

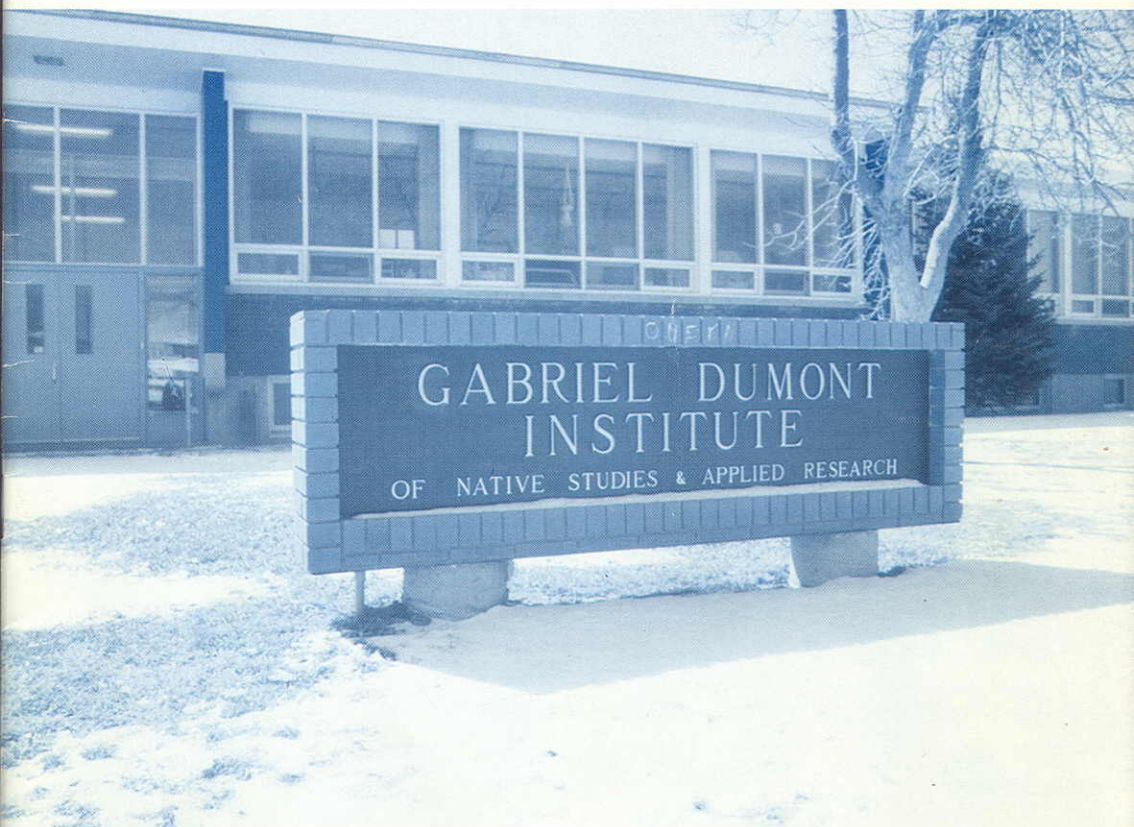
Gabriel

Dumont

Institute

ANNUAL REPORT

1987



Association of Metis and Non Status Indians of Saskatchewan

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GABRIEL DUMONT
INSTITUTE OF NATIVE STUDIES
AND APPLIED RESEARCH, INC

1987 ANNUAL REPORT

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Introduction

The Gabriel Dumont Institute is controlled by the Metis and Non-Status Indian people of Saskatchewan and is the only Institute of its kind in Canada. Aboriginal people strive for independence and self-reliance to avert the tragedy of underdevelopment and underutilization of their human potential.

The Gabriel Dumont Institute is committed to providing educational opportunities to Aboriginal people. Its mission is "to promote the renewal and development of Native culture through appropriate research activities, material development, collection and distribution of educational materials, and by the design, development and delivery of specific educational and cultural programs and services. Sufficient Metis and Non-Status Indian people will be trained in the required skills, commitment and confidence to make the goal of self-government a reality."

This responsibility has been given to the Institute by the Metis and Non-Status Indian people of Saskatchewan. Since 1976, and continuing to the present, this mission has been collectively and consistently reflected in recommendations put forward by the membership. These recommendations form the basis of the policy direction of the Board of Governors of the Gabriel Dumont Institute.

