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*Annual  
Report*

T.P.



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

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## Acknowledgments

### 1991 Annual Report Committee

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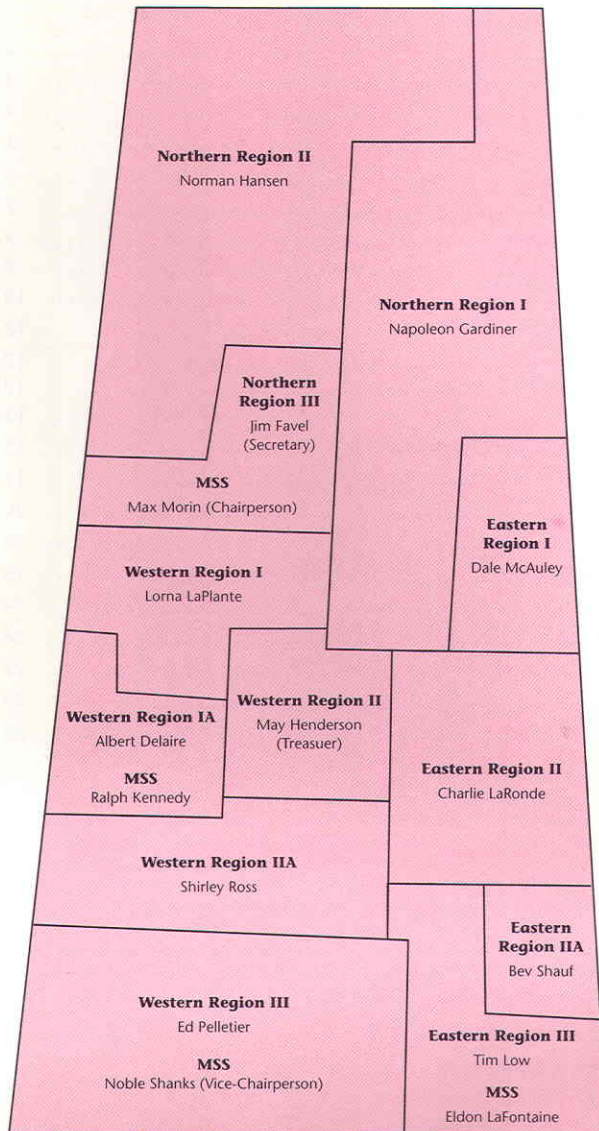
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# Saskatchewan Regional Map



# Introduction

In 1991 the Gabriel Dumont Institute experienced a year of considerable activity, new challenges and initiatives. The extent of the initiatives and level of organizational commitment were significant throughout the year.

In keeping with Institute tradition, all ongoing and new initiatives and developmental opportunities were undertaken with the Institute's guiding principles at the forefront of all consultation, negotiation and decision-making:

- all training and professional education must be fully accredited and recognized
- all activities of the Institute must be of the highest quality, and
- all activities must be directed toward the self-determination, self-reliance and independence of Metis people.

The 1991 Annual Report provides a useful vehicle for conveying the vast diversity of activity within the Gabriel Dumont Institute and records the accomplishments of the Institute over the past year.

*Artifacts from Batoche 1885 retrieved from the Metis trenches by Lieutenant A.C.D. Piggot. Purchased by Gabriel Dumont Institute, 1991. Diary and manuscripts belonging to Piggot, donated to Gabriel Dumont Institute by Mr. Ted Pappas, Sr., October 1991.*

Photo Credit: La Vision Photography, Regina





## Chairperson's Report



Max J. Morin,  
Chairperson

The Gabriel Dumont Institute, well known for its historical research, is home to a significant archival collection of over one hundred lineal feet specializing in Metis historical materials. In addition, the battle-field objects from the Batoche Resistance, the Pigott diary and related manuscripts plus Riel's dictionary have recently been repatriated. Our project, "Of Beads, Silk and Quills" documents Metis art forms from those produced by the traditional craftspeople in northern Saskatchewan to those displayed in museums across North America and Western Europe. The combined resources of the library system, archives and curriculum make the Institute the centre of learning for Metis studies in North America.

This year the Institute also worked toward launching an historical account of the experiences of Metis war veterans and their families.

At the same time that the Institute is researching history, it is also making history. On August 19, 1991 the newly constructed Gabriel Dumont Institute Community Training Residence was officially opened in Saskatoon. This fourteen bed residence for female

offenders represents the first time that Saskatchewan Justice has contracted CTR services to a non-government agency.

Early in the Fall of 1991 the newest GDI subsidiary, the Dumont Technical Institute, was incorporated. On October 15, 1991 a Memorandum of Agreement was signed between GDI, SIAST and Saskatchewan Education for the future federation of DTI with SIAST. With this federation will come a host of opportunities for Metis people to continue to be leaders in the education of their people. We now have 186 SUNTEP graduates and hundreds of graduates trained in fields such as Business, Health Care, Forestry, Recreational Technology and Early Childhood Development.

We are also taking a leadership role in the unfolding of the new Canadian Labour Force Development Strategy along with the Metis Society of Saskatchewan and have caught the attention of the government on our right to have a fair say in Constitutional amendments.

In none of these issues will we settle for mediocrity. We demand the best for our people.

In looking over the many accomplishments of the Gabriel Dumont Institute in the past year, I think it is noteworthy that the work of a single individual does not stand out. We work as a team and the Metis community is as much a part of that team as any member of the GDI Board or staff. Our leadership comes from your direction.

A handwritten signature in black ink, appearing to read "Max J. Morin".

Max J. Morin  
Chairperson  
Gabriel Dumont Institute Board of Governors

# Executive Director's Report

I am pleased to present the 1991 Annual Report to the Board of Governors and membership of the Gabriel Dumont Institute.

At the Gabriel Dumont Institute we recognize that leadership is hard work. As a leader in Metis education, the goal of the Institute is to encourage individuals to develop their leadership skills by assisting them to become independent and self-reliant.

As leaders, the Institute and the students it educates have the potential to affect eternity — a leader can never tell where their influence stops. Today, in the Metis community, we probably need good leadership more than anything else. We are not interested in self-appointed leaders, but in great men and women who are prepared to lead by example. We need leaders in the home, leaders in the community and leaders in the schools. Our leaders must have a vision of the potential of our people and the enthusiasm and skill to work toward this vision.

This year we seized a number of opportunities that will provide future growth for the Institute. In 1991 there was a tripartite agreement between Saskatchewan Institute of Applied Science and Technology (SIASST), Department of Education and Gabriel Dumont Institute to establish the Dumont Technical Institute (DTI) as a federated college of SIASST. This federation will provide new opportunities for Metis people in our province.

We are proposing a new mandate. The mandate will facilitate the development of self-government in Saskatchewan. The mandate includes a five year plan to diversify educational services and our funding base. We have committed ourselves to the following statement:

**"We cannot afford to become wards of the government, even if we have a legal right to do so. It requires too great a sacrifice of self respect and political, temporal and spiritual independence."** Marion G. Romney

One of the ways the Institute has identified ongoing leadership development from within the community and the fulfillment of our mandate for this new decade has been through the establishment of a "Council of Elders". Acting in their traditional capacity as resource people from within our communities, the Institute's "Council of Elders" will be charged with the task of supporting and

guiding our staff and students and sustaining our culture and traditions for present and future generations of leaders.

Throughout 1991, the Institute continued to do more with less. Cutbacks especially were felt in services provided to Metis people — sometimes with devastating results. While the Institute strived to maintain its quality programming and service delivery, we noted that other Indian and Metis groups were also losing their place on the national and provincial political agendas.

The Institute needs longterm funding commitments to plan and undertake quality activities. We need to diversify our activities to include the development and management of revenue creation enterprises including the delivery of services beyond the provincial boundaries. For continued growth, the Institute will become part of a National Metis Education Network. Closer to home, the Institute will continue to cultivate relationships with employers of the graduates of our many programs; it will be in these strategic partnerships that we can be most effective.

Great leaders give an account of their responsibilities to those who appoint them, and as the Institute reviews its responsibilities it needs to become more accountable. How do we measure up against international standards? Our work thus far has been based on the conviction that the services of the Institute are meeting a genuine need. We need to continue to strengthen this focus on our uniqueness and the purpose of our existence: the delivery of quality bi-cultural education.

In 1991 the Institute had 463 students. Maintaining this number in the present economic climate was a great accomplishment. Quality people were the key and I would like to thank each of my colleagues for their leadership and cooperation in obtaining these results.

The goal of the Gabriel Dumont Institute is to assist communities towards self determination and independence. Today, I would like to predict that this goal will be accomplished as we continue to graduate dedicated, enthusiastic and competent community leaders.



