

*Metis Nation  
Legislative Assembly*



*Batoche, 1994*

*Metis Nation  
Legislative Assembly*



*Metis Education Act*

## METIS EDUCATION ACT

### Preamble

The attached Metis Education Act is a "draft" only and will require serious deliberation before it can be taken forward for ratification by the Government of the Metis Nation.

Because of the importance of this legislation to the process of establishing Metis self - government, we would propose that a broad base of support be secured in determining the specific areas of exclusive jurisdiction that Metis Government wishes to claim: in this case "education."

The attached draft generally follows the legislative format used by the Federal and Provincial Governments in Canada. If this approach is unacceptable, it will be changed.

**An Act respecting Metis Education  
in Saskatchewan**

**Short Title and Interpretation**

1. This Act may be cited as **The Metis Education Act**.
2. In this Act:
  - (a) "staff member" means a staff member employed by the Metis Board of Education;
  - (b) "board" means the Metis Board of Education appointed pursuant to this Act;
  - (c) "chief executive officer" means the chief executive officer of the Metis Board of Education;
  - (d) "college" means the Gabriel Dumont College;
  - (e) "cultural centre" means the Metis Cultural Centre;
  - (f) "culture" means Metis history, values, beliefs and languages;
  - (g) "institute" or "institutions" means the Gabriel Dumont Institute of Metis Studies and Applied Research and the Dumont Technical Institute;

**Metis Board of Education**

3. A Board of Education will be established that is subject to the authority of this Act;
4. The Board shall consist of elected members who shall represent all regions of Saskatchewan, plus one (1) representative from the Metis Students Association, and one (1) representative from the Metis Women of Saskatchewan;
5. The term of office of a Board member shall be three (3) years;
6. The Board shall meet at least six (6) times per year;
7. Two - thirds (2/3) of the members of the Board shall constitute a quorum for the purposes of conducting a meeting;
8. When a Board member either resigns, or is removed from office by their electorate, a by - election shall be held as soon as possible to fill the Board vacancy;
9. Provided a quorum of the Board is present, the Board of Education may, either by resolution or bylaw, exercise the powers conferred on it by this Act;

10. The Board shall, from among its members, appoint a Chairperson and Vice - Chairperson;
11. (1) Members of the Board shall receive remuneration for their participation in meetings of the Board, and shall be compensated for travel, food and lodging expenses associated with their attendance at a Board meeting;
- (2) Board members who represent the Board on authorized activities additional to regular Board meetings shall receive remuneration and be compensated for their expenses;

#### Duties of the Board

12. The Board shall:
  - (a) provide education services in selected areas, when requested to do so by the communities directly concerned;
  - (b) directly, or by agreement, provide courses and programs of study in the academic, technical and vocational areas of education;
  - (c) provide courses or programs of study that are specific to the promotion and entrenchment of Metis colleges, institutions and culture;
  - (d) provide career counselling, adult upgrading courses and student and human resource services;
  - (e) provide research, advisory and interpretive services to the Metis and non - Metis public;
  - (f) provide services to Metis and non - Metis Governments, corporations, individuals and groups, regarding any courses or programs of the Board;
  - (g) be responsible for the policy and operations of the institutions and programs governed by the authority of this Act;
  - (h) be responsible for the employment of the Senior Management and staff of the institutes and colleges;
  - (i) be responsible for the identification, securement and allocation, and act as a trustee, of the funds and fixed assets necessary to the operations of the institutes and colleges;
  - (j) be responsible for the development and implementation of the policies, regulations and procedures of the cultural centre, institutes and college;

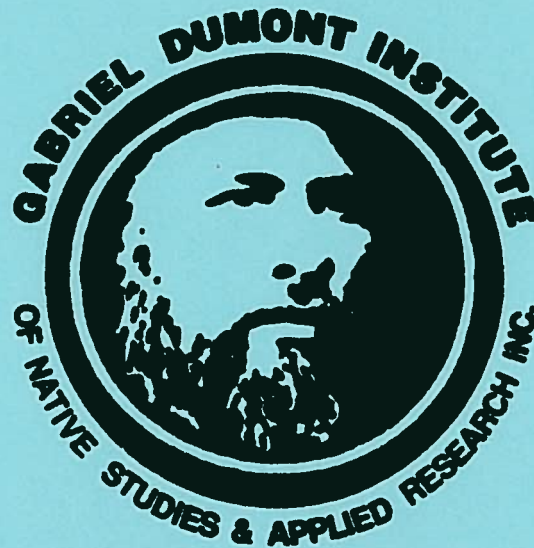
**Powers of the Board**

13. The Board will have access to all information, books, records and other documents in the possession of the college and institutions that are related to the functioning of the college and institutions;
14. The Board may be provided with any technical and clerical assistance necessary to the functioning of the Board;

**Amendment**

15. The Metis Education Act may be amended by the Legislative Assembly of the Metis Nation of Saskatchewan.

*Metis Nation  
Legislative Assembly*



*Metis Education Policy*

## METIS SOCIETY OF SASKATCHEWAN

### EDUCATION POLICY

#### Preamble

In developing the following policy framework several dozen documents, going back to the mid - 1970's, were reviewed. The nature of the documents varied from writings on Metis history and constitutional position papers, the social and economic position of Saskatchewan Metis, education resolutions, policy and operational objectives, to contemporary strategic plans addressing the educational needs of Metis people.

The following policy statements are an attempt to reflect the essence of Metis philosophy and beliefs about the fundamental principles that should and can guide Metis education into the next century and beyond. As such, the following is a series of policy statements about Metis education. It is not an administrative manual, with accompanying regulations and procedures: more appropriately these should be developed after the education policies have been ratified by the Government of the Metis Nation. Also, the approved policies, with the accompanying regulations and procedures, must comply with the jurisdictional provisions of the proposed Metis Education Act.

On one final but important point, the following policy statements are "proposed only." It is our view that on a matter as important as education policy, that it is necessary to secure input from all sectors of Metis society. We are, therefore, recommending an educational policy development and ratification process that is community based: all of the education policy recommendations will be transmitted to the Metis Locals for their approval, amendment or rejection. The method for carrying out this task can be determined at a later time.

The categories of educational policy cited in the following pages include:

1. Metis Education
  - \* Philosophy
  - \* Aims and Objectives
  - \* Metis Identity



2. Board of Education Governance and Operations
  - \* Organization
  - \* Purpose
  - \* Legal Status
  - \* Manual of Procedures
  - \* Code of Ethics
3. Management
  - \* Management Structure
  - \* Board of Education: Organization
  - \* Board of Education: Member Appointments
  - \* Board of Education: Duties
  - \* Senior Administration: Appointment and Duties
  - \* Staff Appointments
4. Administration
  - \* Budget: income and expenditures
5. Facilities
6. Personnel and Employee Relations
7. Education Programs
8. Community Relations

## METIS EDUCATION POLICY

### 1. Metis Education

#### PHILOSOPHY

**POLICY:** Self - determination is a recognized inherent right of Metis people in Saskatchewan. The Metis Board of Education was established by the exercise of this right under the authority of the Executive Branch of the Metis Society of Saskatchewan.

The Board of Education has responsibility for the Metis education system (Early Childhood - Gr. 12, Adult and Post - Secondary) in order to meet the holistic, life - long educational needs of Metis people. Admission to our education programs will, however, remain open to all students, regardless of their race, religion or national origin.

We believe that education should be responsive to the social, cultural, political and economic realities of our communities, Saskatchewan, Canada and the world; preparing Metis students to assume productive and responsible roles. In doing this, the Metis education system must prepare its students to participate with competence and confidence in both the Metis and non - Metis worlds, and to appreciate the merits of both. This task can be accomplished in an environment that reflects the integrity of the individual, the involvement of the Metis community, the cooperation of parents, mutual respect between staff and students, and the principles of free inquiry and expression.

The Metis education system has been established to provide for the unique qualities, abilities and potential of each student, and to stimulate and support the total development of each individual. As learning is an on - going process that continues throughout one's lifetime, the Board of Education is committed to emphasizing the importance of education and the specific learning activities that are delivered by the Board of Education.

APPROVED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board  
RESPONSIBILITY: Executive Director

## AIMS AND OBJECTIVES

**POLICY:** The Metis Board of Education believes in the following aims and objectives:

1. To foster the development of each students' potential in terms of their skills, abilities, understandings, attitudes and values.
2. To develop the student's potential as an individual and as a contributor to both Metis and non - Metis communities.
3. To encourage and promote Metis cultural identity and heritage among Metis students, both individually and collectively.
4. To provide an educational environment that meets the academic, social and cultural needs of each individual student.
5. To encourage parental and community involvement in the education of their children.

**APPROVED, AS AMENDED**

**DATE:** November 8, 1993

**ACTION REQUIRED:** Forward to Board

**RESPONSIBILITY:** Executive Director

## METIS IDENTITY

**POLICY:** The Metis education system has an important mission to fulfill, and it has special obligations to the students who participate in its' education and training programs. The Board of Education is strongly committed to the goals of Metis education. Therefore, it will provide an academic, cultural and social environment that encourages learning and academic excellence among its students, enhances their self - image, and at the same time stresses the high value of their Metis culture.

Everyone associated with the Metis education system will assume responsibility for the promotion of a positive Metis identity. The following goals are intended to give the Metis education system a strength of purpose:

1. High priority will be placed on the recognition and promotion of our Metis culture; and,
2. High priority will be placed on the development of a Metis education system, or systems, that are consistent with and promote Metis culture.

**APPROVED, AS AMENDED**

**DATE:** November 8, 1993

**ACTION REQUIRED:** Forward to Board

**RESPONSIBILITY:** Executive Director

2. Board of Education Governance and Operations

ORGANIZATION

POLICY: The Metis Board of Education will be responsible for the creation and implementation of all policies, regulations and procedures affecting the operations of the Metis education system.

APPROVED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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PURPOSE

- POLICY:
1. To enable high standards and levels of academic performance.
  2. To be directly involved in the development of priority objectives for the Metis education system.
  3. To involve parents in decision - making about the policies and programs of the Metis education system.

APPROVED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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LEGAL STATUS

POLICY: The Metis Board of Education is responsible for ensuring that the Metis education system is operated according to the Metis Education Act and all subsequent policies, regulations and procedures.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

MANUAL OF PROCEDURES

POLICY: The Metis Board of Education will be governed by the regulations outlined in a "Manual of Procedures." The intent of these procedures is to regulate the proceedings of the Metis Board of Education and the rights and obligations of the Board members.

APPROVED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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CODE OF ETHICS

POLICY: Members of the Metis Board of Education will, collectively and individually, conduct themselves according to the principles and standards set down in a Code of Ethics.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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NOTE: The following policy statement has not been considered for ratification. It is a "new" policy item and must be reviewed before it becomes an established policy of the Metis Board of Education.

BOARD TRAINING

POLICY: The Metis Board of Education will, on a regular basis, undertake training that will enhance the skills and abilities of the Board.