Photo Below: Signing of the agreement between the Department of Education and Gabriel Dumont Institute to provide service to SIAS.

(left to right:) Lawrie McFarlane, Deputy Minister of Education; Hon. Lorne Hepworth, Minister of Education; Bernice Hammersmith, Chairperson, GDI Board; Jim Sinclair, President, AMNSIS; Christopher LaFontaine, Executive Director, GDI.

Programming is based upon three principles:

- all training and professional education must be fully **accredited and recognized**;
- all activities of the Institute, whether in the area of research, curriculum development, library service or in the provision of post-secondary education, must be of the **highest quality**;
- all of our activities are directed towards the **self-determination, self-reliance, and independence** of our people.

To achieve these goals, the Gabriel Dumont Institute is affiliated with the University of Regina, the University of Saskatchewan, and the Saskatchewan Institute of Applied Science and Technology (SIAS). It is incorporated under the **Non-Profit Corporations Act of Saskatchewan**, and is governed by a Board of Governors comprised of twenty-three members from several agencies: one elected by each of the eleven areas of the Association of Metis and Non-Status Indians of Saskatchewan (AMNSIS), two elected by the current student body of the Gabriel Dumont Institute, two elected by the Saskatchewan Aboriginal Women's Council, four elected by the AMNSIS Board of Directors, one nominated by the University of Regina, one nominated by the University of Saskatchewan, one nominated by the Government of Canada, and one nominated by the Government of Saskatchewan. Individual board appointments are subject to the approval of AMNSIS.



Chairperson's Report



**Bernice
Hammersmith**

The Gabriel Dumont Institute would not exist without firm linkages to the Metis and Non-Status Indian community. It is this relationship which ensures that the needs of the people are heard and met.

Time and time again we have shown that our Aboriginal-controlled institution will succeed where "mainstream" institutional approaches to Aboriginal education fail. Our student retention rate is seventy six percent, and our student population continues to grow and to thrive.

The Board of Governors and the Executive continued to work towards an expanded role for our people in controlling, planning and implementing education policy. To this end, we insisted that any agreement to work with the Saskatchewan Institute of Applied Science and Technology (SIAST) would guarantee the continuing independence of the Gabriel Dumont Institute. This goal has today been met. We worked with the Federal Government to establish a "third-party" Coordinating Committee to ensure ongoing access to federal training opportunities. This, too, was achieved.

As always, success does not just happen. It is created by teamwork. A committed student population, community representatives, elected AMNSIS officials, Institute management and staff have combined their efforts to secure a strong and lasting presence for our Institute.

As we enter our eighth full year of operation, we can look back on the road we have travelled and be proud of the distance we have come. We expect 1988 to be a year of consolidation and strategic expansion.

We are aware of the problems caused by stretching each dollar to its limit at a time when the needs of our people for education and employment are greater than they have ever been. But we are confident that we will seize every opportunity to move forward towards equality within Canadian society.

Thank you.
Bernice Hammersmith

Executive Director's Report



**Christopher
LaFontaine**

I am pleased to present the 1987 Annual Report to the Board of Governors of the Gabriel Dumont Institute.

The programs and activities of the Institute over the past year have been determined by the needs of our communities and guided by the decisions of the Board of Governors. These decisions, in turn have been guided by the 1984 mandate statement and by resolutions of the membership at past annual conferences.

Because of rapidly increasing demands on the Institute and new plans to meet these demands, the Institute tabled at the 1987 annual conference a new and expanded mandate statement. This statement, after consultation with membership and some revision, is expected to be adopted at the Institute's 1988 Annual Conference.

The year has presented many opportunities for the Institute's growth. At year end, 441 students are enrolled in our programs, an increase of twenty-six percent over 1986. Of this number, 294 are in university programs and 147 are in technical and preparatory programs. By January of 1988, we will have over 500 students in our programs.

We can take pride in the quality of our graduates. To date, we have graduated eighty professional degree teachers from our SUNTEP programs — twenty-four of them in 1987. Eighty-eight percent of our graduates are employed in schools or post-secondary education institutes or are enrolled in post-degree studies. Thirty-four students received post-secondary certificates and diplomas from our technical and university programs this year. Eighty-two students completed preparatory programs.

We have thirteen educational centres in the AMNSIS/Dumont network, all offering high-quality, certified educational programs and services. The Gabriel Dumont Institute is offering programs in remote communities which never in the past had such programs.

