

GABRIEL DUMONT INSTITUTE

of Native Studies
and Applied Research

T.P.

1986 ANNUAL REPORT



Association of Metis and
Non Status Indians of Saskatchewan

Report of the Chairperson of the Board



Alice Setka

I am pleased to accept, on behalf of the Board of Governors and membership, this annual report from the staff of the Gabriel Dumont Institute. 1986 represents another phase along the road to self-determination.

The Board of Governors recognizes the value of excellence in an educated and skilled Metis and Non-Status Indian population. Towards this end the Board of Governors has focused on the development of an independent and self-reliant student population. We recognize that students will be the role models and future leaders which will make self-determination and self-government a reality.

The economic climate has changed. Survival requires an effective and efficient, competent delivery of service. We will have to be innovative to be effective. In 1986 we demonstrated this ability by an increase in our student population by 74%, at present our student population is 349 persons. However, these types of increases were not reflected in core or administrative budgets. We have done more for less. The Gabriel Dumont Institute boasts of its successful 164 graduates, since we opened our doors in 1980.

Success does not come easy nor does it come because of the efforts of the few. It takes imagination, dedication and hard working board and staff supported

by our communities and leaders. We would like to report that we have that support.

Our challenge has been to meet community needs with very scarce resources. It is the student population that receives the negative influence of scarce resources. We would like to commend the students for their tenacity and intense desire to achieve. Plagued with many unrealistic and unfair expectations of a student loan and bursary program not designed for aboriginal people, the students have persevered and overcome.

In the future, our challenge will be, through innovation, to maximize resource usage to meet the needs of our people.

We are proud of our dedicated community leaders who have met the challenge. We are grateful for the support, and patience of our area and provincial leaders. The combination of volunteers, students, community leaders and staff demonstrates the impact of teamwork.

In closing, we offer our encouragement and assistance to our negotiators as they seek an amendment to the Canadian Constitution. And we encourage all public representatives in Canada to support the legitimate rights to self-determination for Aboriginal People in Canada.

A handwritten signature in cursive script that reads "Alice Setka". The ink is dark and the signature is written in a fluid, personal style.

Alice Setka

Executive Director's Report



Christopher LaFontaine

I am pleased to present to the Board of Governors and Membership of the Gabriel Dumont Institute, the 1986 Annual Report.

1986 was a year of expansion for the Gabriel Dumont Institute. By the end of the year our student population had increased 74% to 349 students, 185 students in eight STEP centres and 164 students in the three SUNTEP centres. Each of these centres is an integral part of the GDI-AMNSIS network.

Training by the Institute included university education, technical training and university/technical school preparation and upgrading. These activities were combined with the preparation of curriculum materials for the Kindergarten-Grade 12 system, including multi-media kits, slide tape presentations and books. Several curriculum projects, including the five-book "Metis Development in the Canadian West" series, were completed and received with enthusiasm by schools in Saskatchewan and in Western Canada. The Gabriel Dumont Institute was, therefore, represented at all levels of education and training. It is this "comprehensive" approach to education which has continued to make the Gabriel Dumont Institute a leader in education. We are the new education system of the Metis and Non-Status Indians in Saskatchewan.

I would like to report that to date we have graduated 65 teachers through SUNTEP, along with 52 graduates with diplomas or certificates through the STEP programs. Another 29 students completed preparatory courses, for a total of 146 successful graduates.

The year marked the awarding of the first scholarships presented by the Napoleon LaFontaine Economic Development Scholarship Program. \$8,460 was awarded to 24 Metis and Non-Status Indian students, recognizing their academic achievement in the area of economic development-related studies. The Institute,

in conjunction with Sask Trust, provided three thousand dollars to eight students to attend the Saskatchewan School of the Arts. We are working with the Prince Albert Local to establish a scholarship capital fund of \$100,000.

The first books supporting a Cree literacy program have been written and successfully piloted. Parents now have the material needed to teach their children to read, write and speak Cree. We made significant progress towards researching our own language, "Michif". These materials will be available in the coming year.

The Research and Development Branch has continued to provide research, policy and planning for a full range of education and cultural development programs, emphasizing an increased role in all spheres of education and training.

Automation of the Library services and financial records has continued.

The challenge of becoming more effective with fewer dollars faces all public institutions in the current economic environment. I would like to report that the Gabriel Dumont Institute has re-organized in order to give the most, and best possible services for each dollar expended.

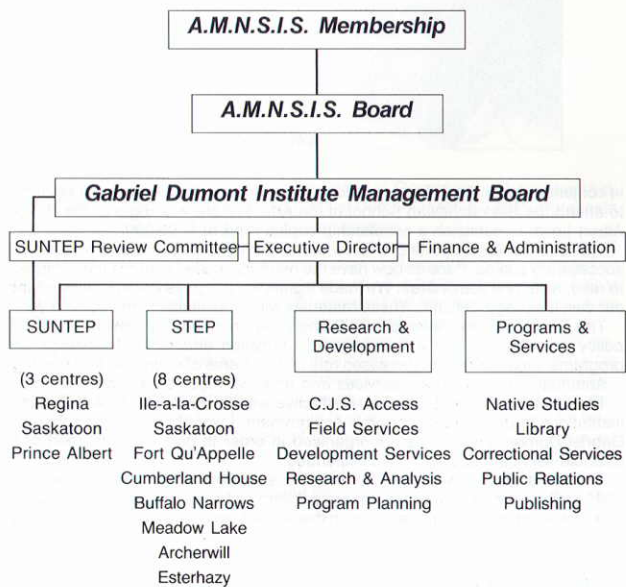
These examples only highlight a few of our accomplishments. As we move into 1987, self-government will become less a dream and more a reality. We, the staff, look forward to continued participation in this our self-governing Education Institution.

A handwritten signature in cursive script that reads "Christopher LaFontaine".

Christopher LaFontaine

Organizational Chart

Gabriel Dumont Institute of Native Studies and Applied Research



Dance workshop – Conference March 86

Gabriel Dumont Institute Board of Governors

1. **Alice Setka**, Chairperson, Eastern Region II
2. **Allan Morin**, Vice-Chairperson, AMNSIS Board Representative
3. **Napoleon LaFontaine**, Secretary, Southeast Region
4. **Philip Chartier**, Treasurer, Northern Region II
5. **Alvin Campeau**, AMNSIS Board Representative
6. **Edward Nofield**, AMNSIS Board Representative
7. **Jim Favel**, AMNSIS Board Representative
8. **William Dumais**, Eastern Region I
9. **Vital Morin**, Northern Region III
10. **Euclide Boyer**, Western Region I
11. **Grace Hatfield**, Western Region II
12. **Bev Shauf**, Eastern Region IIA
13. **Janet Holmgren**, Northern Region I
14. **Ralph Kennedy**, Western Region IA
15. **Elsie Lampard**, Western Region III
16. **Lee Rejc**, Student Association
17. **Dennis Shatilla**, Student Association
18. **Andre Nogue**, Federal Government
19. **Lorne Sparling**, Provincial Government
20. **Art Knight**, University of Saskatchewan
21. **Bernice Hammersmith**, Aboriginal Women's Council of Sask.
22. **Noreen Chatsis**, Aboriginal Women's Council of Sask.
23. **Vacant**, University of Regina