Christopher LaFontaine  
Executive Director



Christopher LaFontaine,  
Executive Director



## Board of Governors

**John Biss**, Saskatchewan Education Representative

**Doris Caisse**, Aboriginal Women's Council of Saskatchewan Representative

**Albert Delaire**, W.R. IA Area Representative

**Jim Favel**, (Secretary), N.R.III Area Representative

**Napoleon Gardiner**, N.R. I Area Representative

**Norman Hansen**, N.R. II Area Representative

**May Henderson**, (Treasurer), W.R. II Area Representative

**Ralph Kennedy**, MSS Representative

**Art Knight**, University of Saskatchewan Representative

**Eldon LaFontaine**, MSS Representative

**Lorna LaPlante**, W.R. I Area Representative

**Charlie LaRonde**, E.R. II Area Representative

**Tim Low**, E.R. III Area Representative

**Dale McAuley**, E.R. I Area Representative

**Shanne McCaffrey**, GDSA Student Representative

**Max Morin**, (Chairperson), MSS Representative

**Phil Parenteau**, GDSA Student Representative

**Linda Pederson**, Aboriginal Women's Council of Saskatchewan Representative

**Ed Pelletier**, W.R. III Area Representative

**George Richert**, University of Regina Representative

**Shirley Ross**, W.R. IIA Area Representative

**Noble Shanks**, (Vice-Chairperson), MSS Representative

**Bev Shauf**, E.R. IIA Area Representative



*Gabriel Dumont Institute — Board of Governors, July, 1991 (left to right):*

*Back row: John Biss, Charlie LaRonde, Dale McAuley, Ed Pelletier, Ralph Kennedy, Eldon LaFontaine  
Centre row: Darryl Larose, Doris Caisse, Grace Hatfield (alternate for Shirley Ross), Norman Hansen,  
Lorna LaPlante, Eileen Henry (alternate for May Henderson), Phil Parenteau,  
Christopher LaFontaine (GDI Executive Director)*

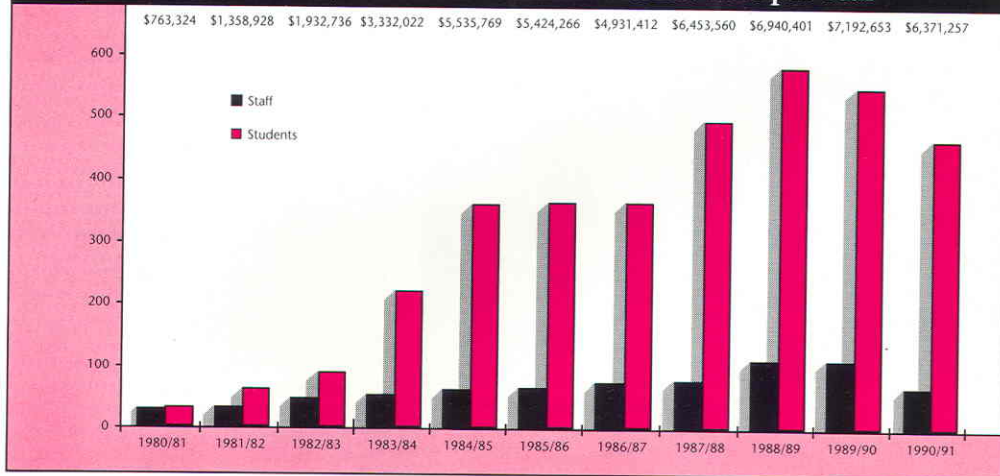
*Front row: Shanne McCaffrey, Jim Favel, Max Morin (Chairperson), Noble Shanks, Bev Shauf*

Photo courtesy of Atkinson Photo, Prince Albert

# Education Centres 1991

Program	Location	Duration	No. of Students (Enrolled in 1991)			
<b>Preparatory</b>						
High School Completion	Ile-a-la-Crosse	September 90 – June 91	9			
Home Care/Special Care Aide Pre-Employment	North Battleford	October 91 – September 92	20			
<b>Technical</b>						
Chemical Dependency Worker	Ile-a-la-Crosse	May 89 – April 91	23			
Integrated Resource Management	Buffalo Narrows	November 91 – September 93	25			
<b>University</b>						
Business Administration	Cumberland House	June 91 – June 92	16			
Business Administration	Meadow Lake	December 91 – December 92	25			
Health Care Administration	Ile-a-la-Crosse	August 91 – December 92	22			
Native Management Studies	Regina	May 89 – August 91	18			
Native Management Studies	Regina	May 91 – August 93	35			
Native Human Justice	Year I	Year II	Graduates			
Prince Albert	28	20	24			
72						
<b>SUNILP</b>						
	Year I	Year II	Year III	Year IV	Graduates	
Regina	19	13	7	7	7	46
Saskatoon	17	16	20	12	9	65
Prince Albert	26	33	15	13	9	87
<b>Total</b>						463

## Comparison of Staff Size, Student Enrolment and Revenue per Year





# Graduates 1991

## Chemical Dependency Worker — Ile-a-la-Crosse

Cindy Caisse  
April Durocher  
Martin Durocher  
Patsy Durocher  
John Godfrey  
Marlene Hansen

Carl McCallum  
Elaine McLean  
Allan Merasty  
Norma Merasty  
Ida Ratt  
Rebecca Ratt

Rose Raymond  
Barbara Werminsky  
Donna Whitehawk  
Doris Woods

## High School Completion — Ile-a-la-Crosse

Anna Gardiner  
Tina Laliberte  
Robert Malboef

## Native Management Studies — Regina

Danita Benjoe  
Frances Blenkin  
Shirley Boucher  
Ken Bussidor  
Lynette Chalifoux  
Lisette Fudge  
Cameron Kennedy

Danyta Kennedy  
Robert LaFontaine  
Len McAllister  
Tom McCallum  
Frances Montgrand  
Jocelyn Morin  
Scott Parisian

Debbie Pelletier  
Yvette Petit  
Rhonda Pratt  
Jocelyne Sugar  
Carol Walter

## Native Human Justice — Prince Albert

Audrey Badger  
Lori Badger  
Shirley Cheecham  
Victoria Ducharme  
Michelle Flett  
Eugene Gamble  
Elaine Greyeyes  
Lorraine Halsall

Theresa Horsefall  
Ernest Impey  
Susan Maxie  
Wendy Miedema  
Marie Morin  
Audrey Pechawis  
Bernice Pelletier  
Alma Primeau

Mervin Pritchard  
Rita Pritchard  
Lorraine Reichenberg  
Susan Rivest  
Judith Robinson  
Arlene Scheier  
Caroline Sinclair  
Lori Skjeie



*Third graduating class, Native Human Justice Program, Prince Albert, 1991*

Photo courtesy of T. Ewanchyna

## SUNTEP — Prince Albert

Patricia Decker  
Elaine Head  
Shannon Fidler  
Bente Huntley  
Dorothy McDonald

Marlene McLeod  
Janell Neufeld  
Laurie Pilon  
Wendy Ratte

## SUNTEP — Regina

Mavis Bear  
Debra Duthie  
Joseph Eklund  
Jodie Gosselin

Phyllis Hughes  
Tammy Nault  
Deborah Pelletier

## SUNTEP — Saskatoon

Priscilla Bear  
Ted Bear  
Shelley Glawson  
Margaret Hodgson  
Sharon Laliberte

Shaney McLeod  
Veronica Merasty  
Ivy Pewapisconias  
Gayle Sayese

# Programs and Services

## Native Studies and Curriculum

### Curriculum Development

During 1991 development continued on a small number of projects. Sales of curriculum materials for the 1991 year totalled \$15,196.52. The imposition of the GST and then the imposition and subsequent cancellation of the PST on books and educational materials caused a number of problems. Sales of posters continued to be brisk, particularly the one entitled *Keep Your Spirit Free*. The Saskatchewan Alcohol and Drug Abuse Commission (SADAC) used this poster to launch their province-wide Drug Awareness Week in November.

The unit added another poster to its collection entitled *A Nation is Not Conquered*. This poster celebrates Aboriginal women, their strengths and diversity. It has been purchased in quantity by the provincial Indian and Metis Secretariat for distribution. A poster honouring our war veterans will be released during this production year.

The Saskatoon Public School Board purchased multiple copies of the Metis dance video *Steps in Time*, helping to ensure that elementary schools in that system at least had some appropriate Metis content to integrate into their arts education programs.

A revised edition of *The Flower Beadwork People* was completed in 1991. This strikingly illustrated collection of stories is suitable for all ages; an accompanying teacher's guide suggests activities for elementary and middle years students.

### Native Studies

Although limited human resources did not allow for much activity in the area of Native Studies program delivery, the cycle of Metis Studies which was being delivered to the Native Business Management Program in Regina was completed in the Spring of 1991.

### The Journal of Indigenous Studies

The fourth issue of *The Journal of Indigenous Studies* appeared in 1991. The journal is a forum through which Indigenous peoples can engage in academic discussions about issues which they feel are important and for academics to engage in a dialogue with Indigenous peoples over academic issues.