An initiative which is intended to increase markedly the number of native students studying the technologies is a new federated agreement with the Saskatchewan Institute of Applied Science and Technology (SIAST). In order to provide expanded opportunities for our university students, we are negotiating enhanced affiliation agreements with each of the two Saskatchewan universities.

The Institute is continuing to explore opportunities for growth in the K-12 system. We recognize that the success of our children in the K-12 system is fundamental to all aboriginal student education accomplishments. Our proposals demonstrate essential changes required to impact significantly on mainstream education. The next few years will provide an opportunity to implement these recommendations.

The Institute's publishing programs continued to flourish, adding to its catalogue in 1987. New titles include *Home From the Hill: A History of the Metis in Western Canada*; *Flags of the Metis*; *Historical Vignettes*; and *The Historical Atlas of Aboriginal Settlements*. *One and a Half Men*, an important work that was out of print, was re-issued by the Gabriel Dumont Institute Publications this year. An aggressive marketing campaign has resulted in increased sales across Canada. These materials form an integral part of the Native Studies Program.

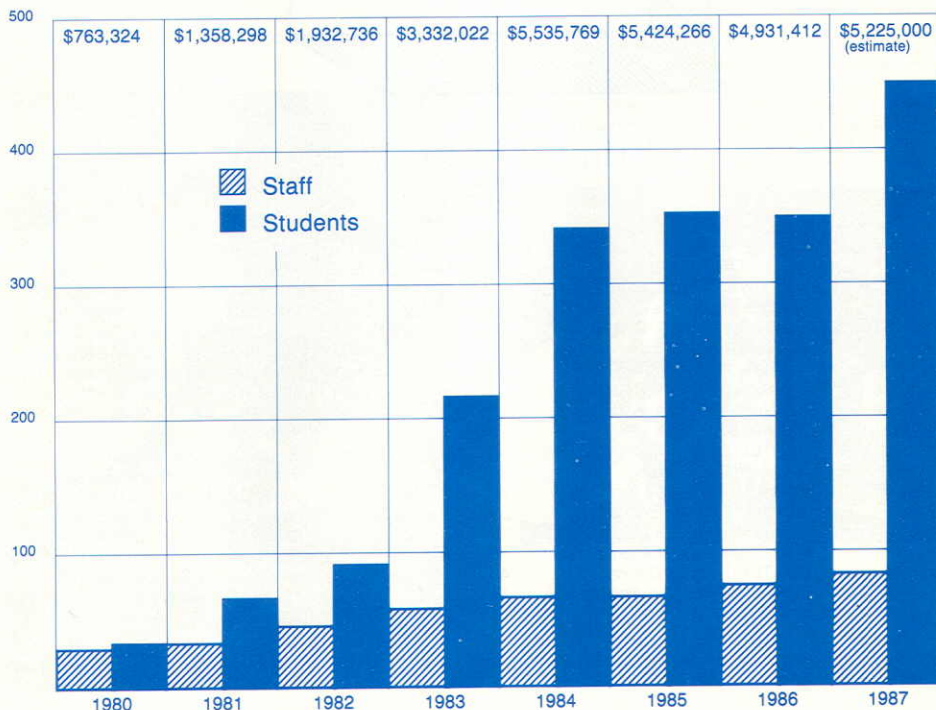
Economic Development (Napoleon LaFontaine) Scholarships and Arts Scholarships were awarded to a total of thirty-four students.

Our greatest strength is the commitment, dedication, and hard work of the Gabriel Dumont Institute students and staff. The staff have successfully met the challenge of providing effective, expanded services with fewer dollars. The students have met the challenge and have put forward the effort to develop professionally. I would like to thank each of them for their work.

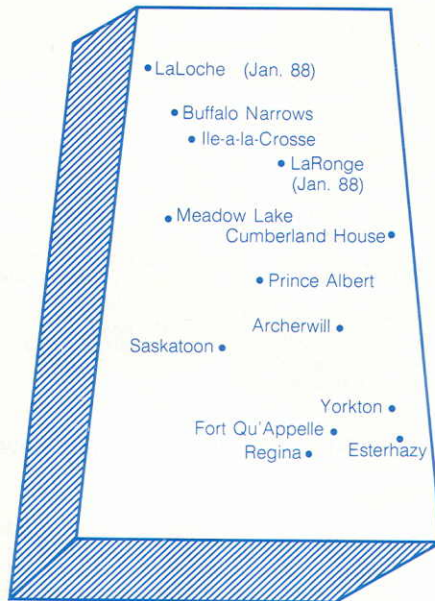
The Institute has made a significant contribution towards the goals of our communities to be self-determining and independent, and we look forward to the challenges in the year to come.