APPROVED                      APPROVED, AS AMENDED                      REJECTED                      TABLED

DATE:

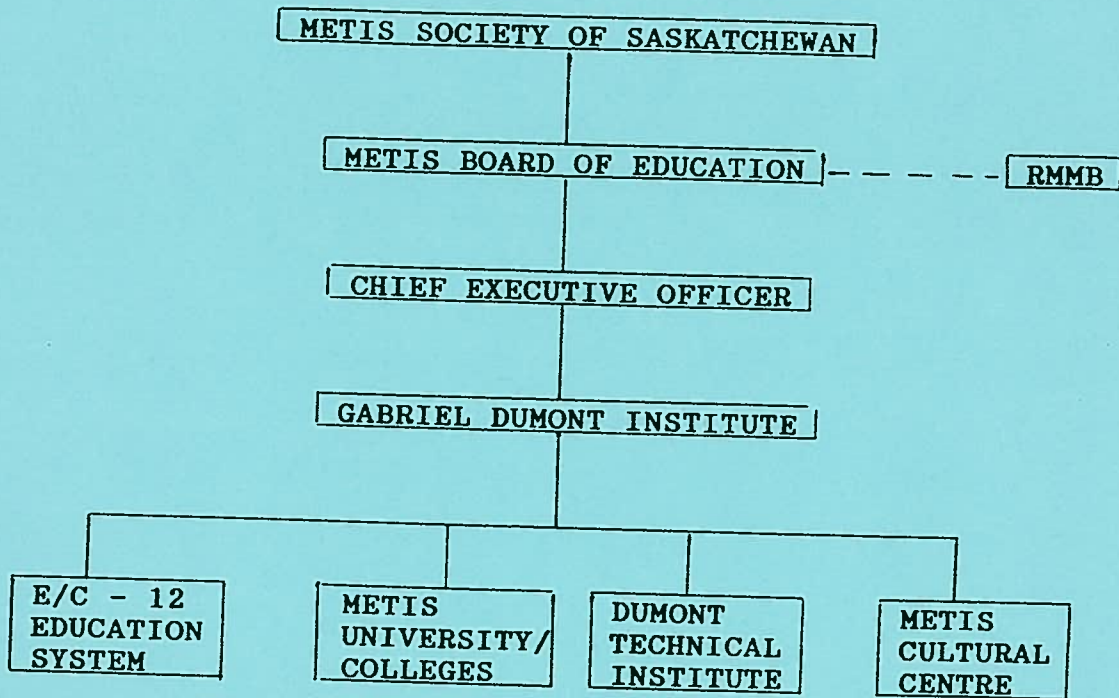
ACTION REQUIRED:

RESPONSIBILITY:

3. Management

MANAGEMENT STRUCTURE

POLICY: The educational management structure adopted for the purposes of the administration and supervision of the educational and financial policies of the Metis education system, shall be according to the following organizational chart.



APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

BOARD OF EDUCATION: ORGANIZATION

POLICY: The Metis Board of Education exists to serve all aspects of the Metis education system. Its powers and duties are controlled by the Metis Education Act, including, but not necessarily limited to, the number of members on the Board, their term of office, and the conditions of their participation.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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BOARD OF EDUCATION: MEMBER ELECTION/APPOINTMENT

POLICY: Election or appointment to the Metis Board of Education is governed by the articles of the Metis Education Act. Members of the Board derive their authority from the policies, procedures and regulations that accompany the Act.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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BOARD OF EDUCATION: DUTIES

POLICY: All members of the Metis Board of Education have an individual and collective responsibility for the operation and control of the Metis education system. Subject to the overriding authority of the Metis Education Act, Board members are responsible to:

- a. Formulate policies and regulations that promote the effective and efficient operation and management of the Metis education system;
- b. Manage the educational affairs of the system in accordance with the approved policies;
- c. Employ personnel to ensure the achievement of the Board's educational goals and objectives;



- d. Authorize courses of instruction to be used within the Metis education system;
- e. Maintain the educational facilities and infrastructure necessary for the educational programs and the instructional services;
- f. Provide student services in addition to regular educational programming;
- g. Attend all regularly scheduled and special meetings of the Board;
- h. Prepare, or have prepared, such reports concerning statistical data, budgetary information, and reports concerning the operation of the Metis education system;
- i. Keep a full and accurate record of the proceedings, transactions and financial affairs of the Board of Education;
- j. Ensure that regular financial audits are carried out;
- k. Regularly negotiate any financial and program agreements that are considered advantageous to the successful operation of the Metis education system; and,
- l. Actively promote professional development activities among the employees of the Metis Board of Education.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

4. Administration

BUDGET: INCOME, EXPENDITURES AND DEFICIT CONTROL

POLICY: The Metis Board of Education is required to prepare, or have prepared, an annual education budget which states the anticipated revenues and expenditures. When required, the Board shall implement a deficit control procedure.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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5. Facilities

POLICY: The Metis Board of Education is required to provide facilities for the delivery of educational services under the mandate of the Metis Education Act. These facilities may be provided through ownership and/or rental agreements.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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6. Personnel and Employee Relations

POLICY: The Metis Board of Education will implement personnel policies that:

- a. Enhance the ideals and objectives of the Metis education system;
- b. Ensure the attainment and maintenance of high standards of performance;
- c. Ensure the interests of students and families are served;
- d. Provide for cooperation among all staff;

- e. Provide for the meaningful involvement of all professional staff in determining the future direction of Metis education; and,
- f. Ensure a high degree of support and respect for the special and unique skills and qualities of each staff member in the Metis education system.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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7. Education Programs

POLICY: The Metis Board of Education is dedicated to providing high quality education and training to the Metis citizens of Saskatchewan. Therefore, the Board will have the responsibility for ensuring that all programs of study are properly accredited and that the curriculum and instructional materials are appropriate and of high quality.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

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8. Community Relations

POLICY: The Metis Board of Education is ultimately accountable to the Metis citizens living throughout the Province of Saskatchewan. The Board is, therefore, responsible for creating a community-based system for receiving and transmitting information about Metis education in Saskatchewan. This shall include, but not necessarily be limited to, Metis Governments, Boards of Education, Elders, families and students.

APPROVED, AS AMENDED

DATE: November 8, 1993

ACTION REQUIRED: Forward to Board

RESPONSIBILITY: Executive Director

*Metis Nation  
Legislative Assembly*



*University Of Saskatchewan  
Agreement*

## AFFILIATION AGREEMENT

between the

UNIVERSITY OF SASKATCHEWAN

and the

GABRIEL DUMONT COLLEGE OF METIS STUDIES AND APPLIED RESEARCH

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### PRINCIPLES

The Gabriel Dumont College and the University of Saskatchewan have much to offer one another. To this end the Gabriel Dumont College and the University are committed to a partnership that promotes and enhances the understanding of Metis culture, society, values and beliefs by both Metis and non - Metis people. The provision of University accredited educational opportunities for the Metis people of Saskatchewan and Canada is the paramount objective of this Agreement.

Given the mandate of the Gabriel Dumont College for the transmission of Metis culture and the education of Saskatchewan Metis people, the University of Saskatchewan recognizes the Gabriel Dumont College as an Affiliate College of the University. It is envisioned that the Gabriel Dumont College will enhance the study of Metis culture at the University of Saskatchewan. In addition, the University will work with the Gabriel Dumont College to provide university level studies for Metis people.

Based on these fundamental assumptions, the University of Saskatchewan and the Gabriel Dumont College agree that Metis educational activities at the University will reflect the social, spiritual, economic, historical, cultural and political values and practices of the Metis. It is also agreed that the exclusive jurisdictions and authorities of the University and the Gabriel Dumont College may be discussed at any time, but that such discussions will be entered into without prejudice to either party.

## TERMS AND CONDITIONS

The above Principles are the cornerstone of the Affiliation Agreement and are the basis of the following terms and conditions:

1. The University of Saskatchewan is committed to working with the Gabriel Dumont College to fulfill its mandate for transmitting Metis culture and to developing educational opportunities for Metis people in programs of study offered by the University;
2. The University of Saskatchewan and the Gabriel Dumont College will remain independent institutions;
3. The University of Saskatchewan will have one voting member on the Board of the Gabriel Dumont College and the Gabriel Dumont College will have one voting member on the Senate of the University of Saskatchewan;
4. While Gabriel Dumont College is free to offer courses and programs of its own choosing, only those courses approved by the University of Saskatchewan may be used to satisfy degree requirements;
5. For courses and programs offered through the Gabriel Dumont College, the Gabriel Dumont College will be responsible for costs applicable to the delivery of academic courses and programs of study of the University of Saskatchewan;
6. Students registered in University of Saskatchewan courses and/or pursuing University of Saskatchewan programs of study through the Gabriel Dumont College will adhere to all University policies and regulations pertaining to admission, quotas, advancement and graduation. It is expected that exceptions will occur in those cases where affirmative action and other special programs have been approved by the University;
7. The responsibilities and privileges of Gabriel Dumont College students registered at the University of Saskatchewan will be the same as those of any other student of the University;
8. The Gabriel Dumont College will provide academic and personal support programs for Gabriel Dumont College students enrolled in University of Saskatchewan courses and programs of study. When appropriate, Gabriel Dumont College students will also be encouraged to use the student support programs and personnel of the University;

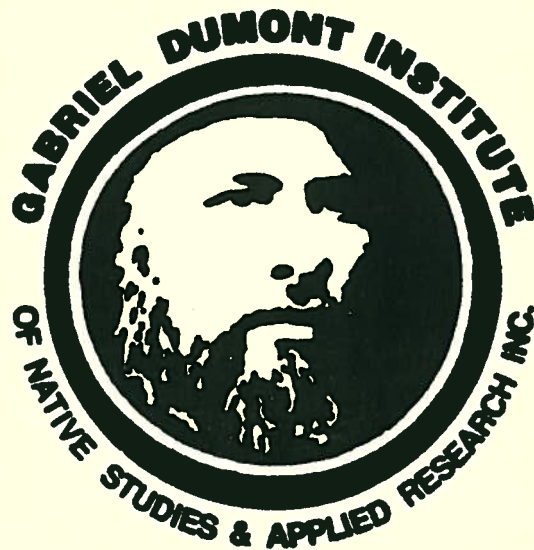
9. While the University recognizes the special instructional needs of the Gabriel Dumont College and the need to have Metis instructors in the classroom, and while the University will endeavour to support Gabriel Dumont College in this regard, the University retains the right to evaluate and approve all instructors teaching courses recognized for university credit;
10. All University of Saskatchewan courses offered through the Gabriel Dumont College will be subject to the standards of the University. These standards are determined by the various Colleges and Departments of the University, and they retain the right to evaluate all aspects of course delivery, including course outlines, course requirements, forms of instruction and evaluation;
11. All administrative matters relative to admission to programs and registration in University courses offered through the Gabriel Dumont College are the proper responsibility of the Registrar of the University of Saskatchewan;
12. The University of Saskatchewan will work with the Gabriel Dumont College in the development of courses that focus on Metis society and culture;
13. All courses developed by the Gabriel Dumont College must be approved by the relevant Department and College, as well as the University, if they are to carry University credit towards a specific program of study. Such courses will be recognized as regular University courses;
14. Gabriel Dumont College students are students of the University of Saskatchewan. They are eligible to take courses not offered by the Gabriel Dumont College, on the same basis as other students admitted to a degree program of the University;
15. As part of the Affiliation Agreement, the Gabriel Dumont College will initially be authorized to offer courses comprising Years One and Two of the Bachelor of Arts and Science. The University may, through its colleges, add other programs and courses as circumstances and resources allow. Such additions will be subject to a joint agreement of the specific College and the Gabriel Dumont College;
16. Instructional staff employed by the Gabriel Dumont College will, where appropriate, be reimbursed at levels comparable to those employed at the University of Saskatchewan. Concomitantly, Gabriel Dumont College instructional staff, both full time and sessional, teaching University of Saskatchewan courses must have their academic and professional qualifications evaluated and approved by the University;

17. Should the Gabriel Dumont College employ full - time University of Saskatchewan faculty to teach at the Gabriel Dumont College, as part of their regular responsibilities, the Gabriel Dumont College will reimburse the University at the rate of one - fifth the salary of a faculty member offering a six - credit course. Conversely, should Gabriel Dumont College instructional staff be employed by the University of Saskatchewan, the University will reimburse the Gabriel Dumont College according to the same formula cited above;
18. Tuition fees for all students taking courses offered by the Gabriel Dumont College will be returned to the College; tuition fees for all regular University of Saskatchewan courses will remain with the University; and,
19. This Affiliation Agreement may be reviewed, amended or terminated with the joint approval of the University of Saskatchewan and the Gabriel Dumont College.