## Curriculum Materials

- \* Metis Development and the Canadian West
- \* A Metis Wedding
- \* Metis History Booklets
  - 1885: Metis Rebellion or Government Conspiracy
  - Home from the Hill
- \* Fifty Historical Vignettes
  - The One-and-a-Half Men
- \* Flags of the Metis
- \* Metis Crafts: Quill and Bead Earrings
- \* Gabriel Dumont: Metis Legend
- \* Metis Crafts: Finger Weaving
  - Poster: Our Children — Our Future
  - Poster: Keep Your Spirit Free
  - Poster: A Nation is Not Conquered
- \* The Metis: Two Worlds Meet
- \* Atlas of Aboriginal Settlements
- \* Steps in Time: Metis Dance Video
  - Justice Must be Done
  - The Journal of Indigenous Studies
  - The Flower Beadwork People

\* Titles recommended by Saskatchewan Education

The fourth issue contained a critical review of the book *Native Liberty Crown Sovereignty*, about existing Aboriginal rights to self-government in Canada, as well as a review of *A Gathering of Spirit*, a collection of fiction and non-fiction by North American Indian women.

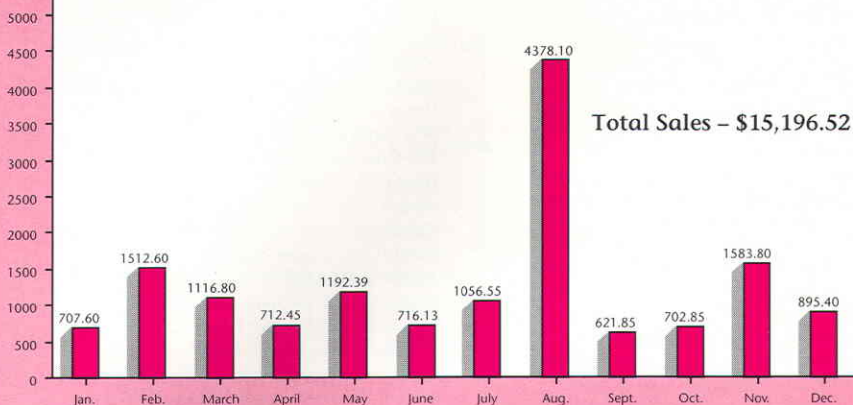
The Journal's five published articles were:

- "Terms of Division: Problems of Outside-Naming for Aboriginal People in Canada"
- "Teacher as Healer"
- "Industrial and Residential School Administration: The Attempt to Undermine Indigenous Self-Determination"
- "Career Paths of Simon Fraser University Native Teacher Education Graduates"
- "Perceived Anxiety Differences among . . . Native American . . . College Students".

As an institution of the Metis communities, the Gabriel Dumont Institute reflects the traditional roles of the Metis as brokers, interpreters, couriers, and emissaries bridging the gap between cultures. It is in this tradition that *The Journal of Indigenous Studies* and all the work of the Curriculum Division should continue.

# Programs and Services

## Sales of Curriculum Materials (January 1 – December 31, 1991)



## Library Information Services

The continuing challenge for Gabriel Dumont Institute information services staff in 1991 was collection development, cataloguing, reference and research assistance, using knowledge and skills to satisfy a wide range of community goals and responsibilities and serving a wide variety of clients and user groups.

### Automation

The Gabriel Dumont Institute has started on the way to becoming an electronic library of information networks. The marriage of information and technology continued with "item conversion". Each book was verified, catalogued, or derived from another database, then bar coded and entered into the GDI database as part of the MURLIN (Notis consortium) resident at the University of Regina.

Almost 20,000 items were treated in the system, however much work remains. The main collection will require at least one more year to conclude with an additional two years for Prince Albert, Saskatoon and other locations. Regina has five operating terminals and OPAC terminals are now available in the Prince Albert, Saskatoon and Regina libraries. A messaging pilot program called PROFS has

been installed at Regina allowing communication throughout the collegial Notis network.

The Prince Albert branch updated its computer centre by networking a dozen terminals in a xenix environment for word processing, library catalogue searching capabilities, plus a link with the INFO ACCESS database at the University of Saskatchewan. This provided access to fifteen databases such as ERIC (education), Psychological, Business and Current Affairs indexes. A word processing class in the Prince Albert computer centre was also held for all first year SUNTEP students.

The Saskatoon SUNTEP library was reorganized and four Apple computers now provide word processing functions for SUNTEP Saskatoon students.

In the future anyone with modem/computer hook-up access will be able to access Institute library resources from Ile-a-la-Crosse, Cumberland House, Prince Albert or Regina.

### Extension

Over the past year library requirements in Cumberland House, Ile a la Crosse, Buffalo Narrows, North Battleford and Meadow Lake



were relatively minimal because courses were modular, book budgets were lower and there was insufficient funding for a full complement of shelving, audio visual equipment and travel of support staff.

In Prince Albert, teaching sessions were offered covering research and information retrieval skills for research on Canadian writers, critical reading skills, and database searching. Several brochures were published on children's literature and stereotyping of Aboriginal people and workshops were conducted for staff and Prince Albert Separate School library staff. Prince Albert also supervised several successful work placement and library technician practica and assisted in a city-wide cooperative library venture on magazine holdings. A highlight in Prince Albert was the visually attractive painting display by Kathie Bird.

#### Archives

A substantial addition to the archival collection was announced in October with the acquisition of a number of battlefield objects from the Batoche Resistance. Of prime interest were Riel's signed French-English dictionary, a battlefield diary written by Lt. Col. A.C.D. Pigott and his personal manuscript of the campaign plus many items of correspondence between Poundmaker, Middleton and Riel.

The items from the battlefield included an inscribed watch and pipe, a bullet maker and buffalo powder horn from the Metis trenches, a carved wooden container inscribed at Big Bear's camp, an Indian decorative bracelet and a length of horse hair braiding evidently traded for food by a captive.

The diary, manuscripts and dictionary, valued at over \$25,000, were the result of a generous donation to the Institute by the Pappas family of Vancouver. The Institute has established a tradition of informed historical research, security and planning and it is gratifying that the artifacts have been returned to Metis care and will serve as an educational and cultural catalyst for future archival and museum initiatives. Future development will be required in the areas of identifying objects and manuscripts, proposal writing, funding and plans for a facility in which to display the Institute's growing archival collection.

#### Future Directions

Future planning areas for Library Information Services in 1992 include:

- NOTIS conversion and staffing
- developing a five-year plan for book budgets
- database and compact disk technology and subscriptions
- archives, museum and records management
- update of written policies and procedures.

Resumé of the Red Rebellion  
On March 26<sup>th</sup> 1885 Impulsa Coziee of N W M Pline with 40 men went to Duck Lake to remove forage and provisions from Mitchell's store when the halfbreeds under Gabriel Dumont opened fire upon them, Riel Coziee returned on Prince Albert having 4 police and 11 volunteers killed and 11 wounded. The Government at Ottawa then decided to take action. There were 60,000 Indians in the North west at this time who might join Riel's party. Riel had returned from Montana 1884 and set up a Government at Batoche, and had taken prisoners all Government officials, Tomkins, telegraph operators, Astley land surveyor and others. General Middleton left Ottawa for Winnipeg March 24<sup>th</sup> 1885

Manuscript pages documenting correspondence between Poundmaker, Middleton and Riel—by A.C.D. Pigott, Boulton Scouts

Photo courtesy of T. Pappas

# Research and Development

In 1991 the Research and Development Division continued to provide an important support role to the Institute and its membership in the areas of:

- research and policy analysis
- community needs surveying
- program proposals and implementation
- funding acquisition
- short and long-term strategic planning, and
- liaison and advisory services.

Although the main research office was situated in Regina, in 1991 staff from this Division were located in Prince Albert, Archerwill, Saskatoon and Ile-a-la-Crosse. As well, Research and Development staff travelled extensively across the province throughout the year and were available for consultation through a toll-free line.

## Program Development and Implementation

A prime function of the Research and Development Division was to develop training proposals for the programs offered by the Gabriel Dumont Institute. These proposals were developed in response to the needs of the Metis community and were designed to meet the guidelines of major funding sources such as CEIC, the Canadian Aboriginal Economic Development Strategy, Saskatchewan Education and the federal government's Secretary of State.

Training programs that the Research and Development Division secured funding for in 1991 included:

- Native Human Justice, Prince Albert
- Native Business Management, Regina
- Health Care Administration, Ile-a-la-Crosse
- Integrated Resource Management, Buffalo Narrows
- Business Administration, Cumberland House, Meadow Lake and
- Home Care/Special Care Aide, North Battleford.

## Community Liaison and Advisory Services

As in previous years, specific efforts were directed toward the education and cultural awareness of Metis peoples within the justice system. The Gabriel Dumont Institute, under the direction of Research and Development, contracted elders and native liaison officers to work in the Saskatchewan Penitentiary, the Farm Annex, the High Maximum Special Handling Unit and the Regional Psychiatric Centre.

In 1990 the Research and Development Division had undertaken the coordination of the construction of a new fourteen-bed facility for female offenders, the GDI Community Training Residence, Inc., in Saskatoon. This facility was officially opened in August, 1991.