Gabriel Dumont Institute SUNTEP Review Committee

1. **Christopher LaFontaine**, Chairperson
2. **Alice Setka**, Gabriel Dumont Institute Management Board
3. **Dr. John Lyons**, University of Saskatchewan
4. **Dr. David Bale**, University of Regina
5. **Lee Rejc**, Gabriel Dumont Institute Student Association
6. **Dan Russell**, Department of Education
7. **Pat Donegan**, Saskatchewan Teachers Federation
8. **Raymond Duret**, Saskatchewan School Trustee Association
9. **Grace Hatfield**, Gabriel Dumont Institute Management Board
10. **Ralph Kennedy**, Gabriel Dumont Institute Management Board
11. **Jerry McLeod**, Prince Albert District Chiefs

Gabriel Dumont Institute Staff

December 31, 1986

EXECUTIVE DIRECTOR'S OFFICE

Christopher LaFontaine, Executive Director
Maggie Dubois, Executive Secretary

ADMINISTRATION AND FINANCE

Myrna Martyniuk, Director
Erma Taylor, Administrative Co-ordinator
Mavis Bear, Clerk Steno III
Gale Racette, Clerk Steno II
Barbara Kozack, Clerk Steno II
Maureen Eyre, Receptionist
Kendra Kahnpace, Receptionist (TOJ)
Ethelene LaPlante, Accounting Clerk (Dec. 31)
Maureen Bandas, Accounting Clerk
Anna Cohen, Accounting Clerk (TOJ)

RESEARCH AND DEVELOPMENT

Donavon Young, Director
Albert Robillard, Senior Researcher

CJS Access Unit

Ron Skage
Linda Finlayson
Osborne Turner

Fieldworker Unit

Clarence Campeau, (Archerwill)
George Raymond, (Ile-a-la-Crosse)

PROGRAMS AND SERVICES

Keith Turnbull, Director

Library

John Murray, Co-ordinator
Marilyn Belhumeur, Library Technician
Dorothy Hanson, Library Technician
Tara Shular, Library Technician

Native Studies

Calvin Racette, Curriculum Officer
Joan Dagdick, Curriculum Officer
Don McLean, Research Officer
Dennis Morin, Research Officer, Languages
Tom Francis Cree Language Specialist

Saskatchewan Penitentiary

Tony Desjarlais, Native Program Co-ordinator
Dennis Thorne, Native Elder

SUNTEP

Carole D. Lavallee, Director
Marlene McCreary, Clerk Steno III

Prince Albert

Dave Adams, Co-ordinator
Rick Closs, Faculty
Karen Jasieniuk, Faculty
Michael Knott, Faculty
Linda Lysyk, Faculty
Neil Sherwin-Shields, Faculty
Shirley Warren, Clerk-Steno II

Saskatoon

Brian Aubichon, Co-ordinator
Heather Blair, Faculty
Lon Borgerson, Faculty
Anne Boulton, Faculty
Michele Dufour, Clerk-Steno II

Regina

Marion Desjarlais, Co-ordinator
Pat Arsenych, Faculty
Christel Barber, Faculty
Sherry Farrell-Racette, Faculty
Donna Scarfe, Faculty
Emily Thomas, Clerk Steno II

STEP

Terri MacPhail, Director

Science Skills Development – Buffalo Narrows

Irene Smith, Co-ordinator
Brenda Chartier, Clerk Steno II
Gladys Hansen, Program Counsellor

Native Social Work Program – Ile-a-la-Crosse

Max Morin, Co-ordinator
Lynn Hirshman, Faculty
Ida Johnson, Clerk-Steno II
Allan Merasty, Program Counsellor

Social Work Preparation – Meadow Lake

Dennis Poudrier, Co-ordinator
Elaine McLean, Clerk Steno II
Allen Morin, Program Counsellor

Social Work/Human Justice Preparation – Archerwill

John Thornton, Co-ordinator
Elaine Campeau, Clerk Steno II
Martin Genaille, Program Counsellor

Social Work Preparation – Cumberland House

Gordon Lobe, Co-ordinator (Dec. 31)
Harold Carriere, Program Counsellor
Mary McAuley, Clerk Steno II

Early Childhood Development – Saskatoon

Irma Fuentealba, Co-ordinator
Pauline Favel, Program Counsellor
Lorraine Amiotte, Clerk Steno II

Radio/T.V. Electronics – Esterhazy

Greg Kotowich, Co-ordinator
Myrna Drost, Clerk Steno II

Business Administration – Fort Qu'Appelle

Melona Palmer, Co-ordinator
Joan Deschambault, Clerk Steno II
Paul Tourand, Program Counsellor

SUNTEP

Saskatchewan Urban Native Teacher Education Program

Now in its 7th year of operation, SUNTEP has graduated 65 fully qualified and credentialed Native teachers. The following statistical overview gives a more detailed picture of this accomplishment.

CENTRES	1984	1985	1986	TOTAL
Regina	13 (9 B.Eds) (4 St.A's)	3 (3 B.Eds)	8 (8 B.Eds)	24 (20 B.Eds) (4 St.A's)
Saskatoon	7 (3 B.Eds) (4 St.A's)	8 (8 B.Eds)	9 (9 B.Eds)	24 (20 B.Eds) (4 St.A's)
Prince Albert	0	7 (6 B.Eds) (1 St.A)	10 (10 B.Eds)	17 (16 B.Eds) (1 St.A)
TOTALS	20 (12 B.Eds) (8 St.A's)*	18 (17 B.Eds) (1 St.A)	27 (27 B.Eds)	65 (56 B.Eds) (9 St.A's)

† refers to Bachelor of Education Degree

* refers to Standard "A" Teaching Certificate

Fifty-one of these 65 graduates are teaching, 22 of them in urban public and separate schools, and 29 in rural Public and Indian schools. 7 others are located in associated education institutions or organizations. In sum, **58** of our graduates are employed.

SUNTEP graduate projections based on a current student population of 164 in all three centres estimate 130 Bachelor of Education graduates by the end of 1990. In addition, if we include our 56 Bachelor of Education graduates, **we could have a total of 204 Bachelor of Education graduates by the end of 1990!**

To facilitate a more complete SUNTEP curriculum and improve the teaching skills of our teachers in training, communication skills and Native Studies Methodology courses were developed in 1987. Curriculum and program development will be researched, developed and implemented for the expansion of SUNTEP into a middle years (junior high) secondary teacher education program by 1988.

The accomplishments have been many in spite of the over-crowding in most centres, lack of funding and the heavy workloads the SUNTEP staff endure. Further, the students have chronic financial worries. Now that more SUNTEP students are graduating, issues such as funding opportunities for Metis and Non-Status students beyond the Bachelor of Education degree have to be met and resolved in 1987.

Plans for 1987-88

Activities which were identified in 1986 will continue in 1987. For example, a "Speakers Bureau" will continue as a public relations endeavor, to promote more

and better community awareness of SUNTEP. A proactive strategy for the recruitment of potential student teachers and the employment of SUNTEP graduates will be developed and implemented. Planning is underway to conduct a thorough qualitative evaluation of SUNTEP, to determine its overall effectiveness. Negotiations will begin to expand SUNTEP into the area of secondary education and Master's level studies.

SUNTEP Regina

The 1986 graduation highlight for Regina SUNTEP was the graduation of two students with distinction (Calvin Racette and Noni Van Goozen).