November 12, 1993



*Metis Nation  
Legislative Assembly*



*1994  
Report on Gabriel Dumont  
Institute*



# GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

## REPORT ON GDI

July, 1994

### 1. Funding

Recently, the Institute has endured some hardships due to delays in funding from provincial and federal government sources. The process the Institute must engage in to provide services to our people ensures that we will always incur a deficit. What happens is that the Institute begins delivery of education programs before the money arrives. After we pay the expenses, GDI sends invoices to the government for those expenses, such as for Pathways programming, which sometimes runs into the hundreds of thousands of dollars. We must then wait for the money to arrive and we are, therefore, always running a deficit. When government delays refunding us (we have been forced to wait sometimes for up to four months), we are placed in a serious situation which makes it difficult for the Institute to meet payroll and pay other creditors. This is one of the main reasons for the recent worries about staff pay cheques. Due to political reasons, the provincial government has delayed paying us our core contract funding. However, through diligent negotiating we have been able to rectify the situation and the provincial government is fulfilling its contractual obligations to us.

Not only has core funding recently been restored, but Saskatchewan Education, Training and Employment funding to Dumont Technical Institute (DTI) will be received soon. This will allow DTI to reimburse GDI for past administrative support.

Another reason for our funding problems is due to the inadequacy of the funding we do receive. Because the Institute will not cut corners on its commitment to high quality education for Métis students, we have had financial problems. We are concerned about the continued dismissal of the needs of Métis education and training and presently are lobbying both provincial and federal governments for adequate funding.

We cannot overlook the problems brought about by the Pathways to Success Program. I cannot emphasize enough the need for the citizens of the Métis Nation to reflect upon the Pathways to Success Program. The Institute has lost funding due to this structure. Many of the regulations set out by Human Resources and Labour Canada discourage high quality and long term programming required by our people. For example, funding is not available to university degree oriented programs. Also, because some of our own people have chosen to utilize those same educational and training institutions that have been failing our people for decades, students continue to fail. This also causes difficulties for the Gabriel Dumont Institute which is a Métis owned and controlled educational, training and cultural facility. We built the Gabriel Dumont Institute as an alternative for our

people. We cannot let it fall now because there will be no other alternatives in place to provide effective education to Métis citizens.

## 2. Down sizing

Due to the delays in funding and inadequate funding provisions, we have had to lay-off some staff, not renew contracts and not replace people leaving for other positions. For those staff who were laid-off we have attempted to find positions for them through transfers into other parts of the Institution. Whenever possible, offers of transfers have been made to avoid additional lay-offs for the time being.

Our funding difficulties have made us examine the organization and efficiency of the Institute. Down sizing was a very difficult action to proceed with however necessary. When our funding situation improves, laid-off staff will receive offers to return. It is possible that more lay-offs will be necessary in the near future. We are working hard to avoid this course of action however it may be required.

It must be noted that remaining staff have had their workloads increased. With the new demands, they are proving their abilities to work under pressure. Although sometimes under stressful conditions, staff are using their skills and creative abilities to get more work done and are striving to maintain good morale.

### 3. Other cost cutting measures

The GDI Board of Governors is also helping to reduce the deficit by holding meetings by conference calls. This has proven to be successful. The Board is committed to continuing their work in this manner until our financial situation improves and travel can be resumed.

Staff too are curtailing their travel. This is perhaps why many of you have not seen research officers in your area for some time. The work continues but now by telephone, mail and fax. This is not our preferred manner of working with our people because it is not always the best way to communicate. However, it is what we have to do to ensure continued services.

### 4. DTI, GDC and U of R

We are very proud to announce that the Dumont Technical Institute agreement has been signed. Funding will arrive shortly and services will be in full operation by September of 1994.

The Gabriel Dumont College affiliation with the University of Saskatchewan was approved by the U of S Senate. We have submitted a funding proposal to the Saskatchewan Education, Training and Employment and look forward to beginning services by May of 1995 and to being in full operation by September 1995. To begin with, Gabriel Dumont College will continue to offer classes through the College of Education. However, it will also offer classes through the College of Arts and Sciences. We will be entering into agreements for class delivery with

other professional colleges such as engineering, law and medicine, to name but a few.

Negotiations with the University of Regina are underway. We anticipate a successful federation agreement in the upcoming year.

The Gabriel Dumont Institute is changing. Because we are entering into a new phase in our educational delivery capacity, our staff must now possess even higher formal education qualifications. Several staff members have taken the initiative to complete their Master of Arts degrees. Others are entering into Masters programs. It is anticipated that they will continue on and receive PhDs some day as well. When the time comes to engage more personnel for the DTI and GDC, we will be recruiting Métis with higher formal academic credentials. We know there are Métis out there who have these degrees and we look forward to them coming to work with us when the time comes.

#### 5. CD-ROM project

The Gabriel Dumont Institute is entering into a pilot project with the Federal Department of Communications. We will be providing information about the Métis to a CD-ROM publisher in Québec. They in turn will make the CD-ROM disk and market it throughout the world for us. The project encompasses a national perspective on the Métis so we will be making links with Métis all over Canada.

CD-ROM is a current wave of computer technology and is used in many levels of education and research centres. By creating a disk about the Métis we will be providing information to schools, libraries and research centres across Canada and the world. It is an excellent way to teach people about our historic and contemporary Métis cultures.

We are anticipating a high quality product. We are intending to learn how to create CD-ROM disks ourselves through a training program. We hope it will be funded so that we can provide training allowances to as many students as possible.

#### 6. Position paper on Social Security Policy Reform

The Institute has responded to the Interim Report of the Standing Committee on Human Resources Development (March, 1994). Our response addressed the need to revolutionize the social security system to meet the needs of Métis. Essentially, we agreed with the National Anti-Poverty Organization's statement to the Standing Committee that meaningful, long-term and well paying employment is the only social system we should accept. In response, we felt that a comprehensive and integrated approach based on accessible education, training and employment would be required if the needs of the Métis are to be met.

We agreed with the Interim Report's recommendation to redefine the income security and social safety net to allow individual and community flexibility. As a group, we have special circumstances that will require a selective approach. Our

people are in great need of improved programming through a system that enables the expression of Métis individual and community values.

We provided the Standing Committee with information about the position of Métis in Canadian society and reminded them that we are constitutionally recognized Aboriginal people yet we do not receive equitable treatment. We discussed the racism suffered by many Métis who are employed under affirmative action programs because the rest of the workforce is not educated about the program nor about our culture.

We expressed a concern for the conflicts between federal and provincial governments. Before a new program had been designed, the two levels of government began feuding over jurisdiction, responsibility and finances. There is a sense that time is being wasted on this purely academic exercise. The system should first be redesigned with all the ideas present and then, and only then, should discussions take place on how to implement the system. Implementation before design is impossible; discussions of such are futile as well. Currently, we are being tossed back and forth without consultation and we are concerned that our needs could be forfeited over a compromise between the two governments.

We commented on the tendency of developing large program delivery models for all people throughout the country. When government does develop selective programming it tends to be for all Aboriginal people. In both cases, the day-to-day living issues of Métis who wish to gain access and successfully complete the programs are neglected. Plans are created and programs



implemented without an equitable partnership with the Métis community.

Planning, then, proceeds without consideration of regional disparity, specific geographic and cultural uniqueness and sensitivity to the specific circumstances and support needs of individuals. In this time of fiscal restraint and deficit reduction, support services, particularly those for the Métis, are vulnerable as they are sometimes seen as 'frills' rather than 'necessities'.

An issue of great concern has been the availability of training dollars for Métis. As you are aware, the Pathways to Success Program only provides forty percent of the Aboriginal dollars to the Métis. This is not equitable. The funding is also inadequate and, therefore, our students suffer. Many students are unable to obtain sufficient financial support and are sometimes forced to take out student loans or, in severe cases, quit their programs. Some prospective students may never even consider applying to our education and training programs because they are concerned about the lack of appropriate funding. Another deterrent to Métis education is the regulation that young people who have recently successfully completed high-school cannot receive Pathways funding.

We have grave concerns about Canada and Saskatchewan student loans. Métis students, after a four year university program that is subsidized by Canada and Saskatchewan student loans, can acquire a debt-load in excess of \$30,000. The Gabriel Dumont Institute has submitted to the Government of Canada a position paper on the constitutional right of the Métis to have financial access to a post-secondary education, entitled **Métis Post-Secondary Student Funding**. It is

our right as Aboriginal people to obtain an education that is conducive to gaining meaningful, long-term employment. With appropriate post-secondary funding, our students will be able to concentrate on learning instead of losing time worrying about finances. We have made our case clear to the Standing Committee as well and suggested that they immediately make available an interim fund to grant post-secondary bursaries to one thousand Métis students in Saskatchewan per year so they can enter and complete their desired education levels. We suggested that the amounts be determined based on the allowances provided to First Nations students through Indian Affairs so that all Aboriginal people are treated equitably and so that all Aboriginal people can attain an equitable position in society in general.

Gabriel Dumont Institute is calling for long-term financing so that we can sustain a human resources strategy of our own rather than attempt to fit into the clutches of a system that rejects us and fails us. We anticipate our strategy being submitted in September, 1994 and look forward to its acceptance. We hope that the changes we asked for are present in the Social Security Reform Policy Paper. We will be able to meet many more of our needs if they are included.

1993  
ANNUAL  
REPORT



*Gabriel Dumont Institute  
of Native Studies  
and Applied Research, Inc.*

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## President's Message

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*On behalf of the members and executives of the Metis Nation of Saskatchewan, I would like to extend greetings to the students, staff, Board and membership of the Gabriel Dumont Institute.*

*As an educational affiliate of the Metis Nation of Saskatchewan, the Gabriel Dumont Institute continues to play a fundamental role in the growth and developments of the Metis Nation. It is a fact that our vision of being an independent and self-determined people comes closer to realization with each graduating class.*

*This year saw the signing of Tripartite and Bilateral Agreements. The agreements should enable us to access the resources and political will necessary to align our education and training goals with those of Metis economic development and cultural retention and rejuvenation.*

*It has now been more than a century since we began the battle to reclaim what is rightfully ours. As we face the burdens of student loans, poverty and discrimination, let us continue to respond with the strength of our families and ancestors and the belief that our future will come through our initiative, persistence and our inherent right to self-determination.*

*Congratulations on another productive year!*

*Gerald Morin  
President  
Metis Nation of Saskatchewan*

## Chairperson's Report

---

*On behalf of the Board of Governors, it is my pleasure to accept the 1993 Annual Report of the Gabriel Dumont Institute.*

*The initiative and fortitude of the Institute has truly been tested this year. However, I am pleased to say that this Report reaffirms the dedication of the staff, Board and student body in working toward the achievement of academic and cultural excellence for Metis.*

*Cutbacks in funding to both students and programs have been dealt with in judicious fashion - maximizing creativity innovation and flexibility. As a result, we have forged new partnerships, pioneered new programs and are within grasp of federation and affiliation agreements at both the technical and university levels.*

*Despite our resolution to make the most of these grim economic times, the Institute has not been accepting and passive when change has threatened to undermine the quality of education and training for our people. Throughout the past, year, the Gabriel Dumont Institute has produced numerous briefs and continues to lobby on behalf of its membership. We have continued to produce research and curriculum material, which both advance the knowledge of our culture and guide us toward our goals as a distinct people.*

*On behalf of the Gabriel Dumont Institute Board of Governors, I would like to renew our commitment to continue to work with senior levels of government to ensure more equitable sharing of dollars for Metis education, training and cultural renewal.*

*Phillip Chartier, Chairperson  
Board of Governors*

## Executive Director's Letter

---

GABRIEL DUMONT INSTITUTE  
of Metis Studies and Applied Research Inc.  
121 Broadway Avenue East Regina, Saskatchewan  
Telephone 306-347-4100 Facsimile 306-565-0809

Mr. Phillip Chartier  
Chairperson  
GDI Board of Governors  
219 Robin Crescent  
SASKATOON, Saskatchewan  
S7L 6M8

Dear Mr Chartier:

I am pleased to present the 1993 Annual Report to the Board of Governors and membership of the Gabriel Dumont Institute of Metis Studies and Applied Research.