In addition to services to the Metis community of Saskatchewan, the Research and Development Division provided formal input to government and educational organizations:

- Steering Committee, National Native Access to Nursing
- Consultant, State of Regina's Children's Project
- Northern Labour Market Committee
- Planning Committee, Conference on Metis Child Welfare (MSS)
- Technical Committee, Aboriginal Labour Force Development Strategy
- Museums and Literacy Symposium (Canadian Museum Association), and
- Canadian Commission of UNESCO on the Future of Literacy in Canada.

The Gabriel Dumont Institute, under the auspices of Research and Development, took a lead role advising Statistics Canada on the Post-Census Aboriginal Peoples' Survey. The Division was instrumental in the development of the survey questionnaire and, in partnership with the Metis National Council, prepared a paper for the federal government on the enumeration of Metis people.

## Core Research: Surveys, Papers and Briefs

Research undertaken by the Division in 1991 addressed a number of fundamental issues affecting Metis people. A series of reports were produced in response to the Canadian Labour Force Development Strategy (LFDS) including a position paper arguing for "parity in funding" for Metis people under the LFDS. Currently, the Institute is under contract with CEIC to examine the needs of Metis unemployment insurance recipients who desire training through CEIC-sponsored programs.

In 1991 the Division developed a "Metis Post-Secondary Education Strategy", a paper addressing the inequity in funding for Metis people who wish to pursue higher education. Related briefs addressing the issue of student loans were sent to the Department of the Secretary of State and Saskatchewan Education.

Also in 1991, the Research and Development Division: conducted a review of the GDI Mission Statement and Mandate; prepared an evaluation of the 1991 Cultural Conference and related follow-up reports; partnered with Saskatchewan Education to conduct an evaluation of the core grant to the Institute; and, in conjunction with other divisions of the Institute, prepared the conceptual framework for the federation with SIAST by the new GDI subsidiary, the Dumont Technical Institute. The Division also undertook the coordination of workshops and funding for the 1992 Cultural and Education Conference.

Other reports developed in the Research and Development Division in 1991 included:

- a paper on employment equity delivered to the Regina Public School Board Employment Equity Committee
- development of a model for Metis self-government
- an interim report for Ayamicikiwin to Secretary of State on the Saskatchewan Aboriginal Literacy Materials Development and Pilot Project
- a concept paper to CEIC for the coordination and piloting of a "Stay in School" Speaker's Bureau for Aboriginal people, and
- a concept paper for the piloting of a preschool development program for the children and parents of "at risk" Aboriginal families.

## Future Directions

In addition to the ongoing functions of Research and Development, the following priority areas have been highlighted for 1992:

- the development of the Dumont Technical Institute
- further program development and delivery
- support for the Aboriginal Labour Force Development Strategy in Saskatchewan
- support for Metis Constitutional developments
- completion of the Ayamicikiwin Literacy Project.



# SUNTEP

## Chairperson's Report

On behalf of the SUNTEP Review Committee, I am happy to submit the 1991 report for the Saskatchewan Urban Native Teacher Education Program.

As an educational affirmative action program, SUNTEP must continue to provide leadership in hiring qualified faculty and staff of Metis ancestry. Of nine-teen SUNTEP staff, ten (52%) are of Indian and Metis ancestry; this includes four faculty members.

Our SUNTEP graduates continue to do a fine job in increasingly difficult circumstances. The Metis people of the province now put great faith in our teachers to be the leaders of today and prepare our children to be leaders for tomorrow. School boards, particularly urban ones, must recognize this in their hiring practices.

Amendments to the Canada and Saskatchewan Student Loans Acts must occur if Metis students are to continue to access post-secondary training in significant numbers. SUNTEP should serve as a model for other post-secondary programs in other colleges and faculties and such a role would be greatly enhanced if the Gabriel Dumont Institute gains federated status with the province's universities.

Our partnership with educational stakeholders has proven to be worthwhile during 1991 and this partnership must grow in the future if we are to meet the demands for Metis self-determination.

Max J. Morin  
Chairperson  
SUNTEP Review Committee



## SUNTEP Report

In 1991 twenty-five SUNTEP students received their Bachelor of Education degrees. Although all these graduates were working in the field of education, and 32% were employed by urban school boards, there were striking disparities from one SUNTEP location to another. In Prince Albert only 33% of the graduates were working in that city; in Regina 57% were employed in urban schools. In Saskatoon only one of the 1991 graduates was employed with a Saskatoon school board. Urban school systems need to take a more proactive role in recruiting SUNTEP graduates and as the Indian and Metis student population continues to grow significantly over the next decade, our graduates will be in a unique position to offer leadership with their expertise.

The total number of SUNTEP graduates has risen to 186. It is expected that another twenty-five graduates in 1992 will bring the total to more than 210. A vast majority of SUNTEP's graduates continue to be employed in schools and other educational institutions and twenty-two graduates are known to be teaching out-of-province, lured by employment offers and incentives that are not matched in Saskatchewan.

Initiatives by the Saskatchewan Teachers' Federation and the Saskatchewan School Trustees' Association in the areas of Indian and Metis issues in education and racism in society are a direct result of pressure brought to bear by SUNTEP and the other Indian and Metis teacher education programs in the province.

Much work was done this past year in preparing an Institute position on student loans. SUNTEP was vocal in calling for the reinstatement of a modified bursary program so that the very strong disincentives facing Metis students can be eradicated.

The SUNTEP student profile reflects a changing reality: this year fifty percent of first year students came to the program with a completed Grade Twelve. Academically, SUNTEP students have never been stronger as they continue to look to SUNTEP for financial

*SUNTEP Prince Albert, Year 1, 1991*

Photo courtesy of J. Pitzel

## SUNTEP

content and perspectives into all courses. Native language classes and language curriculum were also a designated priority. The past year saw the introduction of a Fine Arts program with integrated components of a Metis perspective and through workshops and seminars it was ensured that the Metis community was provided opportunity for input and advice into the SUNTEP program.

SUNTEP Saskatoon endeavoured to strengthen its working relationship with the University of Saskatchewan and the Saskatchewan Public and Separate School boards. Through access to Indian and Metis curricula and instructional materials, students were able to combine their professional expertise with practical knowledge of cultural and community values.



At SUNTEP Saskatoon, as throughout the whole program, it was identified that there must be renewed and continued commitment to resolve the difficult issue of student funding.

### SUNTEP Prince Albert

SUNTEP Prince Albert had eighty-seven students enrolled at various levels of training in 1991. Nine students graduated in 1991 with four teaching in Prince Albert and five teaching in smaller communities. The contract with the Prince Albert Tribal Council continued into its sixth year.

Supervision of field placements for Years I, II and III continued to be a major focus of time and energy. A week long field placement in a northern location was the culmination of the objectives of the ED IND 445 class, integrating Indian and Metis content across the curriculum.

Late in 1991 a major initiative was a week long cultural camp at Christopher Lake. The cultural camp included workshops with elders, arts and crafts activities and music and games all designed to enhance the students' knowledge and appreciation of their cultures.

An introductory Cree course was offered in the program again and plans are for a Cree immersion program for the summer of 1992 with the co-operation of the Muskeg Lake Band.

### SUNTEP Prince Albert, Year 2B, 1991

Photo courtesy of J. Pitzel



SUNTEP Prince Albert, Year 3, 1991

Photo courtesy of J. Pitzel



# University, Technical & Preparatory Programs

This report deals with those instructional programs of the Gabriel Dumont Institute which were off-campus and includes certificate programming of the University of Regina, University of Saskatchewan, and the Saskatchewan Institute of Applied Science and Technology (SIASST).

These programs, of one and two-year duration, were in the disciplines of Business Administration, Chemical Dependency, Health Care and Human Justice. Typically, each certificate or diploma program was preceded by academic upgrading of some months to prepare the student for college level courses.

The work of the Gabriel Dumont Institute in providing Metis people with an equitable opportunity in post-secondary education was assisted in 1991 by a number of other institutions and agencies, and these are here gratefully acknowledged:

- University of Regina
- University of Saskatchewan
- Saskatchewan Institute of Applied Science and Technology (SIASST)
- Employment and Immigration Canada
- Federal Department of Tourism and Small Business
- Canadian Aboriginal Economic Development Strategies
- Saskatchewan Human Rights Commission
- Saskatchewan Education — Student Financial Assistance Branch
- Indian and Metis Affairs Secretariat — Career Development and Training
- the communities in which our programs were located, and
- the many employers throughout Saskatchewan who provided practicum and work experience placements for students of the Institute's instructional programs.