Program activity highlights in Regina consisted of the following: second year students and SUNTEP faculty participated in the University of Regina Off-Campus Residential Experience; SUNTEP faculty and a Senior SUNTEP Student presentation of a cross-cultural module to the University of Regina Secondary Program; faculty presentations of professional papers on Native Teacher Education Programming at academic conference — Learned Societies and Mokakit — in Winnipeg.

It is very much to their credit as innovative time managers that the faculty managed to accomplish so much in 1986. Patricia Arsenych was hired in September on a short-term contract. Patricia taught English update and Ed Reading 218 in the Fall of 1986, and took on student teacher supervision and counselling duties as well. Sherry Farrell-Racette came back on stream in September and helped to fill the gap. Faculty members will be providing accredited cross-cultural education courses for teachers in 1987.

SUNTEP Regina looks forward to continued success in 1987.

SUNTEP Saskatoon

The 1986 highlight for SUNTEP Saskatoon was the graduation ceremony. Nine students graduated. Over 100 people attended the celebration.

Centre and Program activities highlighted many student and staff activities. Conferences including AMNSIS Constitution and Annual Meeting, the Dumont Cultural/Education Conference, "WESTCAST" and "SCENES" were attended by both students and staff representatives. Farewell suppers were held for Rubin Richert, retiring Internship Supervisor, and Lloyd Njaa, University of Saskatchewan contact person and SUNTEP Review Committee member. Committee work such as graduation, yearbook, the Indigenous Student Council, GDI Student Association and the AMNSIS Campus local provided many students with extra curricula activities and valuable experiences for the future. SUNTEP faculty taught courses such as Education 100 and 220, Indian Education 250 and Education Curriculum



SUNTEP Saskatoon student receives counselling from the program co-ordinator.

271. They also developed courses including Communication Skills and Education Curriculum 302. Many requests for guest lectures on campus, workshops and input for Saskatoon schools were received and fulfilled by SUNTEP Saskatoon staff and students. Student orientations continue to be a co-operative effort between staff and senior students twice a year. One of these occasions involves the 4th year Prince Albert SUNTEP students who have to fulfill their residency requirement at the University of Saskatchewan campus.

Brian Aubichon resumed his Co-ordinator responsibilities full-time in mid-June with the hiring of the new SUNTEP Director. As Acting Director, Brian's responsibilities had extended to the SUNTEP Review Committee, Personnel Development Committee, the Saskatchewan Association on Multicultural Education and the Saskatchewan Human Rights Commission annual hearings.

In 1987, Saskatoon SUNTEP looks forward to producing more graduates, and providing them with more employment opportunities.

SUNTEP Prince Albert

Highlights in 1986 were the New Mexico trip, graduation ceremonies, and the SUNTEP Treaty Student Project.

Program and Centre activities also focused on the following: successful field experiences and good support from co-operating schools, assistance for graduating students from SUNTEP staff for job preparation and searches, and an intensive

orientation for 42 first year students, including 20 Treaty students under the Prince Albert District Chiefs. In addition, local conferences such as AWASIS, ECC, SCENES and the Community Schools were attended by staff and students.

The 20 additional students impacted on existing space and human resources. Space was leased for an additional classroom and resource library centre. Two contract staff — Karen Jasieniuk and Rick Closs were hired in the Fall. These additional staff have helped with all of the additional teaching and student support programs needed for the extra students.

Students in SUNTEP Prince Albert have continued their fund raising efforts, elected new student representatives and discussed the issue of student burn out and drop out. These discussions confirmed the staff and student belief that a ten month school term would assist in alleviating some of these problems.

Like other centres, some of the concerns focus on short-term staffing contracts, library acquisitions and the broader issues of educational policy and programming changes at the provincial level. For example, the short-term staffing contracts do not encourage the retention of highly qualified and motivated staff.

In sum, SUNTEP Prince Albert has been very busy this year. Activities for 1986 concluded with the fifth annual First year Survival Banquet, a Christmas party hosted by second year students, and a farewell luncheon for fourth year students on their way to Saskatoon to complete their University of Saskatchewan residency requirements.

SUNTEP Prince Albert looks forward to more local teaching opportunities for their graduates in 1987.



Orientation — SUNTEP Prince Albert.

STEP

The Saskatchewan Training for Employment Program

Introduction

It has been an active and productive year for the STEP program. The expansion of the program between September and November brought the number of satellite centres to eight, situated in eight distinct AMNSIS areas. The student body is presently 185, with 25 staff delivering the programs. (See Chart No. 1)

The major challenge before the Institute in this and the next fiscal year is to allocate and secure new dollars to provide for the retention of the student body and the ongoing operation of the training facilities.

Program Overview

In the four years that STEP has operated, there have been several shifts in the overall direction of education and training policy at both the Federal and the Provincial levels of government.

The Gabriel Dumont Institute and the STEP program have attempted to adapt to these changes and meet the challenges that they have presented. The major change took place in July of 1985, with the introduction of the Canadian Jobs Strategy by the Canadian Government.

In general the Canadian Jobs Strategy remains employer focussed and driven. This causes problems in meeting the education and training needs as articulated by Saskatchewan Aboriginal people, as the need for **accredited** training remains a priority issue.

In practical terms, the training needs as identified by various sectors of the Aboriginal community may not be accommodated within the terms and conditions, program and client criteria of the Canadian Jobs Strategy.

The anticipated yearly reduction over a three year period of the direct Purchase Allocation (Institutional Training) and the program criteria attached to the expenditure of dollars under the Skills Shortages program of CJS will continue to cause some difficulties unless significant negotiated break-throughs can be made.

The focus of the Institute in the past year was to develop a fuller understanding of the Canadian Jobs Strategy and how it would or would not meet program delivery needs of the Institute.

By necessity, future program development will have to be more regionally and community linked, with greater emphasis on specific demands of the labour market in the proposed site of the delivery of the program. Funding levels of the Indirect Purchase option of the Canadian Jobs Strategy for the delivery of programs that meet the training priorities of the Areas level has yet to be established, however.

On the positive side, the Canadian Jobs Strategy does provide some options in terms of training that were not open to us in the past. These possibilities include the development and delivery of Preparatory Programming to develop the skills of individuals to meet the demands of accredited training, and the delivery of "Transitional" components at the end of accredited training to provide for a linkage into the labour market.

STEP personnel will continue to work closely with the Research and Development unit of the Institute towards the development and continuing implementation of new and existing programs.

Future Directions and Initiatives

In conjunction with the Research and Development Unit of the Institute a major internal evaluation of the STEP program will be undertaken. This will result in a Graduate Retrieval Program which will identify former participants in the program and their present employment situation. This activity will be linked with similar initiatives within the SUNTEP program, and will allow the Institute to follow the progress of its former students.

This program will greatly enhance the available data to Canada Employment and Immigration Commission in their evaluation of STEP, especially in respect to graduate follow-up.

In conjunction with the SUNTEP program, STEP proposes to continue to seek opportunities for well developed Preparatory Programming to prepare individuals for successful participation in either university or technical training, to be delivered through Human Resource Development Programs.

Below left; Business Administration Ft. Qu'Appelle

Below right: STEP Radio/T.V. Electronics Esterhazy



The development and delivery of programming and its continuation in existing training facilities will be a primary focus for the upcoming fiscal year. The areas to be focussed upon will be Early Childhood Development, Business Administration, Social Work and Human Justice, and pre-nursing.