Thank you.
Christopher LaFontaine
Executive Director

Comparison of Staff Size, Student Enrollment, and Revenue per year



Education Centres



Education Centres 1987

LOCATION	COURSE OF STUDIES	NUMBER OF STUDENTS	START DATE	COMPLETION DATE	STATUS
Archerwill	Social Work Preparation	21	17/11/86	30/04/87	Social Work Readiness
Buffalo Narrows	Science Skills Development	19	03/11/86	30/04/87	Science Preparatory
Cumberland House	Native Social Work Cert.	20	17/11/86	31/08/88	University Certificate
Esterhazy	Radio/TV Electronics	19	28/09/87	30/09/88	Technical Institute Cert.
Fort Qu'Appelle	Business Administration	16	1/11/86	2/07/88	Technical Institute Cert.
Ile-a-la-Crosse	Native Social Work Cert.	21	21/09/85	30/04/87	University Certificate
Ile-a-la-Crosse	Pre-Nursing (Readiness)	19	6/07/87	2/07/88	Health Science Readiness
Meadow Lake	Native Social Work Cert.	20	17/11/86	31/04/88	University Certificate
Prince Albert	SUNTEP-Teacher Education	62	on-going	on-going	University Degree
Prince Albert	Native Human Justice	30	5/10/87	31/03/89	University Certificate
Prince Albert	Native Management Training	20	30/11/87	31/07/88	University Readiness
Regina	SUNTEP-Teacher Education	52	on-going	on-going	University Degree
Regina	Native Management Training	20	30/11/87	31/07/88	University Readiness
Regina	Work Experience/Academic 12	19	15/07/87	20/01/88	Job Read/Dept.of Ed. credit
Saskatoon	SUNTEP-Teacher Education	49	on-going	on-going	University Degree
Saskatoon	Early Childhood Development	19	17/11/86	15/07/88	Technical Institute Cert.
Yorkton	Job Readiness	15	1/09/87	20/04/88	Job Readiness

A total of 441 students were enrolled in Gabriel Dumont Institute programs in 1987. LaRonge and La Loche programs will be added to this list early in 1988.

Institute Management

BOARD OF GOVERNORS

(at December 31, 1987)

Hammersmith, Bernice, Chairperson, Aboriginal Women's Council of Saskatchewan rep.
Campeau, Alvin, Vice-Chair, AMNSIS rep.
Chartier, Philip, Secretary, N.R.II area rep.
Hatfield, Grace, Treasurer, W.R.II area rep.
Favel, Jim, AMNSIS rep.
Morin, Allan, AMNSIS rep.
Nofield, Ed, AMNSIS rep.
Boyer, Euclid, W.R.I area rep.
Dumais, William, E.R.I area rep.
Holmgren, Janet, N.R.I area rep.
Kennedy, Ralph, W.R.IA area rep.
LaFontaine, Napoleon, S.E. area rep.
Lampard, Elsie, W.R.III area rep.
Levesque, Daniel, E.R.II area rep.
Morin, Vital, N.R.III area rep.
Shauf, Bev, E.R.IA area rep.
Melenchuk, Steve, student rep.
Porttris, Daniehl, student rep.
Greyeyes, Sandra, Aboriginal Women's Council of Saskatchewan rep.
Nogue, Andre, Federal Government rep.
Sparling, Lorne, Provincial Government rep.
Knight, Art, University of Saskatchewan rep.
Vacant, University of Regina



SUNTEP REVIEW COMMITTEE

(at December 31, 1987)

Hatfield, Grace, Review Committee Chair — Gabriel Dumont Institute Board
Bale, Dr. David, University of Regina
Donegan, Pat, Saskatchewan Teachers' Federation
Hammersmith, Bernice, Gabriel Dumont Institute Board
Kennedy, Ralph, Gabriel Dumont Institute Board
LaFontaine, Christopher, Gabriel Dumont Institute
McLeod, Jerry, Prince Albert District Chiefs
McNinch, James, Director, SUNTEP
Porttris, Daniehl, Gabriel Dumont Student Association
Robinson, Dr. Sam, University of Saskatchewan
Russell, Dan, Department of Education
Stewartson, Ann, Saskatchewan School Trustees Association