## University Programs Offered in 1991

### Business Administration: Cumberland House

This Business Administration Program began in June, 1991, with an enrollment of sixteen students. A twelve week preparatory phase prepared students for the college level classes. The university courses offered in phase two will include Administration, Economics, English and Management. Successful students will receive a Certificate in Administration.

continued on page 18



*Business Administration Certificate Program students, Cumberland House, 1991*

Photo courtesy of D. Hamilton



# Gabriel Dumont Institute: Organ

Manage

C. LaFontaine,

## Community Training Residence

A. Koehler, Director

## Research and Development

D. Young, Director

## Finance and Administration

M. Martyniuk-Thatcher, Director

N. Belanger,  
Confidential  
Secretary

E. Taylor,  
Administrative  
Coordinator

L. Rejc,  
Administrative  
Coordinator

J. Dorion, Researcher

I. Gallagher, Curriculum Developer

C. Littlejohn, Researcher

L. Troyer, Researcher

### Regina

G. Badley, Clerk-Steno

M. Bandas, Accounting Clerk

E. Banks, Accounting Clerk

M. Eyre, Receptionist

A. Gervais, Accounting Clerk

B. Kozack, Clerk-Steno

R. LaFontaine, Custodian

L. Poitras, Information Officer

### Prince Albert

L. Biggins, Custodian

S. Kolosa, Building Maintenance

# Organizational Chart, December 1991

Board

Executive Director

## SUNTEP and Native Studies

J. McNinch, Director

L. Amiotte, Administrative Coordinator

**SUNTEP**  
Coordinators  
Hamilton, S'toon  
J. Pitzel, P.A.  
L. Trask, Regina

**Library Services**  
J. Murray,  
Coordinator

**Curriculum**  
L. Rejc,  
Administrative  
Coordinator

**Saskatoon**  
A. Boulton, Faculty  
Daniels, Clerk-Steno  
K. Kutz, Faculty  
L. Lysyk, Faculty

**Prince Albert**  
K. Nelson, Faculty  
McCreath, Faculty  
M. Relland, Faculty  
Sherwin-Shields,  
Faculty  
E. Sukava, Faculty  
Warren, Clerk-Steno

**Regina**  
C. Carriere, Faculty  
S. Farrell-Racette,  
Faculty  
Kurtz, Clerk-Steno  
D. Scarfe, Faculty

**Regina**  
M. Belhumeur,  
Librarian  
P. Kelly,  
Library Technician

**Prince Albert**  
B. Desjarlais,  
Librarian  
D. Biggins,  
Clerk-Steno

A. Dorion,  
Curriculum  
Officer

## University Programs

A. Robillard, Director

Program Coordinators

- #1 – R. Negraeff
- #2 – L. Martin
- #3 – B. Favel
- #4 – M. Kanhai
- #5 – J. Siu
- #6 – I. Impey

#1 **Regina: Native Management Studies**  
L. Hardy, Faculty  
J. Horsefall, Clerk-Steno

#2 **Cumberland House: Business Administration Certificate**  
A. Rompain, Faculty  
A. Settee, Clerk-Steno

#3 **Ile-a-la-Crosse: Health Care Administration Certificate**  
J. Hunchak, Faculty  
L. McLean, Clerk-Steno

#4 **Buffalo Narrows: Integrated Resource Management**  
L. Olson, Clerk-Steno  
B. Taylor, Faculty

#5 **Meadow Lake: Business Administration Certificate**  
B. Ballard, Faculty  
W. Ouellette, Clerk-Steno

#6 **Prince Albert: Native Human Justice**  
L. Doerkson, Faculty  
Clerk-Steno (vacant)

## Native Services Division

B. Cardinal, Director

M. Dubois, Administrative Coordinator

**On-Campus Programs**

**Off-Campus Programs**  
M. Onyskevitch,  
Program Coordinator

**Wascana Campus**  
S. Boucher, Counsellor

**Kelsey Campus**  
B. Gallagher, Faculty

**Woodland Campus**  
V. McCaffrey,  
Program Facilitator  
S. McLellan, Counsellor

**Palliser Campus**  
R. Pelletier, Counsellor

**North Battleford: Home Care/ Special Care Aide**  
L. Gallie, Clerk-Steno  
S. Loch, Faculty

# University, Technical & Preparatory Programs



*Health Care Administration students,  
Ile-a-la-Crosse, 1991*

Photo courtesy of B. Suetta



*Native Human Justice Program students,  
Prince Albert, 1991*

Photo courtesy of I. Impey

## **Business Administration: Meadow Lake**

The Business Administration Program began in December, 1991, with an enrollment of twenty students. The first twelve weeks will be academic upgrading in Accounting, Mathematics, English and Computer Science. The university courses offered will include Administration, Accounting, Economics, and Industrial Relations. Successful students will receive a Certificate in Administration.

## **Health Care Administration: Ile-a-la-Crosse**

This Administration program included three phases and began in August, 1991. The first phase was academic upgrading which prepared the students for the college level classes. The second phase included the university classes offered in modules, which included Management, Human Resource Management, Financial Accounting, Health Care, Marketing, and training in a wide range of professional and support services. The third phase will be an eighteen week practicum. At the end of 1991, there were eighteen students enrolled. The scheduled end date of the program is December, 1992.

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

The Institute's Native Human Justice program began in September, 1987, and graduated its first class of fourteen in May, 1989. The content of the program was essentially the first two years of the University of Regina Human Justice Degree program, for which the students received the Diploma in Human Justice.

The class which began in September, 1988, graduated fifteen students in May, 1990; and the class which began in September, 1989, graduated twenty-four students in May, 1991.

The 1990-92 class has an enrollment of twenty-eight. For this group, a preparatory phase of sixteen weeks began on June 3, 1991, and the university classes began on September 6, 1991.



### **Native Management Studies: Regina**

The Native Management Studies Program began in May, 1989, and graduated its first class in November, 1991. The second intake, with thirty-five students, began in May, 1991, and will conclude in August, 1993.

The program devoted the first sixteen weeks to academic upgrading, followed by five semesters of university classes which included Administration, Financial Accounting, Computer Science, Personnel Management, and Arts and Science classes such as English, Cree and Indian Studies.

The first intake graduated on November 1, 1991. Twelve students received the Diploma of Administration as well as a one-year and a two-year certificate. Three students received both the one-year and two-year certificate, and four others received the one-year certificate.

### **Technical Programs Offered in 1991**

#### **Chemical Dependency Worker: Ile-a-la-Crosse**

The Chemical Dependency Worker Program began in May 1989. The program was made up of fifteen weeks of academic upgrading and eighty weeks of the Certificate in Chemical Dependency Worker Training, accredited through the Woodland Campus, SIAST. The program graduated seventeen students in April, 1991.

#### **Integrated Resource Management: Buffalo Narrows**

The Integrated Resource Management Program was a two-year Diploma Program that began in November, 1991, with an enrollment of twenty-five students. The first twelve weeks were devoted to academic upgrading and personal development. The second phase will be the technical and management skills modules which will cover four areas of expertise in resource management: Fisheries, Wildlife, Forestry and Parks.

### **Preparatory Programs Offered in 1991**

#### **High School Completion: Ile-a-la-Crosse**

This program was a "pilot" High School Completion project. The program enabled adults to complete seven of a possible nine accredited Grade 12 subjects. This was a joint project between the Gabriel Dumont Institute and the Ile-a-la-Crosse School Board. The project was funded by Saskatchewan Education, Northern Division.

The first class graduated in September, 1990. The second group graduated in June, 1991.

#### **Home Care/Special Care Aide Pre-Employment: North Battleford**

This fifty-two week pre-employment program began in September, 1991. The twelve week preparatory phase provided academic upgrading in English, Communications, Mathematics, Science, and Personal Development. The technical training phase will be accredited through Kelsey Campus of SIAST. The third phase will include interviewing skills training and employment counselling. The class, with an enrollment of twenty at the end of 1991, is scheduled to graduate in September, 1992.

# Native Services Division

During 1991 the Native Services Division (NSD) continued to deliver a diverse range of programs and services within the Saskatchewan Institute of Applied Science and Technology (SIAST) all of which were carried out under the Division's guiding principles:

- to ensure that the Aboriginal communities of Saskatchewan are equitably represented at the Saskatchewan Institute of Applied Science and Technology
- to train and graduate students of Aboriginal ancestry as fully certified graduates of applied science and technology programs, and
- to strengthen and enhance Aboriginal culture, identity and community awareness.

## NSD Administration

Administration of the Native Services Division was carried out with the Division's Vice-President, Director and Administrative Coordinator located within SIAST's Central Office (Regina component). This management team ensured Division policy and procedure were implemented and provided support and direction to NSD staff located on SIAST's four campuses.