The development of specialized training programs at the Area level will extend the four six month Human Resource Development Program that would otherwise end in April.

Negotiations are underway (through CJS) to extend the Native Social Work Program in Ile-a-la-Crosse and Radio/T.V. Electronics in Esterhazy.

Student issues and concerns remain a focal point of the STEP program, as in SUNTEP. Discussion and planning will continue towards the resolution of these problems.

Summary

It has been an exciting and action packed year for STEP. The support of the students, their families, communities, and the general AMNSIS membership has been extremely gratifying.

The launching of six new programs between September and November could not have been accomplished without an all out effort by the AMNSIS/Dumont infrastructure and our sponsoring agencies.

We would like to thank all those who have worked cooperatively with us in the past and count on their continuing support for our collective future endeavors.

Chart No. 1
Progress Report – 1986-87 STEP Development

Programs Courses Presently Underway	Starting Date	Completion Date	No. of Students	No. of Staff	Location
Human Resource Development (Social Work, Human Justice)	17/11/86	31/03/87	22	3	Archerwill
Human Resource Development (Social Work, Human Justice)	17/11/86	31/03/87	25	3	Meadow Lake
Human Resource Development (Social Work, Human Justice)	17/11/86	31/03/87	22	3	Cumberland House
Science Skills Development (Health Services Preparatory)	03/11/86	31/03/87	23	3	Buffalo Narrows
Early Childhood Development	17/11/86	19/08/88	27	3	Saskatoon
Business Administration	17/11/86	19/08/88	27	3	Fort Qu'Appelle
Native Social Work	21/09/85	30/04/87	26	4	Ile-a-la-Crosse
Radio/T.V. Electronics	03/02/86	10/04/87	13	3	Esterhazy
			<u>185</u>	<u>25</u>	
Courses Completed in 1986					
Early Childhood Development		05/86	13*	Diploma	Buffalo Narrows
Early Childhood Development		05/86	12*	Diploma	Saskatoon
Business Administration		05/86	12*	Diploma	Fort Qu'Appelle
			<u>37*</u>		

*Indicates successful graduates

Research and Development

The purpose of Research and Development is to provide the policy development, planning and research services to the Institute. Integral to these functions are program development, program evaluation and short- and long-term planning.

Core Research

During the past year, two major research papers were prepared by Research and Development. The first, entitled "Native Education and Training: Meeting the Need", documented the low participation rates of Metis and Non-Status Indian students in the K-12, community college, technical institute and university systems. It was followed by "Native Post-Secondary Education: A Preferred Plan for Transitional Programming", which discussed innovative strategies to meaningfully increase Metis and Non-Status Indian student representation in the adult education system.

Another major undertaking of Research and Development has been the development of the Gabriel Dumont Institute's proposed new five year mandate (1988-93). The mandate will be presented to conference delegates at the 1987 Cultural Conference and a year-long consultation process with the Metis and Non-Status Indian community will take place on the proposed mandate until it is again presented at the 1988 Cultural Conference for adoption by the membership.

A critical thrust of the Gabriel Dumont Institute over the past 12 months, one that will unfailingly continue into 1987, has been negotiations and ground-work surrounding a Native Federated College at the University of Saskatchewan and/or the University of Regina. Research and Development is responsible for providing the research and planning support services to Executive Management and board of the Institute to ensure that this important initiative achieves success.

Finally, Research and Development has been charged with the responsibility of developing strategies to dramatically increase Metis and Non-Status Indian representation at the provincial technical institutes. Negotiations are now underway with the Saskatchewan Technical Institute (STI) in the South, and with the Northern Institute of Technology to ensure that these strategies are implemented.

Program Development and Evaluation

Research and Development has undertaken a number of program planning and development assignments over the past year. While community needs assessment is essential in all AMNSIS areas and is an on-going process, it has been important to maintain the current level of training programs. Toward this end the following development activities have been initiated and will continue into 1987:

- **Native Social Work Program** — expansion of Native Social Work to a provincial program similar to that of SUNTEP.
- **Human Justice Program** — development of a provincial program to train corrections counsellors and workers, courtworkers, probation and parole officers and security personnel.

- **Native Graduate Studies Program** — development of a co-op studies program with the University of Regina and Government of Saskatchewan to facilitate graduate work, including employment placements, by Native students.
- **Native Management Program** — development of a diploma and degree program in Native Management and Business Studies based on the SUNTEP model.
- **Native Journalism Certificate Program** — development of a provincial two-year University of Regina certificate program.
- **STEP Evaluation** — A comprehensive evaluation was completed on STEP Phase I programming and the evaluation for STEP Phase II and the new STEP programs are currently underway.
- **Co-ordinated Program Planning** — Institute program planning processes have now been co-ordinated with government budget cycles with formalized forums to discuss Institute plans with appropriate government departments.

The Canadian Jobs Strategy Access Program

Recently, the Institute initiated the Canadian Jobs Strategy (CJS) Access Program which has been mandated to undertake community needs assessment and assist individuals, communities and regions to develop training and job creation proposals for submission to CJS. CJS is a program of the Canada Employment and Immigration Commission (CEIC), and as at January 31, 1987, the following proposals have been submitted for funding:

- Part-time Native Social Work — Regina
- Job Readiness Training — Yorkton
- Handicraft Training — Archerwill
- Woodcraft and Cabinet Making Training — Chelan
- Forestry Worker Training — North Battleford
- Business Administration — Buffalo Narrows and La Ronge
- Pre-Nursing Training — Ile-a-la-Crosse
- Conservation Officer Training — La Loche
- Shoe Repair Training — Esterhazy

Field Program

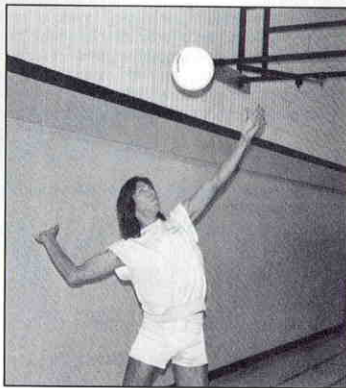
The Field program of Research and Development is responsible for disseminating educational and training information to the Metis and Non-Status Indian community, for student recruitment, for assisting in community needs assessment and for providing research assistance to the CJS Access Program. In 1986, the Field Program was instrumental in ensuring that the STEP programs had full compliments of students and that the CJS proposals had appropriate community and employer support.

Education and Training Constitutional Work Group

During 1986 Research and Development was responsible for participating on the Education and Training Constitutional Work Group and for providing the group with research support. The development of the paper "Native Post-Secondary Education: A Preferred Plan for Transitional Programming", was done in support of the initiatives of the work group. For 1987, Research and Development will be charged with the tasks of developing comprehensive plans for a Native adult education system and for a Native K-12 pilot project.

Plans for 1987-88

1. Program planning and development for provincial programs of Native Social Work, Human Justice, Graduate Studies, Management and Journalism.
2. Development of community-based programs through CJS.
3. Evaluations of existing programs.
4. Research and support of Federation negotiations.
5. Research and support of negotiations with Saskatchewan technical institutes.
6. Participation on Education and Training Constitutional Work Group and preparation of position papers on Native adult education and K-12 systems.
7. Provisions of research and resource services to the community



STEP Archerwill Students get their exercise.