As you read this report, you will note the impact that the Institute has had, not only at the local and provincial levels but nation-wide. The scope of the Institute's reach speaks to the vision of our people - a vision which is driven by the hope of a secure and meaningful future for our children and grandchildren.

These initiatives also speak of a staff who have remained dedicated and resourceful through what has proven to be a challenging year. Challenges came in many forms - among them, reorganization, negotiation, and economic realities.

The Gabriel Dumont Institute now has over one thousand graduates in areas such as education, administration, native human justice, social work, and resource and technical specialties. Many of these graduates will form the core of self-determination for our people, as they assume positions of influence in their varying fields.

We are proud of their accomplishments and will continue to look to the Metis community for initiative and direction.

Respectfully submitted,

Isabelle Impey  
Executive Director

## Gabriel Dumont Institute Board of Governors List, May, 1993

Philip Chartier, Chairperson

Pierre Dorion, GDSC

Brian Favel, NR III

Ralph Kennedy, MSS

Charlie LaRonde, ER II

Dr. David Atkinson, U of S

Albert Delaire, MSS

Robert Doucette, WR IIA

George Girouard, GDSC

Dennis Langan, ER IIA

Winnie Malbeuf, ER III

Dr. John Biss, Sask. Education

Wilbert Desjarlais, MSS

Dorothy Durocher, Metis Women

May Henderson, Treasurer

Loma LaPlante, WRI

Dale McAuley, NRI

Charlie Seright, NR II

Ed Pelletier, WR III

Dr. Mike Tymchak, U of R

Edwin Pelletier, MSS

Edwin Pelletier, WR II

### PROGRAMMING

#### University Programs

##### Teacher Training:

Métis teacher training is funded by Sask Education, Training, and Employment. In addition to receiving an annual operating grant to run the three centres in Prince Albert, Saskatoon, and Regina, the Gabriel Dumont Institute submits tuition and course costs charged by the universities to the government for payment. While students do not pay tuition fees, most must borrow money from the Canada and Saskatchewan Student Loan Programs while attending university. Sixty (60) weeks of the debt is forgivable for those students who are academically successful.

##### The Saskatchewan Urban Native Teacher Education Program (SUNTEP)

##### Chairperson's Report

On behalf of the SUNTEP Review Committee, I am pleased to submit the 1993 report for the Saskatchewan Urban Native Teacher Education Program (SUNTEP).

The past year has brought continued change to the

program, reflecting evolving needs and realities. One of those realities is financial; the program struggled to find greater efficiencies in light of the 2% decreases to the SUNTEP budget in 1992/93. A further 4% cut in this coming fiscal year to provincial funding for the program will mean that the budget will have been reduced by 7% in three years. The quality of the program has suffered; management will have to find creative ways of increasing efficiencies and accountability in the years ahead.

The issue of funding will be addressed, along with many other wide-ranging topics, in the external Evaluation of SUNTEP that began in the summer of 1993. An interim report will be issued in January of '94 and a final report in the spring. The evaluation will look not only at the degree of success SUNTEP has had in achieving its goals over the last decade, but it will look to the future and ask how SUNTEP should evolve to meet the needs of the twenty-first century. A research team from both universities has begun to interview a wide variety of people including present and past students and staff of the program, as well as the graduates, their school jurisdiction employers and other community members. Rita Bouvier, executive assistant with the Saskatchewan Teachers' Federation and a former director of SUNTEP, has been appointed as a member of the evaluation team.



It is a credit to the graduates, the students and the staff of the program that the demand for SUNTEP has never been greater. This is reflected in large numbers of applicants for limited seats and sponsorship, a high rate of employability for our graduates in a shrinking job market, and a strong demand at the local level for teacher preparation programming. Meadow Lake is the most recent community to see the need and value of teacher training.

Teacher training, like schooling in general, will always reflect the social, political, and economic realities and changes occurring in society. At the SUNTEP Review Committee meeting in November, for example, a recommendation was tabled to replace the name SUNTEP with the "Gabriel Dumont Institute Bachelor of Education Program". Like replacing the word "Native" with "Métis", such changes in semantics point to a need to sharpen the definition of the Métis Nation.

SUNTEP remains very proud of the partnerships which have been forged through formal, informal, institutional and professional relationships. At the provincial level, these partnerships extend from Saskatchewan Education, the Human Rights Commission, and the Universities of Regina and Saskatchewan, to the Teachers' Federation and the School Trustees' Association. At the local level, partnerships include the Métis locals, as well as the schools and their principals and staff. The on-going partnership with the Prince Albert Tribal Council has meant that every year 25 students from Bands within the PATC have been part of the four years of programming offered in Prince Albert. The program there has become a model of cross-cultural awareness.

As the Gabriel Dumont Institute enhances and strengthens its relationships with the province's two universities, and in order to provide greater access to post-secondary education to students in Métis communities throughout the province, it is the SUNTEP model which is put forward as an example of the kind of programming needed for continued success in the future.

Despite many difficulties, SUNTEP remains an exciting and dynamic initiative. For many Métis it remains the only opportunity for a university education. The original objectives have been met and much more accomplished than originally envisioned. It is premature to measure the real value and impact of SUNTEP. That will only be appreciated and understood in terms of the next generation of Métis children.

### SUNTEP Regina

SUNTEP Regina continues to change and evolve to meet the demands of the University of Regina 5/3 system and our own demands for improvement.

A Métis Dance class has been incorporated into year one. This along with our Indian Art, Aesthetics Education and Movement Education continues to build a strong arts component to compliment the Cross-cultural and Reading Language Arts specializations. The new year will see the addition of a new Indian Studies class and a revised Indian Art.

Our outdoor experience education classes have also evolved. Fall 1993 found the pre-interns visiting and studying the Batoche and Lebret areas.

The student body and graduates continue to be the strength of the program. Two graduates have been teaching sessionally with us and several are enrolled in Graduate Studies. Students and staff have been involved with Regina Public School System teachers with presentations on incorporating Indian/Métis content in unit planning and doing cultural activities with Regina Plains Museum staff. Students have worked in lunch programs around the city, acted as hosts for students from Joe Duquette High School, SIAST ABE and Scott Collegiate. Two second year Regina SUNTEP students ran an after school program for latchkey kids.

In order to expand our centre's expertise, two staff attended an Indian Math and Science Conference in Spokane. Staff also continued to work with Regina Public School Board Administrators in cross-cultural workshops and with the University of Regina as Internship Seminar leaders.

Our external evaluation began this year with researchers interviewing staff and long term sessional teachers. This will continue with students, graduates and community members being interviewed in the new year. We look forward to the constructive feedback.

### SUNTEP Saskatoon

SUNTEP Saskatoon welcomed 21 new students in September. Many first year students are young and have a complete grade 12. Lack of employment prospects and the high level of indebtedness incurred over the four years of the program may be discouraging older candidates from applying.

SUNTEP STUDENT NUMBERS 1993						
CENTRE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	93 Grads	Enroll.
Prince Albert	34	19	17	26	12	108
Saskatoon	21	18	12	17	16	84
Regina	18	13	10	11	3	55
Totals	73	50	39	54	31	247
TOTAL GRADS:	253					

A Métis and/or First Nation perspective is essential to the program. Where possible, individuals of Aboriginal ancestry teach the courses including several in the field of Indian and Métis Studies, English, and a Cross-cultural course taught by Sherry Farrell-Racette. Bernice Hammersmith, a SUNTEP and M.B.A. graduate, is the instructor of the Cree class. Instructors have drawn on additional Métis and Indian resources and resource people in the areas of English and Fine Arts.

Last year, in cooperation with the Saskatchewan Symphony, students and staff integrated the four strands of arts education (music, movement, art and drama) into a production of the traditional legend How the Loon Got its Necklace. This production was presented in twelve schools in Saskatoon. This year a more elaborate production based on the Tales of Wesakaychak met with similar success.

In 1993 SUNTEP Saskatoon had sixteen graduates and all but one have acquired teaching positions. Another dozen students are projected to graduate in 1994. Another first for the Métis community will be having one student complete her internship in New Zealand. Six members of the graduating class travelled to Australia in December to attend the first World Indigenous Peoples' Conference on Education. SUNTEP is also working on a student exchange program with the Jumbunna Aboriginal Education Centre at the University of Technology in Sydney, Australia.

The ambiance and group dynamics at SUNTEP continue to play an important role in maintaining and restoring the self-esteem and pride of our students. Many students have no bench-marks by which to measure SUNTEP and often do not realize until their third or fourth year how fortunate they were to have benefitted from select professors, small classes, tuition

assistance and additional program and personal counselling.

#### SUNTEP Prince Albert

SUNTEP Prince Albert had over 90 Indian and Métis students enrolled in various levels of the program during the 1993 academic year. This is a record enrollment for the Prince Albert Centre and reflects the full four years of Bachelor of Education degree programming that is offered in the community.

The SUNTEP Prince Albert program honoured 12 graduating students in May of 1993. Of these 12 all were able to find employment in education or a related field. Four found work in local schools while the rest have taken positions throughout the northern half of the province.

Four students who received academic scholarships for the 91-92 year were able to keep their averages high enough to receive scholarships again during the 92-93 year. Congratulations to fourth year students Linda Bird and Patty Herriot, and third year students Mona Markwart and Ingrid McDougald. They were joined this year by Cheryl Arcand who also maintained an average above 80 percent.

A number of past SUNTEP graduates including Cathy Nelson and Kathy Vermette are currently completing their Masters of Education degrees at the University of Saskatchewan. This has allowed our centre to invite former SUNTEP students to teach University level classes to the current SUNTEP students.

Students have continued to grow through their connection with the centre and the community at large. At the centre level, students organize a number of activities and accept leadership and support roles in activities including the Survivors' banquet and the Graduation Ceremonies, as well as participating in

workshops hosted by such groups as the Protectors of Mother Earth and Teachers for Democracy.

Some of the other activities at SUNTEP Prince Albert over the 1993 year included:

- \* a Cree Immersion Camp in the spring in conjunction with the Muskeg Lake Band;
- \* a groups of 11 SUNTEP PA students travelling to the World Indigenous Students' Conference in Australia in December;
- \* SUNTEP Theatre performing 3 different productions including Family Feudalism and Silent Voices which was begun at the request of the mayor's committee on family violence;
- \* the annual Cultural Camp in September at camp Kinaseo with elders and traditional skills and crafts as a focus;
- \* field trips to Batoche and Wanuskewin as part of orientation and in conjunction with Native Studies classes; and
- \* continuing the partnership with the Prince Albert Tribal Council and other First Nations groups.