PROGRAM DIRECTORS

(at December 31, 1987)

LaFontaine, Christopher, Executive Director and SIAST Vice-President of Native Services Division
Cardinal, Beverly, Director of Campus Technical Programs
MacPhail, Terri, Director of STEP
Martyniuk, Myrna, Director of Finance and Administration
McNinch, James, Director of SUNTEP
Robillard, Albert, Acting Director of University Programs
Turnbull, Keith, Director of Programs and Services
Young, Donavon, Director of Research and Development



Chairperson's Report

On behalf of the SUNTEP Review Committee it is my privilege to provide the following report on the Saskatchewan Urban Native Teacher Education Program (SUNTEP) to the Board of Governors of the Gabriel Dumont Institute.

SUNTEP is a good example of the way in which the Gabriel Dumont Institute provides first-rate educational opportunities to the Native people of Saskatchewan.

An evaluation of the program, the Richert Report, has documented the high degree of satisfaction with the program expressed by the SUNTEP graduates, and the same degree of satisfaction with the graduates expressed by school principals and superintendents. The Dumont Institute takes pride in the quality and professionalism of the SUNTEP graduates.

An expansion of the SUNTEP mandate, to include middle years and secondary education training, is high on the agenda for the future.

The dedication and commitment of the students, the staff and the community continue to be important strong-points of the program. We look forward to the continuing success of SUNTEP graduates.

Thank you.

Grace Hatfield



Now in its eighth year of operation, the Saskatchewan Urban Native Teacher Education Program (SUNTEP) continues to provide a supportive and specialized program of teacher preparation leading to a Saskatchewan Teaching Certificate with completion of a Bachelor's Degree in Education.

Of the eighty SUNTEP students who have graduated with B.Ed. degrees since 1984, eighty-eight percent are employed in schools across the province, or in related post-secondary institutions, or are pursuing further post-B.Ed. studies. This is a remarkably positive employment statistic.

The demand for SUNTEP grads remains high, because the graduates are proving themselves to be skilled professionals with sensitivity to and expertise in Native Studies, Cross-Cultural Education, and Language Arts.

THE PAST YEAR

In 1987, there were twenty-four SUNTEP graduates. Staff in Prince Albert, Regina, and Saskatoon are proud of the effort and accomplishments of these individuals and proud that these graduates are well-prepared to take their rightful place in school systems across the province. SUNTEP staff have addressed a number of issues which include:

- The Richert Report — a qualitative review, through interviews with SUNTEP grads and their employing schools, to evaluate the strengths and weaknesses of the program;
- the publication of a new brochure to highlight the quality and the special elements of SUNTEP;
- liaison with the Saskatchewan Teachers' Federation and the Saskatchewan School Trustees' Association;
- negotiations with the Department of Education for a new SUNTEP Tuition Agreement and with the University of Saskatchewan and the University of Regina for new contracts.

The Richert Report documents the accomplishment of SUNTEP grads who are filling a need and filling it well. It also points to the need for modification and diversity in course specialization as well as ongoing need to increase the profile of the program in the eyes of school administrators and the public in general.

Students and faculty participated in a variety of conferences this year, including the WESTCAST Conference and the AWASIS Conference in Saskatoon, the Whole Language Conference in Winnipeg, and the World Council of Indigenous Education in Vancouver. SUNTEP co-sponsored, with SIFC, the second annual Saskatchewan Teacher Education Program (SASKTEP) meeting at the University of Regina in May.

On the past strengths and successes of SUNTEP, carefully planned and sustained initiatives will continue in the coming year.

SUNTEP REGINA

The year 1987 has been a year of change and positive professional expansion for the Regina SUNTEP operation.

There have been changes in staff, increases in students, greater numbers of courses being taught by SUNTEP faculty, and participation at provincial, national, and international professional development events. Growth has put pressure on space, institutional services and staff, but the end result appears to be more students in the schools and more students being trained as teachers with a distinctive SUNTEP philosophy.

Despite an increase in students there was no difficulty in finding the required number of placements, thanks to a cooperative effort with the University of Regina, and local school divisions, as well as to the positive reputation of our students. Several SUNTEP graduates are among our cooperating teachers.