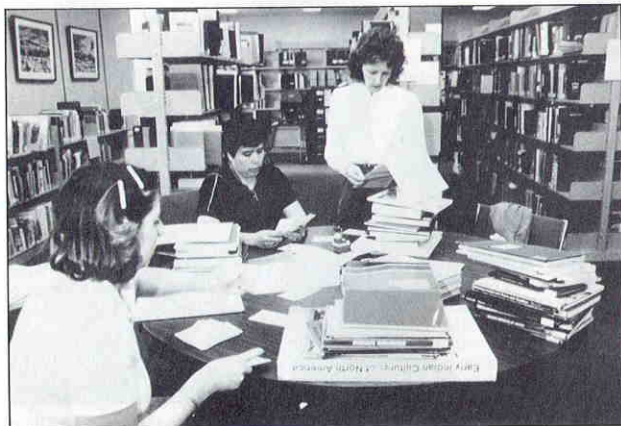


Explaining a point about Cree syllabics to a guest from China.

Programs and Services

LIBRARY

The main purpose of the Library Resource Unit is to provide an information service and distribution network to serve students, faculty, staff, local communities and Non-Native institutions.



Library staff preparing materials for distribution.

The Central Library co-ordinates orders, purchases, processes, catalogues and distributes books, kits and videotapes. It looks after all audio-visual and computer hardware and software. The total has climbed rapidly to over **35,000** items system-wide.

Temporary staff were accessed through Federal and Provincial, Winter and Summer works programs, Katimavik, until its demise in June, and CompuCollege (training on the job). These staff helped tremendously in getting work out.

The Library continued its high level of activity as the Institute's student body increased, and as the full value of its information services has become ever more apparent. The Library program has expanded rapidly, adding almost **7,000** new books in 1986. The staff must be given full credit for achieving this enormous task, which was accomplished in spite of very short timelines.

Highlights:

New Libraries

- Co-ordination of four new STEP Phase IV centres — with collections inter-changed from existing libraries within the Gabriel Dumont Institute's system, the Saskatchewan Library system and the University of Regina.

Automation

- Computer programming completed on order, catalogue, reference, and administration indexes.
- Progress in networking microcomputers (3) at the main library with hard disk.
- Federal grant secured from C.E.I.C. to facilitate automation discussions through Industrial Adjustment Program.

Increased Hours

- The Libraries in Regina and in several other locations have responded to the demand for longer hours of opening by staying open during evening hours.

Problem Areas

In spite of low staffing levels for four months, the high volume of work in technical processing was maintained on a parallel with major provincial systems such as the Saskatchewan Library. Temporary positions were created in processing, cataloguing and circulation to alleviate stress in key areas.

At present, new training programs are established with inadequate time-lines and budgets for library development. New programs should include dollars for staff and library collections, with a six month lead time for development. Program standards will aid in stabilizing levels of service offered and expected.

While automation offers many benefits, its single disadvantage is the recurring down-time and slow response under certain conditions. Our Systems Analyst left to return to university, and this caused some problems. Fortunately, she continued to assist us on a contractual basis.

Training of junior staff and new staff is a priority, time consuming but necessary.

Statistics:

1. **Processing** — number of items, excluding magazines, added to each library during 1986.

STEP — 1,406 (new books)	Ile-a-la-Crosse	123
	Fort Qu'Appelle	97
	ECDP — Saskatoon	460
	Buffalo Narrows	256
	Esterhazy	18
SUNTEP — 3,581 (new books)	Prince Albert	1,922
	Saskatoon	1,659
GDI Main Library and SUNTEP Regina — 1,930		
TOTAL 6,917		

2. Reference

- (a) Questions — 1,131 reference questions answered.
- (b) Interlibrary Loan — (items borrowed from other systems) over 200 subject, title and magazine requests.
- (c) Audio-Visual — 293 requests for equipment and software.

Plans for 1987-88

- 1. Completion of Automation
- 2. Establishment of new STEP information services; enhancement of SUNTEP libraries.
- 3. Expand reference services.
- 4. Provide more training to branch locations.

NATIVE STUDIES

The main purpose of the Native Studies program is to heighten self-identity within the Aboriginal Community and to develop an understanding of Aboriginal issues including history, culture and contemporary concerns within the society at large.

The Native Studies program includes research, indigenous language programming and related areas. The programs within the Native Studies area follow.

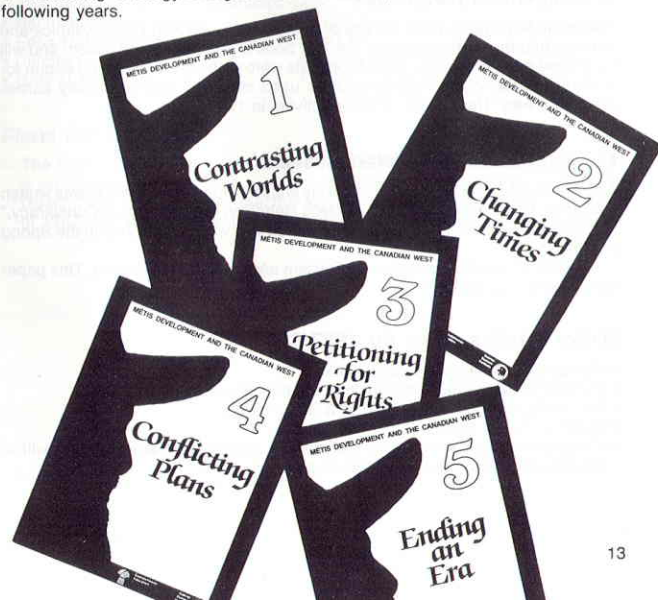


A. Curriculum Development

The following curriculum projects were completed in 1986:

- January — Copies of 71 Study Prints completed and distributed to eight centres.
- February — "Our Children, Our Future" poster.
- April — The booklet "The Buffalo Hunt" completed.
- April — "Metis Development and the Canadian West" series completed.
- June — Project "Two Worlds Meet", a kit of 36 study prints, completed.
- June — Research project, "Beaver Magazine" of the Hudson Bay company reviewed and all material relevant to the Metis identified.
- November-December — Presentation of Native Studies classes to four STEP centres — Meadow Lake, Archerwill, Buffalo Narrows, and Cumberland House.

In May, a catalogue of educational materials was prepared and sent to schools across the prairie provinces. This resulted in sales of \$16,721.75 for the year. 80% of all sales occurred following the distribution of the catalogue. This first step in a "marketing" strategy brought excellent results, and will be continued in the following years.



Sales of Curriculum-related Materials Jan. 1 — Dec. 31, 1986



B. Indigenous Languages

The Institute began a Cree literacy project in 1986, utilizing Cree Syllabics and Literacy tutoring methodologies. The first book is completed and tested, and will be printed early in the new year. Proposals were written, and planning begun for a study of "Michif", of Metis languages used currently and historically across Saskatchewan. This will be a major activity in 1987.

C. Historical Issue related Research

A new Native Studies textbook, tentatively entitled "Home from the Hill" was written by Don McLean, author of "1885 — Metis Rebellion or Government Conspiracy." The book is currently in the hands of an editor, and will be published in the Spring of 1987.

A Research paper was written on Racism and its historical causes. This paper will be made available in 1987.

Native Studies Plans for 1987-88

- Publications of Native Studies book
- Publication of resource materials in support of curriculum.
- Native Studies courses offered in STEP centres.
- Community lecture tours.
- Comprehensive plan to identify and meet future needs of Native Studies within the Gabriel Dumont Institute and its programs.