## 1991 Activities

In 1991 the vast majority of Native Services Division activities were carried out by NSD staff situated within SIAST's four campuses: Kelsey Campus at Saskatoon, Palliser Campus at Moose Jaw, Wascana Campus at Regina, and Woodland Campus at Prince Albert. These activities included:

- successful negotiation of a Memorandum of Agreement for the creation of the Dumont Technical Institute (DTI) as a federated institution within SIAST
- review of the Palliser Campus Native Advisory Committee operations of the campus' Non-Status Indian & Metis (NSIM) program
- participation in the Saskatchewan Human Rights Commission's annual review of SIAST's Education Equity program
- production and distribution of an Aboriginal-specific scholarship and awards booklet
- continued production of NSD's newsletter "Communicator"
- continued provision of Aboriginal-specific student support services such as recruitment, orientation, counselling, tutoring, emergency financial assistance, scholarships, student clubs and cultural awareness programs



*Valerie Cardinal, Graphic Arts,  
SIAST Wascana Campus, 1991*

Photo courtesy of G. Robins

- launching of SIAST's second Aboriginal Student Centre at Palliser Campus and approval-in-principle for a comprehensive proposal for the development of a similar campus-wide service at Woodland Campus
- co-sponsoring the creation of a "cultural room" at Wascana Campus
- provision of numerous cultural awareness workshops and seminars to a wide variety of SIAST staff
- development of an Aboriginal graduate data bank and Aboriginal student exit and follow-up procedure
- promotion and implementation of a staff development plan through: regular staff meetings and retreats; participation in workshops and seminars; completion of academic studies; and participation on a variety of institutional, local, provincial and national boards and committees
- and the continued involvement of NSD staff in ongoing community linkages and liaison at the local level.

*Richard Desnomie, Autobody, SIAST Wascana Campus, 1991*

Photo courtesy of G. Robins



*Clayton Pratt, Machine Shop, SIAST Wascana Campus, 1991*

Photo courtesy of G. Robins

## Future Directions

The most critical challenges facing NSD in 1992 will include:

- operationalizing the Dumont Technical Institute (DTI)
- participating in delivery of the national Aboriginal Labour Force Development Strategy training and employment initiative
- developing a positive working relationship with SIIT as an academic partner within SIAST
- negotiating protocol agreements with the Regional Colleges and Northlands College to ensure continued delivery of Metis-specific training at the community level.



# Cultural Conference 1991

Since its inception in 1980, the Gabriel Dumont Institute has held an Annual Cultural and Education Conference. The goals of this Conference are twofold:

- to build and strengthen the cultural heritage and educational status of the Metis community of Saskatchewan by providing a forum which recognizes and reaffirms the grassroots' ownership and direction of the Gabriel Dumont Institute, and
- to raise the level of awareness of the general public to the cultural heritage of the Metis community and to promote the mandate of the Gabriel Dumont Institute.

In 1991, the Cultural Conference centred on the theme, "Education and the Family". Held at the Bessborough Hotel in Saskatoon, January 31, February 1 and 2, 1991, the Conference attracted more than 800 participants. These included delegates from Metis Society locals, elected student delegates, GDI staff and students, representatives from government and other organizations, media and the general public. Educators from various organizations such as SIAST, Saskatchewan Education and the Saskatchewan School Trustees Association also attended.



The Conference opened on January 31 with a lively evening of traditional songs, fiddling, jigging and dramatic presentations. Students of the Institute and professionals and volunteers from the Metis community worked together to provide a full evening for the pleasure of both young and old.

The second day of the Conference began with a pipe ceremony and a keynote address by the Honourable Ethel Blondin, MP for the Western Arctic. A youth program, a SUNTEP Theatre presentation and a Metis Fiddling Workshop followed.

Mr. Louis Lamothe, Director of Continuing Education for the Edmonton Catholic School Board was the luncheon speaker and an early afternoon plenary session examining federal government strategies aimed at preventing early school dropout followed.

The afternoon of February 1 included five concurrent two and a half hour education and cultural workshops:

- Aboriginal Writing and Story Telling
- Healing and the Family
- Our Metis Heritage (Of Beads, Silk and Quills)
- Labour Force Development Strategy
- Community Language Retention.

The Conference concluded with a banquet with keynote speaker Elijah Harper, MLA, Province of Manitoba for Rupertsland.

Aside from the knowledge and collegiality inspired by the Conference, the Conference also has had, since 1988, a tradition of recognizing those whose work for Metis people has been outstanding. Those chosen receive an award (medallion and certificate) called the Order of Gabriel Dumont. Implicit in the granting of these awards is the message to the young that some of our best role models are not the rich and famous but people in our own local communities. Recipients of the Order of Gabriel Dumont for 1991 were Grace Hatfield, Edward King, Louis Morin, Elijah Harper and Ethel Blondin.

# Community Training Residence Inc.



*Community Training Residence, Saskatoon, 1991*

Photo courtesy of A. Koehler

February 1, 1991, marked the completion of the Gabriel Dumont Community Training Residence at 123 LaRonge Road in Saskatoon. The residents and staff began occupancy on that date, moving from the temporary facility on Adelaide Street. The new fourteen bed facility provides residential, counselling and support services such as alcohol and drug treatment, education, training and employment to women who are serving sentences under provincial jurisdiction.

In 1991 the Community Training Residence provided services to sixty-nine women with an average in-house utilization rate of 90%.

After many months of negotiations, the Saskatchewan Department of Justice offered a five year contract to the Gabriel Dumont Institute to operate the Community Training Residence. Official signing of the contract took place in Regina on May 28, 1991.

The Community Training Residence celebrated its grand opening on August 19, 1991 which was attended by Gabriel Dumont Institute and Justice officials including many individuals, support groups and institutions from Saskatoon, Prince Albert and Regina.

# Scholarship Foundation

The Gabriel Dumont Scholarship Foundation was established to administer the Institute's scholarship funds. The Board of Trustees of the Foundation as of December 31, 1991 were:

Keith Goulet  
Grace Hatfield  
Christopher LaFontaine, Secretary  
Max Morin, Chairperson  
Shirley Ross  
Lawrence Yew

## Napoleon LaFontaine Economic Development Scholarships

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

## Types of Scholarships

### 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 Metis 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 Graduation Scholarships

To receive the Graduation Scholarship, 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 Scholarships 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 Metis 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 not be required to submit an application.



## Recipients

The following received Napoleon LaFontaine Economic Development Scholarships in 1991:

### Entrance

Derek Boe ✓ 300  
University of Saskatchewan, Commerce  
Audrey Bourgeois ✓  
Native Management Studies  
Kirsten Cameron ✓  
Native Management Studies  
Laura Chaboyer ✓  
Native Management Studies  
Wanda Chaboyer ✓  
Native Management Studies  
Daryle Desjarlais ✓  
Native Management Studies  
Phillip Ducharme ✓  
Native Management Studies  
Harold Favel ✓  
Business Administration  
Rene Genaille ✓  
Native Management Studies  
George Girouard ✓  
Native Management Studies  
Lisa Goulet ✓  
Business Administration  
Kimmie Grumbo ✓  
Native Management Studies  
Mario Hergott ✓  
Native Management Studies  
Patrick Laliberte ✓  
Native Management Studies  
Kathryn Manley ✓  
Native Management Studies  
Bradley Martin ✓  
SIIT, Administration  
Barbara Menzies ✓  
Native Management Studies  
Sandy Merasty ✓ Oct 24/31 ✓  
Native Management Studies  
David Morrison ✓  
Native Management Studies  
Gregory Nabess ✓  
Business Administration  
Morley Norton ✓  
SIIT, Administration  
Mathew Pelletier ✓  
Native Management Studies  
Donald Poitras ✓  
Native Management Studies  
Terry Racette ✓  
Native Management Studies  
Cheryl Sayer ✓  
Native Management Studies  
Patricia Watier ✓  
University of Saskatchewan, Commerce

### Undergraduate

Lisette Fudge ✓ 500  
University of Regina, Administration  
Scott Parisian ✓ 500  
University of Regina, Administration  
Debbie (Deverell) Pelletier ✓ 500  
University of Regina, Administration

### Loan Remission

Yvette Petit  
Native Management Studies

### Graduate Studies

Kelly Lendsey ✓ 2000  
University of Saskatchewan, MBA  
Terry Tuharsky  
University of Western Ontario, MBA

### Graduation

Lisette Fudge ✓ 400  
Native Management Studies  
Robert LaFontaine ✓ 400  
Native Management Studies  
Tom McCallum ?  
Native Management Studies  
Scott Parisian ✓ 400  
Native Management Studies  
Debbie (Deverell) Pelletier ✓ 400  
Native Management Studies  
Yvette Petit ✓ 400  
Native Management Studies

### Special

Alice Dussion ✓  
Business Administration  
Margaret Fiddler ✓ #?  
Business Administration  
Peter Fosseneuve ✓  
Business Administration  
Elaine McKenzie ✓  
Business Administration

Porwain McKenzie ✓

# Finance and Administration

In 1991 the purpose of the Finance and Administration Division of the Institute was to carry out the organization's financial planning, to administer its personnel services and to provide administrative support services to all other divisions. In order to fulfill these responsibilities the Division undertook a number of specific functions from centralized information management and financial accounting, to performing the administrative start-up and closure of education and training centres.

The Division continued to maintain and develop the centralized management information retrieval system. As part of the collection, maintenance and distribution of information, the Division maintained personnel attendance records, prepared and distributed changes to the personnel/administrative manuals as directed by the Board, and ensured that all meeting minutes were accurately recorded and maintained within the Institute.