SUNTEP SASKATOON

Two major events of the year were graduation and the First Year student trip to the World Indigenous Education Conference in Vancouver in June. The students and staff worked successfully on many fundraising events for these occasions. There were fourteen graduates this year, including two in a secondary program. Two graduates have gone on to complete their specialization in Exceptional Education with the intention of applying for Graduate Studies.

The First Year students organized the Vancouver trip and raised \$10,000. They met Indigenous people from all over the world and made a contribution of \$500 to a school for Indigenous children in Bolivia.

SUNTEP Theatre flourished with students performing in several schools, for a Faculty Social at the College of Education, at the Gabriel Dumont Institute Annual Cultural and Education Conference, and at the AWASIS and SCENES/SAME conferences.

A Native Studies Methodology class, EDCUR 302.3, was piloted this year. This class has broken new ground and proved to be invaluable in providing concrete ways of presenting the complex Native Studies content to children in the K-12 system. Faculty have been invited to do workshops in various educational institutions or at subject area conferences, further recognition of the stature which SUNTEP has earned in the field of education.

Staff are working toward several new goals in the year ahead. We are focusing on field placement as a vital component of Year I and II, and doing an analysis of the internship program as it presently exists.

SUNTEP PRINCE ALBERT

The highlight of 1987 was our graduation. This year two students, Ron Bell and Kim Rowe, graduated with distinction. By December, 1987, all but one of our graduates had found work.

In addition, many guests were invited to the centre to speak, and workshops were organized, including an Indian Arts and Crafts presentation, a drama workshop, and a presentation on World Food Day.

In 1987, SUNTEP P.A. maintained its reputation for hard work and hard play. Social activities included: a Valentine's Dance, a talent night, and an afternoon of drama by Third Year students. At the "SUNTEP and Friends" social, people participated in hayrides, riding, swimming, and dancing. There was an end-of-year wiener roast, and students sponsored a "Spouses' Night" wine and cheese social and regular sporting events. A three-day orientation was held for new students in September and the annual Survivors' Banquet was held at the Native Friendship Centre in November.

SUNTEP P.A. started the Fall term with fifty-eight students, the largest group ever. Some concerns raised by students are an increased debt load, inadequate support during internship, and inflation.

Staff concerns have mostly revolved around the relationship with the University of Saskatchewan. A spirit of cooperation and mutual respect and the feeling of being jointly involved in a worthwhile endeavor must be maintained. We continue to get very good cooperation from the local school systems and teachers with respect to field placement for students.

For SUNTEP P.A., 1987 has been a very rewarding and successful year and we look forward to continued success in 1988.



University Programs

In September, 1987, the Dumont Institute's university programs were split from their parent, the Saskatchewan Training for Employment Program (STEP), to become a distinct unit. Focusing on the areas of social services and management training, these programs have provided students in five different communities with University of Regina certificates or other qualifications for degree programs.

Our senior university program, the Native Social Work Program, which ran in Ile-a-la-Crosse from September, 1985, through April, 1987, was very successful, graduating twenty-one of the original twenty-five students with University of Regina Certificates in Social Work. Virtually all of the students are now either employed or pursuing degrees in social work.

The positive response to this pilot program led to the development and creation of three Human Resource Development Programs in late 1986 in Meadow Lake, Cumberland House, and Archerwill. These were six-month programs, designed to prepare students for further work in social work or human justice.



The programs in Cumberland House and Meadow Lake were converted into full-fledged two-year Native Social Work Certificate Programs, scheduled for completion in the summer of 1988. The third Human Resource Development Program, in Archerwill, is planned to be continued as an Economic Development Officer Training Program in 1988.

In September, 1987, the Institute began a Native Human Justice Program in Prince Albert, where we are sharing the existing University of Regina facilities as well as the services of one staff member. The Institute has planned a second intake of students into this program at Prince Albert in September, 1988.

Early December marked the beginning of a new thrust in university programming — the Native Management Training Programs in Regina and Prince Albert. These eight-month programs provide preparatory courses, academic foundations to business management in the form of University of Regina courses, and applied business management training. These programs are scheduled to conclude in July, 1988.

During the next year, the Institute will continue developing its relationship with the University of Regina's Faculties of Social Work, Administration, and Arts. Discussions with the University have begun on an enhanced affiliation agreement.