CORRECTIONAL SERVICES

1986 saw some significant developments at the Saskatchewan Penitentiary. In particular, the Native Inmates Group organized with the assistance of the Native Program Co-ordinator was officially recognized by the Penitentiary administration. The group has developed a constitution and bylaws, which are expected to be approved shortly. The group is planning its cultural activities now for the future. In particular a Native Cultural Day is planned in the new year.

A Native Elder program has provided services to the Inmates over the past year. The program is highly successful, and is expected to continue well into the future.

Plans for 1987-88

A small rotating library of Native Studies will be established in support of the Native Program, and education/cultural program needs will be explored further, with emphasis on Native Studies.

Gabriel Dumont Scholarship Programs

Over the past year, several scholarship programs have either been started or are being developed. The largest of these is the Napoleon LaFontaine Economic Development Scholarship, included in this report in some detail. All scholarships are in addition to Provincial and Federal Government Student financial service programs.

Napoleon LaFontaine Scholarship Program

The trust agreement was signed on October 10th, 1986, in Saskatoon. The Trustees are as follows:

Alice Setka	Internal Trustees
Christopher LaFontaine	
Grace Hatfield	
Terrence Connellan	External Trustees
David Dombowsky	
Napoleon LaFontaine	

The trustees of the **Gabriel Dumont Scholarship Foundation** administer the scholarship program on behalf of the Gabriel Dumont Institute, as agreed to by the Native Economic Development Program (NEDP). The trustees have two primary functions:

1. To invest the \$600,000 capital fund provided by the NEDP; and
2. To dispense the money to qualifying applicants.

Trustees are strictly governed by a trust agreement and schedules attached to it.

The first scholarships were awarded, and cheques mailed on November 25th, 1986. One-half of the awards are given now, with a second payment to be made in January. The first recipients were as follows:

- Lorna C. LaPlante — Undergraduate Scholarship
- Dianne E. Geillis — Undergraduate Scholarship
- Gerald M. Morin — Undergraduate Scholarship
- Glenn M. Hamilton — Undergraduate Scholarship
- Allan W. Brabant — Undergraduate Scholarship
- Lorraine Sanders — Undergraduate Scholarship
- Lana L. Charette — Entrance Scholarship
- Wanda Fietz — Entrance Scholarship
- Roger Pelletier — Entrance Scholarship
- Patricia W. McKay — Entrance Scholarship
- Reina Sinclair — Entrance Scholarship
- Frank V. Douglas — Entrance Scholarship
- Melvina Aubichon — Entrance Scholarship
- Lucille A. Fisher — Loan Remission and Graduation Scholarship
- Larry Beaulieu — Graduation Scholarship

- Robert Byers — Graduation Scholarship
- Brenda Cameron — Graduation Scholarship
- Warren Dubois — Graduation Scholarship
- Janet Kurtz — Graduation Scholarship
- Rick Kemp — Graduation Scholarship
- Elaine McLean — Graduation Scholarship
- Harvey Natewayes — Graduation Scholarship
- Rita Pritchard — Graduation Scholarship
- Aven Ross — Graduation Scholarship

School of the Arts Scholarships

The Institute was successful in obtaining \$5,000 from Sask Trust for scholarships to the Sask. School of the Arts. Eight (8) Metis or Non-Status Indian students were awarded this scholarship, which paid their tuition, room and board for the two week courses.

The recipients of the scholarships were:

- Rachael Worsely
- Edna Natamogan
- Clifford Smith
- Gary Natamogan
- Peter Deranger
- Rita Roy
- Elaine Johnson
- Donna Taylor

Plans for 1987-88

1. The Institute is working with one AMNSIS local in Prince Albert to establish a scholarship program as a joint project between the local and the Gabriel Dumont Institute. It is hoped that this scholarship will be operational by the Fall of 1987, and that plans will be going forward for other, similar programs.

Finance and Administration

The purpose of Finance and Administration is to enhance the Institute's ability to carry out financial planning for the Institute as a whole, provide Personnel Services; and to ensure the most effective use of administrative support services.

Program Activities

- Maintenance and continued development of a centralized Management Information Retrieval system and Word Processing system.
- Standardized procedures to ensure efficient work flow.
- Maintenance of personnel attendance monitoring system to maintain accurate records.
- Provide work/practicum placements for practicum students, volunteer organizations and Fine Options program.
- Maintenance of a streamlined telephone communication system to lower costs and improve services.
- Maintenance of security systems within the Institute.
- Plan and prepare annual budgets of all the programs and areas of the Institute.
- Review quarterly the expenditure plans of the Institute and revise them according to projected expenditures.
- Production of monthly budget reporting statements for all Institute programs.
- Advise and assist management on administration of budgets.
- Maintain all lease, insurance, benefits, equipment and related contracts.
- Provide administrative support to the Annual Cultural Educational Conference and Back to Batoche activities.
- Monitor program performances against budgets, and recommend action.
- Produce monthly billing statements to government for numerous course purchase programs.
- Produce billings to government, schools and other agencies on a fee for service basis and for sales of materials.
- Make accurate payments on all authorized invoices and record same for all Institute programs.
- Ensure accountability of the total budgets of upwards of \$5 million.
- Implement automation of accounting systems and procedures.
- Provide accounting and financial information to all Institute programs, operations and funding agencies as requested and required.

Program Priorities for 1987-88

The Administration and Finance unit will review all of its systems and procedures to more efficiently adapt and accommodate further Institute expansion. It expects to implement a more integrated and diversified computer processing system and will continue to maintain the same high standards of support services that the Institute has grown to expect.

Auditor's Report

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

We have examined the balance sheet of Gabriel Dumont Institute of Native Studies and Applied Research as at March 31, 1986 and the statements of surplus, revenue and expenses, and cash flows for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion, these financial statements present fairly the financial position of the Institute as at March 31, 1986 and the results of its operations and the changes in its financial position for the year then ended in accordance with accounting principles described in note 1 to the financial statements applied on a basis consistent with that of the preceding year.

Regina, Canada,
June 6, 1986.

Clarkson Gordon
Chartered Accountants

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH
(Incorporated under the Non-Profit Corporations Act)