These and other activities designed to complement their academic classes helped make 1993 a successful and productive year for Indian and Métis education in Prince Albert.

#### Métis Management and Administration Studies:

The three business management programs in the province, in Regina, Yorkton, and Meadow Lake are federally funded through Pathways, an initiative of Employment and Immigration Canada in conjunction with the Métis Society of Saskatchewan. Local decision-making determines where and when a new program will start. Depending on eligibility, students may receive training allowances from a variety of sources including the Unemployment Insurance Commission, Canada Manpower, and Provincial Social Services.

#### Regina Metis Management:

1993 was another successful year for the Métis Management Studies Program in Regina. A group of 27 students completed the program with 22 students receiving their Diploma of Associate in Business Administration from the University of Regina. This

represents an 82% success rate, impressive for any program at the post-secondary level. Five students are pursuing a degree at the University of Regina or Saskatchewan. One student will continue his studies at the University of Toronto.

Sixteen of the 21 students in the second year of the program have completed the requirements of the diplomas in Continuing Education and Associate in Business Administration. These students will have completed all their work in the program by April 1994.

Another group of 21 students started the program in September. They are off to a good start and will complete their Certificate Program in August 1994.

In addition to maintaining excellent academic results, our students have been involved in a variety of volunteer activities. This has created a positive image for our students and our program in the community.

#### Meadow Lake Metis Management:

Twelve EIC-assisted participants completed the Certificate in Administration in October. Six of the students also completed their Certificate in Continuing Education (Administrative Development) and the Diploma of Associate in Administration. Six of the 12 students entered the workforce immediately upon completion of the program. Three students are continuing studies towards a degree in Business Administration at university.

In November a new intake of 16 full-time and 4 part-time students began the one year Certificate in Administration program. Following a short preparatory phase, university classes will begin in February 1994.

#### Yorkton Metis Management:

The Business Management and Administration Program commenced in Yorkton in June and will continue until June 1995. After completing a preparatory phase, students began university level credit courses in the Fall. Students recognize that hard work and perseverance will bring results: certificates by the summer of 1994 and a Diploma of Associate in Administration at the end of the second year.

#### Other University Programs:

##### Prince Albert Human Justice:

The Human Justice Program is accredited by the University of Regina. Students who successfully complete the program graduate with a diploma in

Human Justice. The program prepares those interested in working in the human services fields of corrections, probation, prevention, community development and counselling. Twenty one graduates received the diploma in Human Justice in May 1993. Currently 23 students are enrolled and are scheduled to graduate in May, 1994, following an extensive practicum experience. A new intake into the program is planned for 1994.

### Technical Programs

#### North Battleford Chemical Dependency Worker:

This program began in November 1992. All twelve students who started the program completed their work at the certificate level in December 1993. The program is accredited through SIAST, Woodland Campus and delivered using the computerized Learner Support System. The program prepares those interested in working in the human services field of addictions, treatment and recovery. In January 1994 nine of the original students will continue the program to the Diploma level with a further 8 months of study including a five month practicum.

#### Saskatoon Housing Administration Program:

This is a unique program being offered for the first time in Canada. It is a cooperative effort of the Gabriel Dumont Institute, the Métis Society of Saskatchewan, Canada Mortgage and Housing Corporation and the Housing Division of Community Services. The course is intended to prepare Housing Administrators to have specific knowledge of the housing needs and to give them the ability to assess and address those needs. The course trains students in two categories: housing administration, and technical services in government-assisted housing. Eight of the sixteen months of the program are spent in a variety of work experience situations. Ten students started the program in February, 1993, and will complete the program in June, 1994. Certification of this program by SIAST through the Dumont Technical Institute is expected in 1994.

## **GRADUATES 1992/93**

### **Métis Management Studies Program: Regina**

Priscilla Bird	Kathy Manley
Audrey Bourgeois	Joan Mantee
Marcel Brass	Barbara Menzies
Sharon Brown	David Morrison
Daryle Desjarlais	Elaine Naytowhow
Rosia Desjarlais	Mathew Pelletier
Philip Ducharme	Maureen Bandas

Rene Genaille  
George Girouard  
Belinda Gordon  
Kim Grumbo  
Mario Hergott  
Rose Kinequon  
Jan Little child

### **SUNTEP: Regina**

Verna Moosemay  
Darrell Pelletier  
Richard Pelletier

### **SUNTEP: Prince Albert**

Phillip Bear  
Lorraine Crawford  
Joanne Fiddler  
Leander Fourstar  
Norma LePage  
Bonita Letendre  
Yvonne Michael  
Claudette Moran  
Judy Osler  
Darlene Parenteau  
Loretta Vandale  
Shane Watts

Donald Poitras  
Terry Racette  
Cheryl Sayers  
Alma St. Germaine  
Brenda Sutherland  
Chris Sutherland

### **SUNTEP: Saskatoon**

Kevin Caisse  
Nancy Clark  
Rebecca Clark  
Leon Fedler  
Andrea Fiss  
Claudette Goudreau  
Cindilee Hayden  
Jeffrey Joannette  
Nancy Kucher  
Angie Maione-Hikwa  
Geordy McCaffrey  
Beverly McLean  
Christine Mitchell  
Joe Pelletier  
John Ritchards  
Marlene Roberts

### **Business Administration: Meadow Lake**

Rita Aubichon	Samantha McCloud
Deny Boulet	Warren McCloud
Marilyn Bundschuh	Karen Moreau
Bettyann Caplette	April Nelson-Siu
Laure Hounsell	Justin Oullette
John Kennedy	Leighton Wensley

### **Human Justice: Prince Albert**

Vickie Bird	Chris Parenteau
Norine Danis	Brenda Pelletier
Darwin Delorme	Gerald Roy
Maxine Eikland	Joyce Roy
Jeannie Fiddler	Clint St. Denis
Marlene Frigon	Sandra Smith
Roland Gamble	Freida Triskle
Cora Gardiner	Mary Weigers
Fletcher Greyeyes	Kathy Wojoichowsky
Josh McBride	

### **Scholarship Foundation**

The Gabriel Dumont Scholarship Foundation was established to administer the Institute's scholarship funds.

### ***Napoleon LaFontaine Economic Development Scholarships***

The Napoleon LaFontaine Economic Development Scholarship Program was established to encourage Saskatchewan's Métis to pursue full-time education training in fields of academic studies related to the economic development of the Métis.

### ***Entrance Scholarships***

Entrance Scholarships are available to post-secondary students who are enrolled in a diploma or certificate program only and who meet the eligibility criteria. Students who have not completed high school may apply for the scholarship if they have fulfilled all entrance requirements of the institution where they will be studying.

### ***Undergraduate Scholarships***

Applicants for the Undergraduate Scholarships must have completed a minimum of one academic year of full-time studies and have achieved at least a 'B' average during the most recent academic year in which they were enrolled.

### ***Graduate Scholarships***

Applicants for the Graduate Scholarships may be engaged in any graduate degree program at the Masters or Doctorate level or accepted into a Masters or Doctorate degree program at a recognized Canadian university. Applicants for the Graduate Scholarship must be engaged in a major research project or thesis which relates to the economic development of Métis people.

### ***Loan Remission Scholarships***

Applicants for the Loan Remission Scholarships must apply for the award within two months of graduation. Applicants must have an outstanding loan balance through the Canadian Student Loan Program and/or the Saskatchewan Student Loan Program after the receipt of any other loan remission awards available to the applicant through the Governments of Canada and Saskatchewan.

### ***Gabriel Dumont Graduate Scholarships***

To receive the Graduation Scholarships, students must have completed a diploma, certificate or degree program at the Gabriel Dumont Institute which required a minimum of eight months full-time study with a minimum 'B' average in the most recent academic year

of studies.

Recipients of the Graduation Scholarship will be nominated by the staff of the Gabriel Dumont Institute of Native Studies and Applied Research on the basis of academic achievement, contribution to student body of the Institute and commitment to Métis people.

The value of the Graduation Scholarship shall not exceed \$200 for each year of full-time studies to a maximum of \$1,000 for any one recipient.

### ***Special Scholarships***

Special Scholarships may be considered when funds designated for other scholarships are not fully utilized or when unanticipated revenues are available.

Recipients of Special Scholarships may be required to submit an application.

### **Operations and Promotions**

The mandate of the Operations and Promotions Division of the Institute is fulfilled through the undertaking of a number of specific functions including financial accounting, marketing and promotions, personnel and student support services, administrative start-up and closure of adult education and training programs, provision of reception and general clerical services, and the maintenance of Institute-owned facilities and equipment. This division is comprised of three units:

### ***Human Resources***

The Human Resources Department provides services to Gabriel Dumont Institute and subsidiaries in Human Resource policies and procedures. This department was structured in response to the needs of:

- 1) Government rules and regulations to maintain records and to ensure compliance with labour standards and other Acts;
- 2) Interpretation and administration of the Collective Union Agreement and development of strategies and tactics for negotiating with Trade Unions; and
- 3) Specialized internal service requirements for: recruitment, selection, orientation, training, maintenance of records and benefit

plans and sundry services.

The Human Resources Division oversees several important roles each of which contributes to the effective functioning of the organization and full utilization of personnel.

With constant demands for improved employee/ employer relations and ever-changing labour standards, the need for a human resources department is an essential unit of any organization. The employer must act as an innovator or agent of change in order to successfully compete in the contemporary labour market.

#### *Marketing & Promotions*

In this past year a new section has been created within Operations and Promotions. The Marketing and Promotions unit is responsible for:

- identifying markets;
- meeting with agencies/organizations to promote the Institute's programs and services;
- delivering Métis Cultural Awareness clinics, when possible, to high schools, community colleges and other organizations;
- responding to information requests on programming, services and materials;
- developing marketing and promotional brochures, pamphlets and posters;
- coordinating meetings, workshops, seminars and conferences;
- responding to requests for career displays;
- networking and liaising with community service organizations, other educational institutions, hotels/motels, Regina City Police, RCMP, Corrections Canada, and government agencies including the City of Regina.

#### *Finance Department*

It continues to be the function and responsibility of the Finance and Administrative Division to oversee all aspects of the finance, accounting, personnel and planning duties for the Institute. This mandate is carried out through the performance of regular and annual functions including, but not limited to, the development and maintenance of a centralized finance

and accounting reporting system, financial statement preparation, the supply of clerical services to all departments and personnel, maintenance of the equipment and facilities of the Institute and the stewardship of its cash and other resources.

The Finance and Accounting departments went through a series of changes during the fiscal year ending March 31, 1993 with the departure of both its Manager and the senior accountant in the month of November. A new Director of Finance and Administration was hired in January, 1993 with all the "growing pains" associated with a change in management personnel and style.

During the short transition period between November and the end of the year, the learning process continued and the resultant delays in the preparation for year end and audits did result in a less than perfect year closing. However, the results in the financial statements as presented herein are, in light of the need to take some write offs for past due receivables, relatively favourable.

In recognition of the need to control, and reduce costs in these difficult times, there has been some rationalization of staff size in the areas of accounting and administration from past times. The remaining staff, particularly in the accounting office, have performed well under increasing demands on their time and I would like to thank them for their continued efforts.

In managing the finances of the Institute, the division continued, both on request and on a periodic basis, to provide relevant information to program centres, program co-ordinators and funding agencies. The division also assisted in, and in some cases completely prepared, the budgets for the various programs and departments. As well the division was responsible for the consolidation of budget data resulting in the Institute's annual budget for presentation to the Board. Regular reports and invoices to our funding agencies were issued to ensure as smooth a cash flow as possible to meet the obligations of the Institute.