Current planning at the Institute is to provide new opportunities in university education in 1988 to the public that the Gabriel Dumont Institute serves.



Technical Programs

Technical programs provide aboriginal students with skill training in the regional (satellite) educational centers located in many of the AMNSIS Areas and communities.

This has been a banner year for the Saskatchewan Training for Employment Program (STEP) with a marked increase in the number and variety of programs. More students have been provided training and this has had a positive impact as a result of increased activity.

Every sign points to this momentum continuing in the next fiscal year as we continue our strategy to prepare students to acquire the "competitive edge" academically, socially and intellectually through preparatory and skill related programs.

In the past year the Institute operated four preparatory programs in Meadow Lake, Cumberland House, Archerwil, and Buffalo Narrows with eighty-two students completing successfully. Over half of these students are continuing in Gabriel Dumont Institute delivered programs and others are waiting entry into other programs.

Technical Institute accredited programs continue in Fort Qu'Appelle (Business Administration), Saskatoon (Early Childhood Development), and Esterhazy (Radio/T.V. Electronics).

All programs offered are linked to the labour market, as identified through community and regional needs assessment. As a result, courses were developed and implemented through the cooperation of the Canada Employment and Immigration Commission, in conjunction with their Program Development Units. These programs, funded under the Canadian Jobs Strategy are operating in Yorkton, Regina, Ile-a-la-Crosse, and Esterhazy.

These projects are specifically designed to meet local or regional labour market needs and provide for practical work experience. The Yorkton program will prepare students for the labour market while upgrading their



academic skills. The Regina program concentrates on providing Grade Twelve math and sciences, giving the students an opportunity to write their Grade Twelve departmental examinations. Negotiations are continuing with the Federated Co-op Heavy Oil Upgrader representatives and some Crown Corporations to have the students employed after graduation. Some of these students may continue on to other post secondary educational opportunities. The program in Ile-a-la-Crosse seeks to provide an introduction to the Health Services field with academic upgrading in math and sciences and the provision of Home Care/Special Care accredited components from the Kelsey Institute. The program in Esterhazy is an accredited Radio/T.V. Electronics program through the Palliser campus (formerly STI) in Moose Jaw.

The agreement between the Saskatchewan Institute of Applied Science and Technology (SIASST) and the Institute will provide for an expansion in services provided to aboriginal students in the province. This will be accomplished through more course offerings and the



provision of liaison and support services to students on the campuses of SIASST.

The valued assistance of the personnel of the Canada Employment and Immigration Commission and the Saskatchewan Student Financial Services Branch have been appreciated.

The accomplishments of the past year could not have been realized without the dedication of the staff of the Gabriel Dumont Institute. Working together with funding organizations, communities and individuals, they contributed significantly to the strides made in the past year.

We would like to extend our thanks as we move forward to undertake new challenges together.

Native Studies

The purpose of the Native Studies Program is to enhance the self-identity of the Aboriginal student and community. This is accomplished by understanding one's self in relation to Aboriginal issues including history, culture, language, and contemporary concerns, within our society.

The Native Studies Program includes historical research, indigenous language enhancement, curriculum development, Native Studies course design and delivery, cultural events, and a publishing program.

NATIVE STUDIES COURSES

Native Studies is provided in all Gabriel Dumont Institute programs. In 1987, Native Studies modular courses were delivered in six educational centres. Each course averaged thirty hours of classroom time. Shorter workshops were delivered to schools and government departments. Work has begun on preparing university accredited Native Studies courses.

PUBLICATIONS

The following books and curriculum projects were published in 1987 and marketed Canada-wide through the distribution of a professional catalogue of publications:

- *One and a Half Men*, by Murray Dobbin (2nd edition, expanded)
- *Saskatchewan Historical Atlas of Aboriginal Settlement*
- *Home From the Hill: A History of the Metis in Western Canada*, by Don McLean
- *Fifty Historical Vignettes*, by Don McLean
- *Flags of the Metis*, by Calvin Racette, illustrated by Sherry Farrell-Racette
- Poster entitled "Look and Listen"

A catalogue of educational materials was mailed the first week in October to all schools in Saskatchewan, Manitoba, Alberta, British Columbia, Ontario, Northwest Territories, and Yukon. The full impact of this strategy will be realized in 1988 as schools become increasingly aware of our publications.

The series "Metis Development and the Canadian West" was placed on the recommended text book list for high schools in Ontario.