BALANCE SHEET

MARCH 31, 1986

	CORE SERVICE	S.U..N. T.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.E.P. I	SKILLS GROWTH FUND S.T.E.P. II	ADMINI- TRATION	LES FIDDLER MEMORIAL FUND	NAPOLEON LAFONTAINE SCHOLARSHIP FUND	1986 TOTAL	1985 TOTAL
Assets											
Current:											
Cash			\$1,718	\$12,030	\$523,595	\$130,983		\$ 828		\$ 669,154	\$ 13,670
Accounts receivable	\$ 19,194	\$225,034			9,063	1,420	\$ 37,878			292,589	1,461,958
Interfund accounts receivable	143,175	308,057					418,186			869,418	679,846
Accrued interest receivable			56	397				28		481	466
Prepaid expenses		300			1,160	7,217				8,677	50,833
Deposits on equipment and library Term deposit									\$628,775	628,775	341,064
Total current assets	162,369	533,391	1,774	12,427	533,818	139,620	456,064	856	628,775	2,469,094	2,547,837
Fixed (note 3):	90,080	52,819				470,354	63,477			676,730	535,702
	<u>\$252,449</u>	<u>\$586,210</u>	<u>\$1,774</u>	<u>\$12,427</u>	<u>\$533,818</u>	<u>\$609,974</u>	<u>\$519,541</u>	<u>\$ 856</u>	<u>\$628,775</u>	<u>\$3,145,824</u>	<u>\$3,083,539</u>
Liabilities											
Bank overdraft	\$ 99,454	\$287,847					\$143,803			\$ 531,104	\$ 832,919
Accounts payable	16,672	216,399			\$ 88,187		15,829		\$ 20	337,107	571,811
Interfund accounts payable	31,182				445,631	132,402	260,203			869,418	679,846
Deferred revenue											32,931
Total liabilities	147,308	504,246			533,818	132,402	419,835		20	1,737,629	2,117,507
Surplus											
Unappropriated	105,141	81,964				477,572	99,706		28,255	792,638	14,136
Appropriated			\$1,774	\$12,427				856	600,500	615,557	951,896
Total surplus	105,141	81,964	\$1,774	\$12,427		477,572	99,706	\$ 856	628,755	1,408,195	966,032
	<u>\$252,449</u>	<u>\$586,210</u>	<u>\$1,774</u>	<u>\$12,427</u>	<u>\$533,818</u>	<u>\$609,974</u>	<u>\$519,541</u>	<u>\$ 856</u>	<u>\$628,775</u>	<u>\$3,145,824</u>	<u>\$3,083,539</u>

On Behalf of the Institute:

_____ Director

_____ Director
(See accompanying notes)

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

STATEMENT OF SURPLUS

YEAR ENDED MARCH 31, 1986

	CORE SERVICE	S.U.N.T.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.E.P. I	SKILLS GROWTH FUND S.T.E.P. II	ADMINISTRATION	LES FIDDLER MEMORIAL FUND	NAPOLEON LAFONTAINE SCHOLARSHIP FUND	1986 TOTAL	1985 TOTAL
Unappropriated:											
Balance, beginning of year	\$135,798	\$ 91,912				\$715,606	\$ 8,580			\$ 951,896	\$240,423
Excess (deficiency) of revenues over expenses	(30,657)	(9,948)	\$ 98	\$ 688		(238,034)	91,126	\$ 135	\$628,755	442,163	686,796
	105,141	81,964	98	688		477,572	99,706	135	628,755	1,394,059	927,219
Appropriated during year			98	688				135	600,500	601,421	24,677
Balance, end of year	\$105,141	\$ 81,964	Nil	Nil	Nil	\$477,572	\$99,706	Nil	28,255	\$ 792,638	\$951,896
Appropriated:											
Balance, beginning of year			\$1,676	\$11,739				\$ 721		\$ 14,136	\$ 38,813
Appropriated during year			98	688				135	\$600,500	601,421	1,081
Appropriated funds expended during year											(25,758)
Balance, end of year			\$1,774	\$12,427				\$ 856	\$600,500	\$ 615,557	\$ 14,136

(See accompanying notes)

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

STATEMENT OF REVENUE AND EXPENSES

YEAR ENDED MARCH 31, 1986

	CORE SERVICE	S.U.N.T.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.E.P. I	SKILLS GROWTH FUND S.T.E.P. II	ADMINIS- TRATION	LES FIDDLER MEMORIAL FUND	NAPOLEON LAFONTAINE SCHOLARSHIP FUND	1986 TOTAL	1985 TOTAL
Revenue (Schedule 1)	\$1,184,459	\$1,336,366	\$ 98	\$ 688	\$1,511,469		\$747,296	\$ 135	\$643,755	\$5,424,266	\$5,535,769
Expenses:											
Operating costs (Schedule 2)	235,417	254,574			607,342		194,086		15,000	1,306,419	1,129,325
Computer services	2,929									2,929	5,679
Consulting services							32,304			32,304	105,075
Contracts					215,095					215,095	104,814
Courses					47,047					47,047	92,016
Cultural augmentation		1,381								1,381	2,023
Curriculum											1,369
Depreciation and amortization	26,257	15,599				123,736	17,912			183,504	196,893
Education and craft					2,320					2,320	4,717
Education conference	57,093									57,093	61,106
Housing					2,893					2,893	1,138
Insurance	1,626	698				10,915	490			13,729	7,317
Interest	923	369			36,578		5,437			43,307	
Kapachee training centre	60,000									60,000	
Lecturers					5,123					5,123	18,626
Library materials maintenance	1,644	1,061								2,705	4,947
Library resource materials	13,909	52,466			11,569	103,383				181,327	231,603
Material development	47,208	7,741			3,151					58,100	70,272
Miscellaneous	1,282	4,182			13,456		7,075			25,995	44,857
Orientation		1,241								1,241	734
Outside facilities											1,392
Promotion, publicity, graduation		8,820			7,451		14,103			30,374	14,849
Recruitment	1,500	7,939			3,865		177			13,481	35,017
Salaries and wages	621,330	491,916			440,910		245,259			1,799,415	1,656,325
Staff benefits	52,040	40,465			33,427		25,795			151,727	142,707
Student books					6,841					6,841	22,987
Travel and sustenance											
— staff and students	91,958	49,263			74,401		38,427			254,049	346,537
— board							75,105			75,105	
Tuition		408,599								408,599	546,648
Total expenses	1,215,116	1,346,314			1,511,469	238,034	656,170		15,000	4,982,103	4,848,973
Excess (deficiency) of revenue over expenses	\$ (30,657)	(9,948)	\$ 98	\$ 688	Nil	\$(238,034)	\$ 91,126	\$ 135	\$628,755	\$ 442,163	\$ 686,796

(See accompanying notes)

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

STATEMENT OF CASH FLOWS

YEAR ENDED MARCH 31, 1986

	CORE SERVICE	S.U.N. T.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.E.P. I	SKILLS GROWTH S.T.E.P. II	ADMINISTRATION	LES FIDDLER MEMORIAL FUND	NAPOLEON LAFONTAINE SCHOLARSHIP FUND	1986 TOTAL	1985 TOTAL
Cash provided by (used in) operating activities:											
Excess (deficiency)											
Revenue over expenses	\$ (30,657)	\$ (9,948)	\$ 98	\$ 688		\$(238,034)	\$ 91,126	\$ 135	\$ 628,755	\$ 442,163	\$ 686,796
Charges (credits) to operations not affecting cash in the current year—											
Gain on sale of fixed assets	(220)	(4,424)								(4,644)	32,931
Depreciation and amortization	26,257	15,599				123,736	17,912			183,504	196,893
	(4,620)	1,227	98	688		(114,298)	109,038	135	628,755	621,023	916,620
Change in operating account balances—											
Decrease (increase in):											
Accounts receivable	43,356	174,713			\$ 103,075	842,627	5,598			1,169,369	(1,191,779)
Interfund accounts receivable	43,113	228,762			75,313	(79,236)	(79,236)			(189,572)	328,106
Interest receivable				(6)				(9)		(15)	(383,122)
Prepaid expenses	12,578	(300)			16,237	10,915	2,726			42,156	
Increase (decrease) in:											
Accounts payable	(12,611)	(171,091)			(11,238)		(39,784)		20	(234,704)	304,060
Interfund accounts payable	31,182				445,631	(206,548)	(80,693)			189,572	328,107
Deferred revenue	(32,931)									(32,931)	
Cash provided by (used in) operating activities	80,067	244,213	98	682	629,018	532,696	(82,351)	126	628,775	1,564,898	(354,220)
Cash provided by (used in) investment activities:											
Purchase of fixed assets	(29,648)	(26,533)				(237,681)	(34,079)			(327,941)	(413,227)
Decrease in deposits on equipment and library						341,064				341,064	23,545
Proceeds on disposal of fixed assets	1,291	5,424					1,338			8,053	
Purchase of term deposit									(628,775)	(628,775)	1,767
Cash used in investment activities	(28,357)	(21,109)				103,383	(32,741)		(628,775)	(607,599)	(387,915)
Increase (decrease) in cash	51,710	(245,322)	98	682	629,018	636,079	(115,092)	126	Nil	957,299	(742,135)
Cash (overdraft), beginning of year	(151,164)	(42,525)	1,620	11,348	(105,423)	(505,096)	(28,711)	702		(819,249)	(77,114)
Cash (overdraft), end of year	\$ (99,454)	\$(287,847)	\$ 1,718	\$ 12,030	\$ 523,595	\$ 130,983	\$(143,803)	\$ 828	Nil	\$ 138,050	\$ (819,249)