In meeting its responsibilities for management of financial information, the Division provided relevant information, as required or upon request, to all Institute programs, operations and funding agencies. The Division assisted program managers with budgeting and, in conjunction with senior management and the Board of Governors, planned and prepared the Institute's annual budgets. Other principal financial activities included making payments on all authorized invoices, performing banking transactions related to receipt of grants and other monies and maintaining accurate records of these transactions, reviewing and monitoring Institute expenditures and revising expenditure plans on a quarterly basis, issuing monthly expenditure statements for all Institute programs, production of monthly reports and invoices for government agencies, and providing information and advice to management of Institute programs.

In 1991, the Division continued development of the customized, automated accounting system which would allow for immediate retrieval of up-to-the-minute financial data. The system facilitated timely and useful financial information specifically designed to meet the needs of management in their decision-making processes. The specific design of financial reports and statements continued to be an ongoing process.

In 1991, more emphasis was placed on the areas of human resource management and student services. Development also began on an automated student records system and human resource records system.

The Finance and Administration Division was also responsible for the maintenance of all contracts which the Institute entered into, including leases, insurance, employee benefit plans, equipment leases and maintenance, and security systems. Within this function, the Division attempted to achieve the lowest possible costs without compromising the services and products received.

Planning and co-ordination of major Institute promotional activities remained a priority for the Division. During 1991 the Division co-ordinated the information booth and cultural activities at Back to Batoche Days, assisted in organizing the Metis Society of Saskatchewan annual general assembly, and planned and co-ordinated the administrative details of the GDI Annual Assembly and Cultural Conference, as well as participated in a number of smaller promotional displays and presentations. During 1991 this Division also began automation of the Cultural Conference registration process and continued to modify it.

Plans for 1992 include expanding the automated systems and completing the development of student, human resource and other support systems of the Institute to further enable it to meet the specific demands required by various divisions within the Institute and its outside funding agencies.

## Treasurer's Report

On behalf of the Gabriel Dumont Institute Board of Governors, I am pleased to submit the following audited financial statements for the fiscal year ended March 31, 1991.

In a time of financial restraint, the Gabriel Dumont Institute has continued to provide quality services and programs to its membership. Hard work and cooperation have overcome a tight budgetary situation and several outstanding initiatives such as the new subsidiary, the Dumont Technical Institute have been realized.

My sincere appreciation goes to all who helped to make this a successful year at the Gabriel Dumont Institute. In particular, I would like to thank the Board of Governors, and the staff and students of the Institute for their commitment and contributions in carrying out the Institute's mandate.



May Henderson  
Treasurer,  
Gabriel Dumont Institute Board of Governors



May Henderson,  
Treasurer

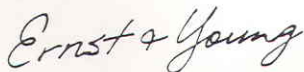
## Auditors' Report

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, 1991 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, 1991 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.



Regina, Canada, Ernst & Young  
September 13, 1991 Chartered Accountants



# Financial Statements

## Gabriel Dumont Institute of Native Studies and Applied Research, Inc. BALANCE SHEET As at March 31

	1991 \$	1990 \$
<b>ASSETS</b>		
<b>Current</b>		
Accounts receivable [note 3]	946,877	1,087,223
Prepaid expenses	40,142	55,231
<b>Total current assets</b>	<b>987,019</b>	<b>1,142,454</b>
Fixed assets [note 2]	1,201,184	1,308,755
	<b>2,188,203</b>	<b>2,451,209</b>
<b>LIABILITIES</b>		
<b>Current</b>		
Bank overdraft	505,572	432,887
Accounts payable	501,584	955,591
Deferred revenue	—	5,000
Current portion of term debt [note 4]	48,000	44,000
<b>Total current liabilities</b>	<b>1,055,156</b>	<b>1,437,478</b>
Term debt [note 4]	604,206	647,180
<b>Total liabilities</b>	<b>1,659,362</b>	<b>2,084,658</b>
<b>Surplus</b>		
Unappropriated	525,207	363,213
Appropriated [note 5]	3,634	3,338
<b>Total surplus</b>	<b>528,841</b>	<b>366,551</b>
	<b>2,188,203</b>	<b>2,451,209</b>

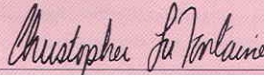
Commitments [note 6]  
Contingent liability [note 7]

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 \$	SUNTEP \$	Native Services Division \$	Other Specific Contract Projects \$	1991 Total \$	1990 Total \$
<b>REVENUE</b>							
Government of Canada [schedule 1]	—	117,375	—	—	93,704	211,079	503,349
Government of Saskatchewan	—	790,700	942,240	14,500	—	1,747,440	1,707,500
Other [schedule 2]	1,213,260	282,848	806,392	345,000	1,765,238	4,412,738	4,981,804
	<b>1,213,260</b>	<b>1,190,923</b>	<b>1,748,632</b>	<b>359,500</b>	<b>1,858,942</b>	<b>6,371,257</b>	<b>7,192,653</b>
<b>EXPENSES</b>							
Curriculum development	—	20,124	4,041	1,676	—	25,841	24,745
Donated services	—	—	—	—	—	—	64,562
Educational conferences	—	79,721	—	—	—	79,721	79,374
Instructional costs	27,344	17,385	538,538	19,795	317,906	920,968	1,150,716
Kapachee	—	50,815	—	—	—	50,815	49,819
Library costs	996	8,296	12,398	188	9,475	31,353	63,577
Operating costs [schedule 3]	632,686	327,811	346,845	50,706	636,037	1,994,085	2,378,073
Public relations [schedule 4]	12,154	3,049	23,728	9,749	18,931	67,611	100,411
Salaries and benefits [schedule 4]	529,136	570,556	713,134	234,120	685,728	2,732,674	2,908,126
Scholarships	—	—	—	—	—	—	14,325
Travel and sustenance [schedule 4]	144,661	42,439	45,355	20,445	52,999	305,899	366,066
	<b>1,346,977</b>	<b>1,120,196</b>	<b>1,684,039</b>	<b>336,679</b>	<b>1,721,076</b>	<b>6,208,967</b>	<b>7,199,794</b>
Excess (deficiency) of revenue over expenses	(133,717)	70,727	64,593	22,821	137,866	162,290	(7,141)

See accompanying notes

**Gabriel Dumont Institute of Native Studies and Applied Research, Inc.**  
**STATEMENT OF SURPLUS**  
**Year Ended March 31**

	Adminis- tration \$	Core Service \$	SUNTEP \$	Native Services Division \$	Other Specific Contract Projects \$	1991 Total \$	1990 Total \$
<b>Unappropriated</b>							
Balance, beginning of year	178,385	62,843	80,204	20,859	20,922	363,213	370,613
Excess (deficiency) of revenues over expenses	(133,717)	70,727	64,593	22,821	137,866 (296)	162,290 (296)	(7,141) (259)
Appropriated during year	—	—	—	—	—	—	—
<b>Balance, end of year</b>	<b>44,668</b>	<b>133,570</b>	<b>144,797</b>	<b>43,680</b>	<b>158,492</b>	<b>525,207</b>	<b>363,213</b>
<b>Appropriated</b>							
Balance, beginning of year	—	—	—	—	3,338	3,338	3,079
Appropriated during year	—	—	—	—	296	296	259
<b>Balance, end of year</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>3,634</b>	<b>3,634</b>	<b>3,338</b>

See accompanying notes



**Gabriel Dumont Institute of Native Studies and Applied Research, Inc.**  
**STATEMENT OF CASH FLOWS**  
**As at March 31**

	1991 \$	1990 \$
<b>OPERATING ACTIVITIES</b>		
Excess (deficiency) of revenue over expenses	162,290	(7,141)
Charges to operations not affecting cash in the current year		
Loss on disposal of fixed assets	246	250
Depreciation and amortization	126,446	146,288
Net change in non-cash working capital accounts <i>[note 8]</i>	(303,572)	89,114
<b>Cash provided by (used in) operating activities</b>	<b>(14,590)</b>	<b>228,511</b>
<b>INVESTING ACTIVITIES</b>		
Purchase of fixed assets	(22,821)	(328,668)
Proceeds on disposal of fixed assets	3,700	2,950
Increase (decrease) in accounts payable relating to fixed asset additions	—	(205,683)
<b>Cash used in investing activities</b>	<b>(19,121)</b>	<b>(531,401)</b>
<b>FINANCING ACTIVITIES</b>		
Term debt advances	—	715,800
Term debt repayment	(38,974)	(242,725)
<b>Cash provided by (used in) financing activities</b>	<b>(38,974)</b>	<b>473,075</b>
<b>Increase (decrease) in cash</b>	<b>(72,685)</b>	<b>170,185</b>
Bank overdraft, beginning of year	(432,887)	(603,072)
<b>Bank overdraft, end of year</b>	<b>(505,572)</b>	<b>(432,887)</b>

*See accompanying notes*



# Notes to Financial Statements

March 31, 1991

## 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%

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 revenue and expenses of the Institute reflect interfund charges for these services.