A more structured system to monitor the progress and reporting for specific contracts was set up and implemented. Some advantage to the centralized filing for contracts was realized at year end audit.

GABRIEL DUMONT INSTITUTE STAFF LIST  
(As at February 10, 1993)

REGINA OFFICE

C. LaFontaine (Ed Leave)	Isabelle Impey
Robert Armstrong	Albert Robillard
Ted Amendt	Gale Badley
Maureen Bandas	Eileen Banks
Norma Belanger	Marilyn Belhumeur
Elrine Dubois	Maureen Eyre
Amber Gervais	Dave Hutchinson
Pat Kelly	Barb Kozack
Raymond Lafontaine	John Murray
Leona Poitras	Lee Rejc
Judy Silver	Alan Tremayne
Liz Troyer	Kuan Ren Yang

SASKATOON OFFICE

James McNinch	Lorraine Amiotte
Perry Chaboyer	Giselle Marcotte
Ingrid Gallagher	

SUNTEP Regina

Larry Trask	Donna Scarfe
Ken Carriere	Sherry Farrell-Racette
Janet Kurtz	

SUNTEP Saskatoon

Murray Hamilton	Anne Boulton
Ken Kutz	Linda Lysyk
Ruth Daniels	

SUNTEP Prince Albert

Julia Pitzel	Michael Relland
Murdine McCreath	Elaine Sukava
Sandy Sherwin-Sheilds	Shirley Warren

NATIVE BUSINESS MANAGEMENT - Regina

Ronald Negraeff	Lloyd Hardy
Lawrence Schneider	Joanne Horsefall

BUSINESS ADMINISTRATION CERTIFICATE -  
Cumberland House

Leslie Martin	Adelaide Settee
---------------	-----------------

CHEMICAL DEPENDENCY WORKER TRAINING -  
North Battleford

Morris Onyskevitch	Cossette Lepage
Maureen Omness	

INTEGRATED RESOURCE MANAGEMENT -  
Buffalo Narrows

Dean Cluff	Cindy McCallum
Daniel Robinson	Ron Eytcheson
Franz Woons	

BUSINESS ADMIN CERTIFICATE - Meadow Lake

Jack Siu	Brent Ballard
Wanita Silkenka	

PREPARATORY PROGRAM - Archerwill

Christopher Ehikhamen	Ethel Lee-Flannigan
Elaine Campeau	

HUMAN JUSTICE PROGRAM - Prince Albert

Barbara Scott	Lorna Doerkson
Bev Laliberte	

RESEARCH & DEVELOPMENT - Prince Albert

John Dorion

LIBRARY - Prince Albert

Bette Desjarlais	Donna Biggins
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MAINTENANCE - Prince Albert

Stan Kolosa	Lori Biggins
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MÉTIS HOUSING WORKER TRAINING - Saskatoon

Glenn LaFleur	Toni MacNeil
Dan Custer	

DUMONT TECHNICAL INSTITUTE/SIAST

Roy Fosseneuve - Prince Albert  
Betty Munshaw - Regina  
Shirley Boucher - Regina  
Brian Gallagher - Saskatoon  
Phyllis Eagle-Boadway - Moose Jaw  
Sherry McLennan - Prince Albert

COMMUNITY TRAINING RESIDENCE INC -  
Saskatoon

Faye Ahdemar  
Gloria Forbes  
Carol Whitley  
Lorna Gaucher  
Louise Frazer  
Janice Nicotine  
Delphine Jameson

Kay Mazer  
Virginia Guiboche  
Sara Scott  
Michelle Legare  
Sylvia Wilkes  
Evangeline Reddekopp  
Dallas Kracher

CORE SERVICES

In 1993, three sections within the Gabriel Dumont Institute were combined to form the Core Services Division. These areas include Research and Development, Curriculum Development and Library and Information Services. The Core Services Division is managed by a single Director based out of the Gabriel Dumont Institute office in Prince Albert. Research and Curriculum staff are located in the Regina and Saskatoon offices, and library staff work in both the Regina and Prince Albert Resource Centres.

*Research and Development*

Throughout 1993, Research and Development staff continued to provide support services to the Gabriel Dumont Institute and its membership in the areas of:

- \* research and policy analysis;
- \* community needs assessment;
- \* program development and implementation;
- \* funding acquisition;
- \* strategic and operational planning; and
- \* liaison and advisory services.

**Program Development and Implementation**

A major function of Research and Development is to develop training proposals for the programs offered by the Institute. Program proposals which were successful in receiving funding in 1993 include:

- The Métis Housing Administration Co-operative Program, Saskatoon;
- Heavy Equipment Training Program, Batoche;
- Wild Rice Training Program, Ile-a-la-Crosse;
- Wild Rice Training Program, Cumberland House;
- Métis Entrepreneurial Preparatory Program, Togo;
- Métis Employment Counselling, Yorkton;
- Métis Management, Yorkton;
- Business Administration, Meadow Lake;
- Business Administration, Regina (new intake).

Proposals were also approved for the March 1994

initiation of two GED programs; one each in Prince Albert and Saskatoon. Plans are underway to initiate, early in 1994, the sale of program seats, to Local Métis Management Boards (LMMBs) and the RAMB, for intakes in three programs:

- Social Work, Saskatoon;
- Social Work, Prince Albert; and
- Human Justice, Prince Albert.

**Community Liaison, Consultation and Advisory Services**

In addition to obtaining funding for direct educational programming, Research and Development negotiated contracts and initiated the following Métis community-based projects in 1993:

- Royal Commission on Aboriginal Peoples - Saskatchewan Métis Family Literacy and Youth Education Strategy;
- Métis Health Needs Assessment Survey, Prince Albert Area;
- Pinehouse Community Development Assistance;
- Métis Employment Equity Development Project, Saskatchewan Indian and Métis Affairs Secretariat and Saskatchewan Social Services;
- MNS Plan: Parts I and II;
- Métis Nation of Saskatchewan Restructuring: Phases I and II;
- Assistance & consulting to Métis women's Groups in Saskatchewan including Métis Women of Saskatchewan Inc.; and
- Human Resources Strategic Planning, Yorkton.

Several Métis educational "Think Tanks" were held in 1993, for the purpose of planning policy and direction of the Gabriel Dumont Institute in relation to its affiliates, the Métis Nation of Saskatchewan and the Métis community. Consultations continued throughout the year with Saskatchewan Education through representation on the Saskatchewan Education Council, I.M.E.A.C. and other committees.

**Core Research and Policy**

Early in 1993, the Research Division, at the request of the Health Subcommittee of the Métis Nation of Saskatchewan, developed a strategy for Métis participation in the provincial Wellness Model. This paper, entitled "Partnership for Métis Wellness" was presented to the Minister of Health.



The Gabriel Dumont Institute Five Year Strategic Plan, coordinated by Research in the Fall of 1992, was received and approved by GDI Board of Governors in March 1993. In the Fall of 1993, this Plan was supplemented with a position paper entitled, "Vision and Direction for the Education and Training of the Métis People of Saskatchewan".

The final report of the "Saskatchewan Métis Family Literacy and Youth Education Strategy: a Provincial Survey" has been submitted to the Royal Commission on Aboriginal Peoples. Other policy-oriented documents produced by R & D in 1993 included: The Métis Senate Proposal; GDI Program Coordinator's Manual and a position paper on the Constitutional Right of the Métis to have Access to a Post-Secondary Education.

Additionally, a Statistical Report on Métis Peoples' Educational Conditions and the Gabriel Dumont Institute was produced.

#### *Library*

#### **Internet**

The libraries in Prince Albert, Regina Head Office, and Metis Management have networked existing computer labs to access the Internet. Furthermore, Saskatoon Suntep joined the Internet through the University of Saskatchewan. This access enables GDI locations to perform E-mail, electronic document delivery and computer mediated conferencing.

Limited access to networked CD-ROM information storage has proven cost effective especially in space saving and time management. Training of system administration staff has begun with the accent on training students to pass on the required skills to their classmates.

#### **Distance Education**

Distance Education techniques involving off-campus strategies for delivery now allow access for northern communities in education, business and cultural opportunities (the library staff represent the Institute on several Distance Education Task Forces). The prime benefits are:

- availability of vast amounts of shared resources information at low cost;
- up-to-date enhanced knowledge skills for students, faculty and staff;

- Extension of distance education should enable Metis at the local, regional and provincial levels to continue to benefit from an increasing array of educational opportunities.

The continued budget restrictions have retarded the system-wide Notis conversion project as well as collection development in print and video formats. The Métis Historical Archives has been transferred to Saskatoon. The CD-ROM project and several proposals for automated infrastructure funding are pending.

Revenue generation through computer classes may have to supplement the shrinking funding sources to enable staff to economically navigate the relevant databases and provide adequate training assistance in program support to get the right information to the right people at the right time.

#### **Continuing Education and Extension**

Prince Albert staff generated almost \$10,000 in contracts and computer timesharing toward maintaining hours of opening. Continued representation at University and local library levels maintains a positive high profile for the Institute in that community.

The Institute sponsored a successful workshop on the "Electronic Highway" and CD-ROM for sixty eager internauts held at the University of Regina.

Continuing Education workshops and classes have been organized with over 150 students from SUNTEP, Human Justice and Métis Management receiving word processing, Internet and bibliographic instructions online. Additionally, library staff have organized cross-cultural library and educational workshops for both the Saskatchewan and Canadian Library Associations plus Aboriginal library interest groups. These featured Institute staff and world class experts on sharing and creating electronic information products, global computer conferencing and the Internet phenomenon.

#### **Statistics**

Library Information Services purchased, processed and distributed over 3,300 items system-wide, 90 per cent for the Prince Albert, Saskatoon and Regina branches. Circulation reached over 7,300 in Regina with 1300 reference requests peaking in the fall, July, and winter months. Prince Albert registered over 600 borrowers, circulating 8,000 items. Over 1400 text books were ordered and distributed to the various programs. Prince Albert branch has begun its portion of the Notis recon project linking barcodes with each book's unique

cataloguing record from our Institute database of 25,000 titles, while Regina has completed 75 percent of its 10,000 records.

### *Curriculum, and Métis Studies*

#### Curriculum Development

In 1993, the Curriculum Unit saw a wonderful opportunity to develop a new poster to give hope and inspiration to the entire Métis Nation as we strive for our ultimate goal of Self-Government. This new poster reunites the spirits of our past leaders. Gabriel Dumont and Louis Riel at the graveside of Dumont overlooking the scenic South Saskatchewan River. The accompanying quote from Louis Riel's Diary dated April 29, 1885 is fitting today:

"Oh my Métis Nation! Take Courage...I see your change: It is great...the more you lend your support to truth, [the more it] will make you great, strong and powerful."

The Curriculum Unit has been busy since the Cultural Conference in January. The Métis: "Visiting was the Métis Way" a book of over eighty songs was officially released Mid-February at Showcase '93. Since it's release, the Curriculum Unit has been busy searching for funds to produce an audio cassette that will complement this fine educational resource. We are pleased to report at the time of writing this report that we have received funding for this exciting project. This audio tape album will consist of, four (4) cassette tapes in a vinyl album, 80 historical and contemporary songs. Production of this resource will start in mid-April, and the tentative release date is mid-May, 1994.

Other projects in 1992/93 include a series of bookmarks for promotional use. These free bookmarks are available from Gabriel Dumont Institute offices.

There was a need to update our Historical Atlas of Aboriginal Settlement due to the change of names and terms of reference. The unit has revised the resource and renamed it, The Canadian Atlas of Aboriginal Settlement. This resource will include, two new historical maps of the Battle Plan of Fish Creek and Batoche. This project is ready for printing and production will begin in early April.