(See accompanying notes)

Notes to the Financial Statement

March 31, 1986

1. Accounting Policies

The financial statements of the Institute have been prepared in accordance with accounting principles that are considered appropriate for organizations of this type. The more significant of these accounting policies are summarized below:

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 the Core Services, S.U.N.T.E.P., Art Carriere Memorial Fund, Aboriginal Rights, S.T.E.P. I, Skills Growth Fund S.T.E.P. II, Administration, Les Fiddler Memorial Fund and Napoleon LaFontaine Scholarship Fund.

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 related costs 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 20%.

Leasehold improvements are amortized over the term of the lease.

Depreciation and amortization are charged in the year of acquisition for the full year. 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 life of the assets. Gain or loss on the disposal of individual assets is 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 an interfund charge for these services.

2. Accounts Receivable

Accounts receivable consists of:

	1986	1985
Employee travel advances	\$ 11,779	\$ 13,601
Board travel advances	3,832	6,721
Other accounts receivable	276,978	\$1,441,636
	<u>\$292,589</u>	<u>\$1,461,958</u>

3. Fixed Assets

Fixed assets consist of the following:

	Cost	1986 Accumulated Depreciation & Amortization	Net Book Value	1985 Net Book Value
Core Services				
Equipment	\$ 92,298	\$ 47,049	\$ 45,249	\$ 50,735
Leasehold improvements	131,816	86,985	44,831	37,025
	<u>224,114</u>	<u>134,034</u>	<u>90,080</u>	<u>87,760</u>
S.U.N.T.E.P.				
Equipment	52,941	21,731	31,210	17,588
Leasehold improvements	58,142	36,533	21,609	25,297
	<u>111,083</u>	<u>58,264</u>	<u>52,819</u>	<u>42,885</u>
Skills Growth Fund S.T.E.P. II				
Equipment	570,814	174,228	396,586	258,051
Leasehold improvements	142,080	68,312	73,768	98,358
	<u>712,894</u>	<u>242,540</u>	<u>470,354</u>	<u>356,409</u>
Administration				
Equipment	54,101	15,135	38,966	15,968
Leasehold improvements	92,592	68,081	24,511	32,680
	<u>146,693</u>	<u>83,216</u>	<u>63,477</u>	<u>48,648</u>
	<u>\$1,194,784</u>	<u>\$518,054</u>	<u>\$676,730</u>	<u>\$535,702</u>

4. Commitments

The Institute was committed under term leases as follows:

Regina:	to September 1, 1986 at a monthly rental of \$5,252. to March 31, 1991, at a monthly rental of \$1,735. to November 7, 1987, at a monthly rental of \$23.
Prince Albert:	to April 30, 1988 at a monthly rental of \$3,562.
Saskatoon:	to June 30, 1986 at a monthly rental of \$1,422. to May 31, 1986 at a monthly rental of \$3,047. June 1, 1986 to August 31, 1986 at a monthly rental of \$1,731.
Buffalo Narrows:	to September 15, 1986 at a monthly rental of \$1,500.
Fort Qu'Appelle:	to September 30, 1986 at a monthly rental of \$2,120.

The Institute is committed to paying the operating costs for the next four years at Esterhazy and Ile-a-la-Crosse.

5. Appropriations of Equity

The Institute makes annual allocations from surplus for programming, travel and scholarships.

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

SCHEDULE OF REVENUE

YEAR ENDED MARCH 31, 1986

	CORE SERVICE	S.U.N.T.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.E.P. I	ADMINIS- TRATION	LES FIDDLER MEMORIAL FUND	NAPOLEON LAFONTAINE SCHOLARSHIP FUND	1986 TOTAL	1985 TOTAL
Revenue:										
Government of Saskatchewan —										
Department of Advanced										
Education and Manpower	\$ 943,630				\$1,509,293				\$2,452,923	\$2,187,975
Department of Education	5,000	\$ 879,290							884,290	832,290
Miscellaneous grants	20,431								20,431	
Government of Canada —										
Native economic development										
program								\$615,000	615,000	
Employment and Immigration										1,185,414
Solicitor General						\$ 51,957			51,957	15,546
Secretary of State	23,000								23,000	44,000
Sales and royalties						11,830			11,830	1,763
Consulting						10,000			10,000	17,000
Donations						18,000	\$ 88	500	18,588	185
Fees for services	191,341					648,927			840,268	639,697
Gain on disposal of equipment	220	4,424							4,644	2,415
Interest	490		\$ 98	688				47	29,578	1,045
Teaching income		44,653						28,255	44,653	48,198
Tuition income		407,344							407,344	548,275
Other income	347	655			2,176	6,582			9,760	11,966
Total revenue	\$1,184,459	\$1,336,366	\$ 98	\$ 688	\$1,511,469	\$747,296	\$ 135	\$643,755	\$5,424,266	\$5,535,769

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

SCHEDULE OF OPERATING COSTS

YEAR ENDED MARCH 31, 1986

	1986				NAPOLEON LAFONTAINE SCHOLARSHIP FUND	1986 TOTAL	1985 TOTAL
	CORE SERVICE	S. U. N. T. E. P.	S. T. E. P. I	ADMINISTRATION			
Administrative services	\$141,231	\$110,642	\$219,088	\$ 23,402	\$15,000	\$ 485,961	\$ 459,488
Building maintenance			28,679	63,027		52,081	22,313
Building rent	58,562	96,887	126,866			345,342	373,281
Core services			172,410			172,410	
Duplicating	11,555	7,638		3,982		23,175	46,596
Equipment maintenance	1,858	1,436	2,693	7,545		13,532	21,719
Equipment rent	88	16,790		15,509		32,387	32,934
Janitorial			12,677	18,493		31,170	27,357
Office supplies	12,205	8,721	15,650	11,198		47,774	53,372
Postage				9,605		9,605	8,254
Telephone	9,918	12,460	29,279	41,325		92,982	84,011
	<u>\$235,417</u>	<u>\$254,574</u>	<u>\$607,342</u>	<u>\$194,086</u>	<u>\$15,000</u>	<u>\$1,306,419</u>	<u>\$1,129,325</u>