## 2. Fixed Assets

	1991		1990	
	Cost	Accumulated Depreciation and Amortization	Net Book Value	Net Book Value
	\$	\$	\$	\$
<b>Administration</b>				
Equipment	864,033	601,359	262,674	324,982
Leasehold improvements	253,319	253,319	—	1,489
Land	117,000	—	117,000	117,000
Building	853,051	110,976	742,075	768,693
	<u>2,087,403</u>	<u>965,654</u>	<u>1,121,749</u>	<u>1,212,164</u>
<b>Core Services</b>				
Equipment	153,545	111,959	41,586	50,061
Leasehold improvements	136,080	136,080	—	—
	<u>289,625</u>	<u>248,039</u>	<u>41,586</u>	<u>50,061</u>
<b>SUNTEP</b>				
Equipment	98,259	68,458	29,801	37,053
Leasehold improvements	60,324	60,324	—	—
	<u>158,583</u>	<u>128,782</u>	<u>29,801</u>	<u>37,053</u>
<b>Native Services Division</b>				
Equipment	8,429	2,941	5,488	6,277
<b>Other</b>				
Equipment	5,000	2,440	2,560	3,200
<b>Total</b>	<u>2,549,040</u>	<u>1,347,856</u>	<u>1,201,184</u>	<u>1,308,755</u>

## 3. 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:

	1991	1990
	\$	\$
Administrative services income	53,104	28,975
Other income	1,403,708	1,575,515
Accounts receivable	187,220	155,829



#### 4. Term Debt

	1991 \$	1990 \$
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.	642,346	677,690
Prime plus 2% demand loan, repayable in monthly instalments of \$330 principal plus interest, against which accounts receivable and a mobile trailer have been pledged as collateral.	9,860	13,490
	652,206	691,180
Current portion	48,000	44,000
	<u>604,206</u>	<u>647,180</u>

The principal payments are estimated to be due as follows:

	\$
1992	48,000
1993	54,000
1994	58,000
1995	64,000
1996	72,000
Thereafter	356,206
	<u>652,206</u>

#### 5. Appropriated Surplus

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

	1991 \$	1990 \$
Art Carriere Memorial Fund	2,453	2,252
Les Fiddler Memorial Fund	1,181	1,086
	<u>3,634</u>	<u>3,338</u>

#### 6. Commitments

The Institute was committed under term leases as follows:

Regina:

to September, 1992 at a monthly rental of \$5,252.

to July, 1991 at a monthly rental of \$1,420.

to March, 1991 at a monthly rental of \$1,735.

to May, 1991 at a monthly rental of \$1,500.

Saskatoon:

to June, 1991 at a semi-annual rental of \$10,442.

to October, 1991 at a monthly rental of \$1,791.

Cumberland House:

to May, 1991 at a monthly rental of \$1,000.

Ile-a-la-Crosse:

to May, 1991 at a monthly rental of \$2,500.

#### 7. Contingent Liability

The Institute is contingently liable as guarantor of a loan of an affiliate in the amount of \$400,000 under which all the Institute's property has been pledged as collateral.

#### 8. Net Change in Non-cash Working Capital Accounts

	1991 \$	1990 \$
<b>Decrease (increase) in</b>		
Accounts receivable	140,346	(297,701)
Prepaid expenses	15,089	(23,146)
<b>Increase (decrease) in</b>		
Accounts payable	(454,007)	511,744
Deferred revenue	(5,000)	(101,783)
	<u>(303,572)</u>	<u>89,114</u>

#### 9. 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.

#### 10. Comparative Figures

Certain of the comparative figures have been reclassified to conform with the current year's presentation.



SCHEDULE 1

Gabriel Dumont Institute of Native Studies and Applied Research, Inc.  
 SCHEDULE OF GRANT REVENUE  
 Year Ended March 31

	Adminis- tration \$	Core Service \$	SUNTEP \$	Native Services Division \$	Other Specific Contract Projects \$	1991 Total \$	1990 Total \$
<b>Government of Canada</b>							
Employment and Immigration	—	—	—	—	93,704	93,704	493,349
Secretary of State	—	117,375	—	—	—	117,375	8,000
Solicitor General	—	—	—	—	—	—	2,000
	—	117,375	—	—	93,704	211,079	503,349

See accompanying notes

SCHEDULE 2

Gabriel Dumont Institute of Native Studies and Applied Research, Inc.  
 SCHEDULE OF OTHER REVENUE  
 Year Ended March 31

	Adminis- tration \$	Core Service \$	SUNTEP \$	Native Services Division \$	Other Specific Contract Projects \$	1991 Total \$	1990 Total \$
Corrections	193,212	—	—	—	—	193,212	78,868
Donations	—	4,510	—	—	3,000	7,510	76,461
Donner Canadian Foundation	—	—	—	—	—	—	90,000
Fees for services	996,982	187,832	—	—	124,064	1,308,878	1,339,717
Interest	1,406	—	—	—	295	1,701	5,430
Miscellaneous	4,145	81,049	952	—	210,876	297,022	519,105
P.A. District Chiefs	—	—	152,816	—	—	152,816	132,300
Sales and royalties	17,515	—	—	—	—	17,515	22,118
S.I.A.S.T.	—	—	—	345,000	—	345,000	467,556
Teaching income	—	9,457	91,080	—	—	100,537	89,485
Tuition income	—	—	561,544	—	23,295	584,839	585,249
3rd Party Native Co-ordinating Group Inc. [note 3]	—	—	—	—	1,403,708	1,403,708	1,575,515
	1,213,260	282,848	806,392	345,000	1,765,238	4,412,738	4,981,804

See accompanying notes



**SCHEDULE 3**

**Gabriel Dumont Institute of Native Studies and Applied Research, Inc.  
SCHEDULE OF OPERATING COSTS  
Year Ended March 31**

	Adminis- tration \$	Core Service \$	SUNTEP \$	Native Services Division \$	Other Specific Contract Projects \$	1991 Total \$	1990 Total \$
Administrative services [note 3]	—	127,052	142,215	44,260	188,125	501,652	583,906
Building	202,383	138,195	144,522	—	137,687	622,787	716,003
Computer services	4,148	12,912	147	1,002	358	18,567	12,574
Consulting services	32,819	786	2,798	380	954	37,737	69,591
Core services	—	—	316	—	187,516	187,832	281,733
Depreciation and amortization	106,588	10,396	7,450	1,372	640	126,446	146,288
Duplicating	7,934	7,362	4,291	452	10,383	30,422	26,714
Equipment	38,731	3,865	12,256	568	69,611	125,031	145,371
Housing and moving	—	—	—	—	—	—	14,957
Insurance	10,445	—	488	216	3,350	14,499	16,126
Interest — current	106,730	—	—	—	—	106,730	96,036
Miscellaneous	19,380	2,254	1,603	988	3,881	28,106	29,254
Office supplies	19,582	5,097	6,234	354	5,359	36,626	61,231
Postage and courier	11,408	3,035	5,109	152	7,786	27,490	26,761
Telephone	72,538	16,857	19,416	962	20,387	130,160	151,528
	<b>632,686</b>	<b>327,811</b>	<b>346,845</b>	<b>50,706</b>	<b>636,037</b>	<b>1,994,085</b>	<b>2,378,073</b>

See accompanying notes

**SCHEDULE 4**

**Gabriel Dumont Institute of Native Studies and Applied Research, Inc.  
SCHEDULE OF PUBLIC RELATIONS, SALARIES AND BENEFITS,  
AND TRAVEL AND SUSTENANCE EXPENSES  
Year Ended March 31**

	Adminis- tration \$	Core Service \$	SUNTEP \$	Native Services Division \$	Other Specific Contract Projects \$	1991 Total \$	1990 Total \$
<b>Public relations</b>							
Orientation	—	—	932	—	—	932	1,000
Promotion, publicity, graduation	11,082	1,839	9,786	2,575	5,241	30,523	34,418
Recruitment	1,072	1,210	13,010	7,174	13,690	36,156	64,993
	<b>12,154</b>	<b>3,049</b>	<b>23,728</b>	<b>9,749</b>	<b>18,931</b>	<b>67,611</b>	<b>100,411</b>
<b>Salaries and benefits</b>							
Staff salaries and wages	459,977	516,839	649,190	213,666	570,177	2,409,849	2,427,994
Staff benefits	69,159	53,717	63,944	20,454	44,791	252,065	260,245
Student wages	—	—	—	—	68,382	68,382	206,187
Student benefits	—	—	—	—	2,378	2,378	13,700
	<b>529,136</b>	<b>570,556</b>	<b>713,134</b>	<b>234,120</b>	<b>685,728</b>	<b>2,732,674</b>	<b>2,908,126</b>
<b>Travel and sustenance</b>							
Staff and students	57,288	40,820	45,355	20,445	52,999	216,907	294,128
Board	87,373	1,619	—	—	—	88,992	71,938
	<b>144,661</b>	<b>42,439</b>	<b>45,355</b>	<b>20,445</b>	<b>52,999</b>	<b>305,899</b>	<b>366,066</b>

See accompanying notes