Since October the Curriculum Unit has worked co-operatively with Western Heritage Services Inc. in developing a database along with a Geographic Information System (GIS) that outlines the historical Métis Nation riverlots along the South Saskatchewan River Basin. This project will prove to be a valuable

aid to anyone wanting to do research in the area of

#### Land Entitlement for the Métis Nation.

The popular, Alfred Reading Series, will soon be available in three additional languages. The languages featured in this educational resource will be:

- Cree "Y" Dialect;
- French; and
- Michif.

This new resource will have the three (3) languages featured on this page. This will provide a comparison and a comprehensive look at the development of the Michif language.

The Flower Beadwork People, will soon be available in three additional languages. Again, the languages featured in this educational resource will be:

- Cree "Y" Dialect;
- French; and
- Michif.

Following the same format, this resource will feature three languages on each page.

The Métis Finger Weaving - Teacher's Guide and Video, will feature an overview of Métis history, basic weaving instructions, and advance weaving instructions. The tentative release date for this resource is late April or early May, 1994.

The Curriculum Unit has seen a need for an anthology of Métis Literature. That is why the Unit has planned to publish an anthology featuring the writings of these artists:

- Jordan Wheeler;
- Janice Acoose;
- Bruce Sinclair; and
- Priscilla Settee.

This anthology will have a selection of plays, poems, and short stories. The Curriculum Unit has set a production date for the summer of '94, so that this resource can be available for use in Saskatchewan schools for the fall of 1994.

There was a need to reprint our collection of study prints, THE MÉTIS: TWO WORLDS MEET. This resource comes with a blue nylon zippered presentation bag. The 36 study prints are shrink-wrapped to give this resource a longer storage life.

The story, A Métis Wedding, originally published in 1985, was revised to include dialogue for the characters of the story. The revisions have been completed. The Curriculum Unit has been looking at

several artists' work to illustrate this book. Once an artist has been selected, publication will begin in the Spring of 1995.

The long awaited research and first draft of the Métis Veterans book was completed late August, 1993. An outside editor has been working with the draft and a projected completion date has been set for the fiftieth Anniversary of "D" Day, June 6th, 1994. We all await in great anticipation this book honouring our Métis Veterans.

### MÉTIS STUDIES

The Metis Studies Unit has continued their role with the Indian and Métis Education Advisory Committee, IMEAC. Considerable input on K-12 curriculum development was provided to Saskatchewan Education, Employment, and Training. Other committees where the Institute participated included:

- High School Review Committee
- Provincial Learning and Assessment Project, Evaluation of Reading and Writing - Grades 5, 8 & 11.
- Partners in Action: Vision for the Future, a forum on Indian and Métis Education
- Social Studies 1-5, History & Native Studies 20 & 30

### The Journal of Indigenous Studies

The sixth issue of The Journal of Indigenous Studies is still in its developmental stage and will be ready to print by June '94. This issue will continue on with the tradition of providing a cross-disciplinary academic forum for the diverse topics of interest to the Aboriginal community it serves.

## Treasurer's Report

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*On behalf of the Gabriel Dumont Institute Board of Governors, I hereby submit the audited financial statements for the fiscal year ended March 31, 1992.*

*The many challenges presented to us in the past year have been managed professionally and efficiently by our committed staff and Board members. The Institute's successes bear evidence of the loyalty and diligence of all those who support and work for it.*

*As out-going Treasurer, I would like to thank the members of the 1991/92 Board. Working with you has been a pleasant educational experience. I am glad that I had the opportunity to share my skills with you. I welcome the new Board members, wishing them the best in the up-coming year. My greatest appreciation, though, goes to Gabriel Dumont Institute students and graduates. You have all worked very hard. The gains you have made have brought honour to the Métis Nation both educationally and culturally.*

*May Henderson  
Treasurer  
Gabriel Dumont Institute Board of Governors*

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## AUDITORS' REPORT

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To the Board of Directors of  
**Gabriel Dumont Institute of Native Studies and Applied Research,  
Inc.**

We have audited the balance sheet of **Gabriel Dumont Institute of Native Studies and Applied Research, Inc.** as at March 31, 1993 and the statements of revenue and expenses, surplus, and cash flows for the year then ended. These financial statements are the responsibility of the Institute's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Institute as at March 31, 1993 and the results of its operations and the changes in its financial position for the year then ended in accordance with generally accepted accounting principles.

*Ernst & Young*

Regina, Canada,  
November 26, 1993.

Chartered Accountants

Gabriel Dumont Institute of Native Studies and Applied Research, Inc.

BALANCE SHEET

As at March 31

	1993 \$	1992 \$
<b>ASSETS</b>		
<b>Current</b>		
Accounts receivable <i>[note 8]</i>	956,500	896,553
Inventory	67,576	23,845
Prepaid expenses	125,195	73,846
<b>Total current assets</b>	<b>1,149,271</b>	<b>994,244</b>
Mortgage receivable <i>[note 2]</i>	54,160	54,160
Fixed assets <i>[note 3]</i>	1,171,852	1,226,264
	<b>2,375,283</b>	<b>2,274,668</b>
<b>LIABILITIES AND SURPLUS</b>		
<b>Current</b>		
Bank indebtedness <i>[note 4]</i>	301,830	286,477
Accounts payable	800,787	729,899
Deferred revenue	162,430	3,200
Current portion of term debt <i>[note 5]</i>	65,000	61,000
<b>Total current liabilities</b>	<b>1,330,047</b>	<b>1,080,576</b>
Term debt <i>[note 5]</i>	484,085	549,876
<b>Total liabilities</b>	<b>1,814,132</b>	<b>1,630,452</b>
<b>Surplus</b>		
Unappropriated	557,348	640,460
Appropriated <i>[note 6]</i>	3,803	3,756
<b>Total surplus</b>	<b>561,151</b>	<b>644,216</b>
	<b>2,375,283</b>	<b>2,274,668</b>

Contingent liability *[note 9]*

Commitments *[note 10]*

See accompanying notes

On behalf of the Board:

Director



Director



Gabriel Dumont Institute of Native Studies and Applied Research, Inc.

STATEMENT OF REVENUE AND EXPENSES

Year Ended March 31

	Adminis- tration \$	Core Service \$	S. U. N. T. E. P. \$	Native Services Division \$	Other Specific Contract Projects \$	1993 Total \$	1992 Total \$
<b>REVENUE</b>							
Government of Canada [schedule 1]	—	20,000	—	—	263,175	283,175	152,418
Government of Saskatchewan	—	766,980	932,840	—	55,400	1,755,220	1,787,940
Other [schedule 2]	1,223,956	459,593	950,488	199,238	2,408,621	5,241,896	4,496,619
	<u>1,223,956</u>	<u>1,246,573</u>	<u>1,883,328</u>	<u>199,238</u>	<u>2,727,196</u>	<u>7,280,291</u>	<u>6,436,977</u>
<b>EXPENSES</b>							
Curriculum development	—	22,345	3,080	421	—	25,846	31,964
Educational conferences	—	152,144	—	—	—	152,144	108,919
Instructional costs	2,968	—	660,360	570	179,409	843,307	760,101
Kapachee	—	50,815	—	—	—	50,815	50,816
Library costs	3,632	10,049	10,980	70	25,436	50,167	29,866
Operating costs [schedule 3]	683,795	349,106	383,740	46,061	1,168,528	2,631,230	2,194,960
Public relations [schedule 4]	14,397	8,428	15,709	3,050	28,782	70,366	46,869
Salaries and benefits [schedule 4]	472,208	590,127	768,622	164,954	1,066,616	3,062,527	2,771,411
Travel and sustenance [schedule 4]	193,810	57,083	34,687	16,299	175,075	476,954	326,696
	<u>1,370,810</u>	<u>1,240,097</u>	<u>1,877,178</u>	<u>231,425</u>	<u>2,643,846</u>	<u>7,363,356</u>	<u>6,321,602</u>
Excess (deficiency) of revenue over expenses	(146,854)	6,476	6,150	(32,187)	83,350	(83,065)	115,375

See accompanying notes

**Gabriel Dumont Institute of Native Studies and Applied Research, Inc.**

**STATEMENT OF SURPLUS**

Year Ended March 31

	Adminis- tration \$	Core Service \$	S.U.N. T.E.P. \$	Native Services Division \$	Other Specific Contract Projects \$	1993 Total \$	1992 Total \$
<b>Unappropriated</b>							
Balance, beginning of year	(6,212)	209,841	208,638	72,038	156,155	640,460	525,207
Excess (deficiency) of revenues over expenses	(146,854)	6,476	6,150	(32,187)	83,350	(83,065)	115,375
Appropriated during year	—	—	—	—	(47)	(47)	(122)
<b>Balance, end of year</b>	<b>(153,066)</b>	<b>216,317</b>	<b>214,788</b>	<b>39,851</b>	<b>239,458</b>	<b>557,348</b>	<b>640,460</b>
<b>Appropriated</b>							
Balance, beginning of year						3,756	3,634
Appropriated during year						47	122
<b>Balance, end of year</b>						<b>3,803</b>	<b>3,756</b>

See accompanying notes



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Gabriel Dumont Institute of Native Studies and Applied Research, Inc.

STATEMENT OF CASH FLOWS

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Year ended March 31

	1993 \$	1992 \$
<b>OPERATING ACTIVITIES</b>		
Excess (deficiency) of revenue over expenses	(83,065)	115,375
Charges to operations not affecting cash in the current year		
Loss on disposal of fixed assets	—	2,502
Depreciation and amortization	126,964	134,233
Net change in non-cash working capital accounts <i>[note 7]</i>	75,091	224,290
<b>Cash provided by operating activities</b>	<b>118,990</b>	<b>476,400</b>
<b>INVESTING ACTIVITIES</b>		
Purchase of fixed assets	(72,552)	(167,980)
Proceeds on disposal of fixed assets	—	6,165
Increase in mortgage receivable <i>[note 2]</i>	—	(54,160)
<b>Cash used in investing activities</b>	<b>(72,552)</b>	<b>(215,975)</b>
<b>FINANCING ACTIVITIES</b>		
Term debt advances	—	13,000
Term debt repayment	(61,791)	(54,330)
<b>Cash used in financing activities</b>	<b>(61,791)</b>	<b>(41,330)</b>
Decrease (increase) in bank overdraft during the year	(15,353)	219,095
Bank overdraft, beginning of year	(286,477)	(505,572)
<b>Bank overdraft, end of year</b>	<b>(301,830)</b>	<b>(286,477)</b>

*See accompanying notes*

**NOTES TO FINANCIAL STATEMENTS**

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March 31, 1993

**1. ACCOUNTING POLICIES**

**Fund accounting**

The accounts of the Institute are maintained in accordance with the principles of fund accounting in order that limitations and restrictions placed on the use of available resources are observed. Under fund accounting, resources are classified, for accounting and reporting purposes, into funds with activities or objectives specified. Separate accounts are maintained for administration and other programming.

**Accrual accounting**

The Institute utilizes the accrual basis of accounting for additions to and deductions from fund balances.

**Fixed assets**

Fixed assets are initially recorded at cost. Donated fixed assets are recorded at their estimated fair market value plus other costs incurred at the date of acquisition. Normal maintenance and repair expenditures are expensed as incurred.

Depreciation is recorded in the accounts on the diminishing balance method at the following rates:

Building	5%
Equipment	20%
Mobile Homes	20%

Leasehold improvements are amortized on a straight line basis over the term of the lease.

