Bruce
- Irene Campbell
- Leah Marie Dorion
- Scott Duffee
- Donna Lee Dumont
- George Fayant
- Dennis and Jean Fisher
- Hilary Harper
- Margaret Harrison
- Bonnie Hryciuk
- Pélagie Janvier
- Bill Kalyn
- Simone McLeod
- Gary Natomagan
- Armand Paquette
- Adeline Pelletier
- Jane Ash Poitras
- Sherry Farrell Racette
- Gregory Scofield
- Lisa Shepherd
- Laurie Smith
- Dennis Joseph Weber



Curators, Les Potter and Karon Shmon

Let's Lead at Batoche

Article and Photographs by Bradley Brown and Photographs by Lori Jepsen

From May 17th- 19th I had the opportunity of camping with the "Let's Lead" program at the Batoche National Historic Site. The Let's Lead program is a grade eight class that focuses on alternative methods of learning for students who may not fit into conventional classroom settings. The program focuses much more on inquiry and experiential based learning, which allows the learner to discover their knowledge rather than simply be told what they have to learn. They do not just focus on intellectual development either, as a major focus of the program is developing responsible, autonomous, and collaborative

learners. There are two teachers that run the program, Chris Clarke and Jillian Strange, and one educational assistant, Lori Jepsen. The program is also in its fifth year running and has a current enrolment of 27 students.

I had been volunteering in the class since January, and my major role was to plan a camping trip at Batoche. We were fortunate enough for the Batoche National Historic Site to let us stay at the "East End Village" grounds on site. The village was at the bottom of a hill surrounded by a beautiful bush line of trees and is right beside the Fort Carlton Trail, where Xavier Letandre dit Batoche had his ferry crossing. Students had the responsibility of preparing all of their own meals on this trip. This process involved them creating a menu of meals they would be having these three days, going to the grocery store and shopping for the foods they would



need for these meals under a budget, and, finally, preparing the meals themselves. The Let's Lead program usually goes on seven to eight camping trips a year, so the students are quite well versed when it comes to camping. Outdoor education is a form of learning that parallels the philosophy of the program as it is very experiential-based.

The class endured a variety of different types of programming in their three day stay at Batoche. The first night of their stay the students learnt how to make bannock and cook it over a fire. Each group mixed their own ingredients and cooked their own bannock. Some students' bannock turned to a beautiful golden brown and was fully



cooked all the way through, while other students' bannock did not turn out so good. However, most importantly they learnt how to cook a quick meal that the Métis would have made on their long journeys.

The second day was the most strenuous on the students in terms of physical activity. Students began their day with a 1.5 km hike to the interpretive center where they learnt how to fingerweave in Batoche National Historic Site's beautifully renovated interpretive center. From there students hiked another 1 km to the Back to Batoche Festival grounds. On our arrival we had a jigging lesson underneath the big top where the jigging competitions take place at the annual Back to Batoche Festival. Students learnt the Red River Jig in the same setting that thousands of Métis people come every year to celebrate their culture. The class then moved onto the Voyageur games where they participated in a series of games that simulated the lifestyle and culture of the voyageurs of the fur trade era. The games included sling shot shooting, sandbag hauling, tug-a-wars, beam balancing, and arm wrestling. All these games simulate, in some aspect, the daily physical strain the voyageurs went through in their day-to-day livelihood. The day

ended with a 2 km hike back to camp.

On day three students tested a new archeology pilot program that Batoche will be offering in the future. The historic site borrowed some GPS's to the program and the students were shown a short demonstration on how to use them. They were then sent into the surrounding area where they were to look for artifacts and abnormal archeological features of the grounds and mark them into the GPS's. Students not only learnt about navigational technology but played a role in mapping out unsurveyed areas of Batoche.

Let's Lead's trip to Batoche was an amazing cultural experience for the students. Students not only learnt of the rich history of

Batoche, but had the opportunity to participate in programming that simulated some of the daily activities of the historic Métis. This trip strengthened students' understanding of Métis culture and history. I would like to thank the Gabriel Dumont Institute for donating their time and resources. Without their generous donation students would not have been able to experience the type of programming they did. Also, I would like to thank the Back to Batoche Land Management Inc. for letting us do some programming on their grounds. Finally, I would like to thank the Batoche National Historic Site who was more than accommodating to our group and let us come onto their grounds to experience an amazingly insightful look into Métis culture and history.



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- 7:30pm Concert (Fiddle Instructors Showcase)

Friday

- 9am-4pm Workshops
(Fiddle, Jigging, Guitar, and Piano)
- 1-4pm Main Stage Entertainment
- 4:30pm Andy Dejarlis Category Preliminaries
- 6pm Concert Showcase
- 9pm Old Time Dance

Saturday

- 9am Fiddle Contest Preliminaries
- 10am Cultural Classes (Metis Beading and Finger Weaving)
-Presented by the Gabriel Dumont Institute
- Red River Jigging Contest Preliminaries
- 7pm Concert (John Arcand & Special Friends)
- 9pm Old Time Dance

Sunday

- 7am Fiddles & Flapjacks Pancake Breakfast
- 9am Gospel Hour
- 10am Fiddle Contest Finals
- Red River Jigging Contest Finals
- Fiddle Finale

Please bring a non-perishable food donation for the Saskatoon Food Bank.





The New Nation

La noovel naasyoon

Advertising

The New Nation: la noovel naasyoon, is a publication of the Gabriel Dumont Institute (GDI), which promotes Métis history and culture, the Institute's activities and programs, and the larger Métis community in the province. Four issues a year will be published, one for each season: winter, spring, summer, and fall. Subscription rates to *The New Nation: la noovel naasyoon* will remain relatively low as we would like to see as many people as possible read it, and these rates are only meant to recover the costs associated with shipping the magazine. *The New Nation: la noovel naasyoon* will be available for free at the GDI Publishing Office, at cultural events in which GDI has a display, as well as online at the *Virtual Museum of Métis History and Culture* (www.metismuseum.ca).

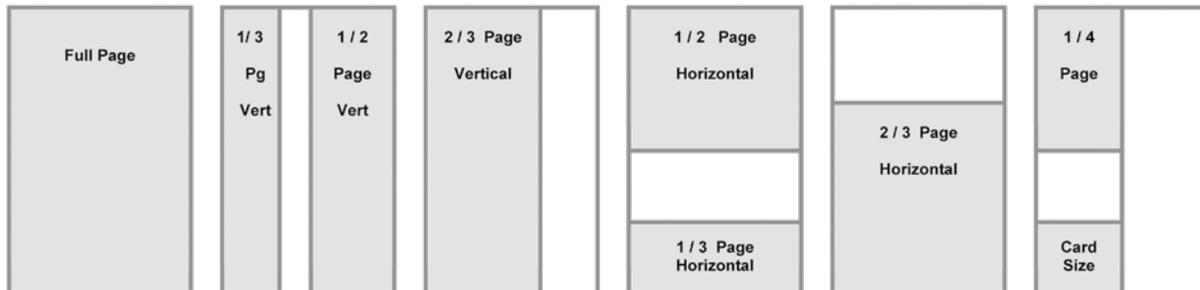
GDI's mission, which guides the Institute's work, provides a wide variety of topics to cover in the magazine.

GDI mission: To promote the renewal and the development of Métis culture through research, materials development, collections and the distribution of those materials and the development and delivery of Métis-specific educational programs and services.

For inquiries regarding *The New Nation: La noovel naasyoon* feel free to contact us by telephone 306.934.4941, by fax 306.244.0252 or by email (david.morin@gdi.gdins.org).

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