Depreciation and amortization are charged for the full year in the year of acquisition. No depreciation or amortization is taken in the year of disposal. It is expected that these procedures will charge operations with the total cost of the assets over the useful lives of the assets. Gains or losses on the disposal of individual assets are recognized in income in the year of disposal.

**Administrative services**

A separate fund has been designated to conduct certain of the Institute's administrative functions. The revenues and expenses of the Institute reflect interfund charges for these services.

**Inventory**

Inventory is valued at the lower of cost or market with cost being determined using average cost.

**Grants**

Grants earned during the year are recorded as revenue in the current period. Grants earned for capital expenditures are offset against the capital expenditure incurred.

Gabriel Dumont Institute of Native Studies and Applied Research Inc.

NOTES TO FINANCIAL STATEMENTS

March 31, 1993

2. MORTGAGE RECEIVABLE

The Gabriel Dumont Institute Community Training Residence, Inc. mortgage receivable is due the earlier of 2007 or when the mortgage that Gabriel Dumont Institute Community Training Residence, Inc. has with Sasknative Economic Development Corporation is repaid. The rate of interest, collateral and repayment terms on the mortgage receivable are yet to be determined.

3. FIXED ASSETS

	----- 1993 -----			
	Cost	Accumulated Depreciation and Amortization	Net Book Value	1992 Net Book Value
	\$	\$	\$	\$
<b>Administration</b>				
Land	117,000	—	117,000	117,000
Building	833,938	171,858	662,080	696,926
Equipment	979,763	722,891	256,872	269,880
Mobile trailers	49,849	24,758	25,091	31,364
Works of art	2,199	—	2,199	2,199
Leasehold improvements	258,158	256,610	1,548	100
	<b>2,240,907</b>	<b>1,176,117</b>	<b>1,064,790</b>	<b>1,117,469</b>
<b>Core Services</b>				
Equipment	174,323	131,388	42,935	44,695
Works of art	26,750	—	26,750	26,750
Leasehold improvements	136,080	136,080	—	—
	<b>337,153</b>	<b>267,468</b>	<b>69,685</b>	<b>71,445</b>
<b>S.U.N.T.E.P.</b>				
Equipment	113,106	83,024	30,082	28,231
Leasehold improvements	60,325	60,325	—	—
	<b>173,431</b>	<b>143,349</b>	<b>30,082</b>	<b>28,231</b>
<b>Native Services Division</b>				
Equipment	11,780	6,123	5,657	7,071
<b>Other</b>				
Equipment	5,000	3,362	1,638	2,048
<b>Total</b>	<b>2,768,270</b>	<b>1,596,418</b>	<b>1,171,852</b>	<b>1,226,264</b>

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Gabriel Dumont Institute of Native Studies and Applied Research Inc.

NOTES TO FINANCIAL STATEMENTS

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March 31, 1993

**4. BANK INDEBTEDNESS**

Accounts receivable have been pledged as collateral against the bank indebtedness. Bank indebtedness bears interest at prime plus 1 1/2%.

**5. TERM DEBT**

	1993 \$	1992 \$
12% mortgage, due August 1, 1994, repayable in monthly instalments of \$9,926 principal and interest, against which a building has been pledged as collateral.	541,715	595,202
Prime plus 2% term loan, repayable in monthly instalments of \$330 principal plus interest due August, 1993, against which accounts receivable and a mobile trailer have been pledged as collateral.	1,610	5,570
Prime plus 2% term loan, repayable in monthly instalments of \$360 principal plus interest, due July, 1994, against which mobile trailers have been pledged as collateral.	5,760	10,104
	<u>549,085</u>	<u>610,876</u>
Current portion	65,000	61,000
	<u>484,085</u>	<u>549,876</u>

The principal payments are estimated to be due as follows:

	\$
1994	65,000
1995	68,000
1996	75,000
1997	84,000
1998	95,000
Thereafter	162,085
	<u>549,085</u>

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**Gabriel Dumont Institute of Native Studies and Applied Research Inc.**

**NOTES TO FINANCIAL STATEMENTS**

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March 31, 1993

**6. APPROPRIATED SURPLUS**

The Institute may make annual allocations from surplus for scholarships. The appropriated balances in the scholarship funds are:

	1993	1992
	\$	\$
Art Carriere Memorial Fund	2,566	2,534
Les Fiddler Memorial Fund	1,237	1,222
	<u>3,803</u>	<u>3,756</u>

**7. NET CHANGE IN NON-CASH WORKING CAPITAL ACCOUNTS**

	1993	1992
	\$	\$
<b>DECREASE (INCREASE) IN</b>		
Accounts receivable	(59,947)	50,324
Inventory	(43,731)	(33,704)
Prepaid expenses	(51,349)	(23,845)
<b>INCREASE (DECREASE) IN</b>		
Accounts payable	70,888	228,315
Deferred revenue	159,230	3,200
	<u>75,091</u>	<u>224,290</u>

**8. RELATED PARTY TRANSACTIONS**

The Institute had the following transactions during the year and account balances at year end with its affiliates that are not specifically identified in these financial statements:

	1993	1992
	\$	\$
Administrative services income	51,109	79,554
Other income	2,243,686	1,706,018
Accounts receivable	478,350	306,132
Accounts payable	162,430	—

**NOTES TO FINANCIAL STATEMENTS**

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March 31, 1993

**9. CONTINGENT LIABILITY**

The Institute is contingently liable as guarantor of a loan and operating line of credit of an affiliate which together amount to \$359,144, under which all the Institute's property has been pledged as collateral.

**10. COMMITMENTS**

The Institute is committed under term leases as follows:

Regina:	to September, 1994 at a monthly rental of \$5,252. to July, 1993 at a monthly rental of \$50. to May, 1993 at a monthly rental of \$6,900.
Saskatoon:	to December, 1993 at a monthly rental of \$378. to October, 1993 at a monthly rental of \$1,965.
Buffalo Narrows	to August, 1993 at a monthly rental of \$1,800.
Battlefords	to November, 1993 at a monthly rental of \$2,229.
Meadow Lake	to October, 1993 at a monthly rental of \$2,000.
Archerwill	to June, 1993 at a monthly rental of \$1,500.

**11. REVENUE**

The majority of funding for the operations of the Institute is provided by various levels of government. Funding is provided by annual grants and under contracts expiring on various dates.

**SCHEDULE OF GRANT REVENUE**

Year Ended March 31

	Adminis- tration \$	Core Service \$	S.U.N. T.E.P. \$	Native Services Division \$	Other Specific Contract Projects \$	1993 Total \$	1992 Total \$
Government of Canada	--	--	--	--	240,135	240,135	96,043
Employment and Immigration Secretary of State	--	20,000	--	--	23,040	43,040	56,375
	--	20,000	--	--	263,175	283,175	152,418

See accompanying notes

SCHEDULE OF OTHER REVENUE

Year Ended March 31

	Adminis- tration \$	Core Service \$	S.U.N. T.E.P. \$	Native Services Division \$	Other Specific Contract Projects \$	1993 Total \$	1992 Total \$
Corrections	—	—	—	—	11,359	11,359	37,074
Donations	—	205	—	—	—	205	26,835
Fees for services [note 8]	1,180,048	282,837	—	—	—	1,462,885	1,405,438
Interest	625	—	—	—	—	625	2,250
Conference revenue	—	102,809	—	—	—	102,809	—
Miscellaneous	17,949	2,986	—	—	23,291	44,226	76,741
P.A. District Chiefs	—	—	169,450	—	—	169,450	164,773
Western Heritage Service	—	25,959	—	—	—	25,959	—
Sales and royalties	—	44,797	—	—	—	44,797	27,667
S.I.A.S.T.	—	—	—	199,238	—	199,238	345,000
Teaching income	—	—	76,246	—	—	76,246	93,092
Tuition income	25,334	—	704,792	—	—	730,126	611,731
Canada Mortgage and Housing Corporation	—	—	—	—	130,285	130,285	—
3rd Party Native Co-ordinating Group Inc. [note 8]	—	—	—	—	2,243,686	2,243,686	1,706,018
	<b>1,223,956</b>	<b>459,593</b>	<b>950,488</b>	<b>199,238</b>	<b>2,408,621</b>	<b>5,241,896</b>	<b>4,496,619</b>

See accompanying notes



SCHEDULE OF OPERATING COSTS

Year Ended March 31

	Adminis- tration \$	Core Service \$	S.U.N. T.E.P. \$	Native Services Division \$	Other Specific Contract Projects \$	1993 Total \$	1992 Total \$
Administrative services	—	107,612	131,640	39,550	355,668	634,470	572,384
Bad debts	24,540	—	31,360	—	20,243	76,143	—
Building	200,887	133,385	141,646	—	168,583	644,500	617,167
Computer services	18,188	13,553	1,528	—	9,507	42,777	42,766
Consulting services	54,366	28,195	1,250	3,477	128,231	215,519	65,889
Core services	—	—	6,360	—	276,477	282,837	210,491
Depreciation and amortization	106,885	10,734	7,521	1,414	410	126,964	134,233
Duplicating	14,768	7,903	20,109	173	20,511	63,464	39,421
Equipment	41,959	4,235	4,672	—	114,152	165,018	137,152
Insurance	13,611	—	659	385	3,128	17,783	14,564
Interest - current	90,770	—	—	—	—	90,770	103,911
Interest - term	14,465	34	—	—	33	14,532	14,994
Miscellaneous	2,575	2,367	1,951	(939)	7,974	13,928	40,213
Office supplies	13,198	11,180	6,800	1,185	18,747	51,110	41,136
Postage and courier	20,234	7,139	6,532	296	7,098	41,299	36,186
Telephone	67,349	22,769	21,712	520	37,766	150,116	124,453
	<b>683,795</b>	<b>349,106</b>	<b>383,740</b>	<b>46,061</b>	<b>1,168,528</b>	<b>2,631,230</b>	<b>2,194,960</b>

See accompanying notes

**Gabriel Dumont Institute of Native Studies and Applied Research, Inc.**      **Schedule 4**  
**SCHEDULE OF PUBLIC RELATIONS, SALARIES AND BENEFITS, AND TRAVEL**  
**AND SUSTENANCE EXPENSES**

Year Ended March 31

	Adminis- tration \$	Core Service \$	S.U.N. T.E.P. \$	Native Services Division \$	Other Specific Contract Projects \$	1993 Total \$	1992 Total \$
<b>Public relations</b>							
Orientation	—	—	3,071	—	1,964	5,035	856
Promotion, publicity, and graduation	7,160	5,299	9,507	421	12,976	35,363	26,191
Recruitment	7,237	3,129	3,131	2,629	13,842	29,968	19,822
	<u>14,397</u>	<u>8,428</u>	<u>15,709</u>	<u>3,050</u>	<u>28,782</u>	<u>70,366</u>	<u>46,869</u>
<b>Salaries and benefits</b>							
Staff salaries and wages	395,308	524,104	685,359	147,287	956,664	2,708,722	2,498,916
Staff benefits	76,900	66,023	83,263	17,667	84,077	327,930	270,256
Student wages	—	—	—	—	—	—	2,239
Student benefits	—	—	—	—	25,875	25,875	—
	<u>472,208</u>	<u>590,127</u>	<u>768,622</u>	<u>164,954</u>	<u>1,066,616</u>	<u>3,062,527</u>	<u>2,771,411</u>
<b>Travel and sustenance</b>							
Staff and students	76,644	57,083	34,687	16,299	175,075	359,788	264,163
Board	117,166	—	—	—	—	117,166	62,533
	<u>193,810</u>	<u>57,083</u>	<u>34,687</u>	<u>16,299</u>	<u>175,075</u>	<u>476,954</u>	<u>326,696</u>

See accompanying notes