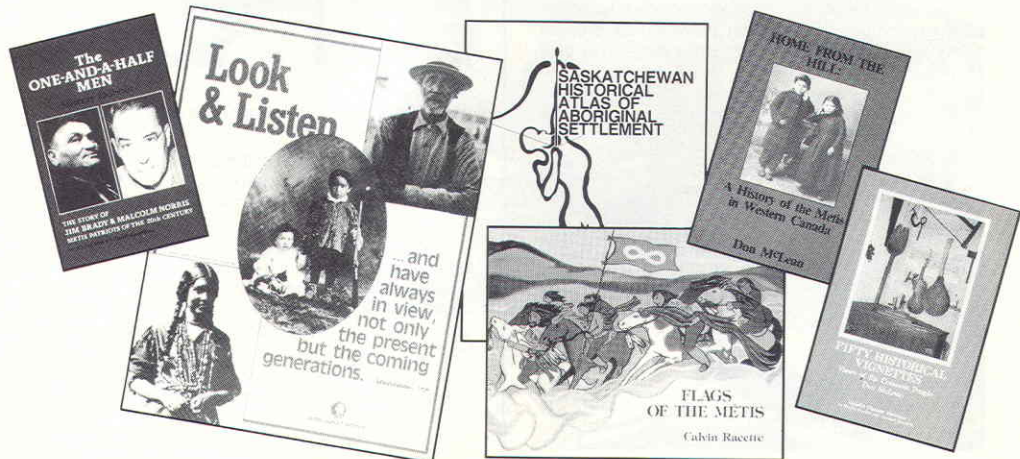
The publishing program has been consolidated and placed on more stable ground. It is a major vehicle for providing information about Aboriginal people to the Canadian people.

INDIGENOUS LANGUAGES

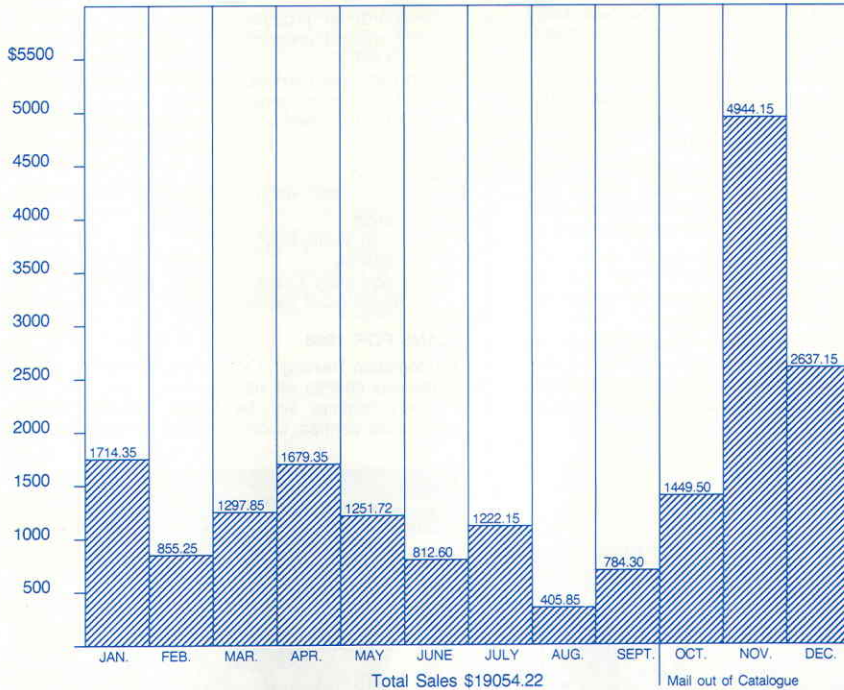
The Cree Literacy project continued, with Book III completed and Book IV nearing completion by December. A study of the usage of "Michif," the Metis language incorporating Cree, French, and English, was conducted in southern Saskatchewan. It was concluded that the language must be documented while it is still in use and that further efforts in 1988 should recognize this fact.

NATIVE STUDIES PLANS FOR 1988

- Preparation and delivery of accredited Native Studies courses at the university level.
- Formalize the publications operations.
- Publication of a bibliography of university theses by and about Aboriginal people, prepared by A. Dyer.
- Publication of four new titles.
- "Michif" language project in the North, continuation of research in the south.

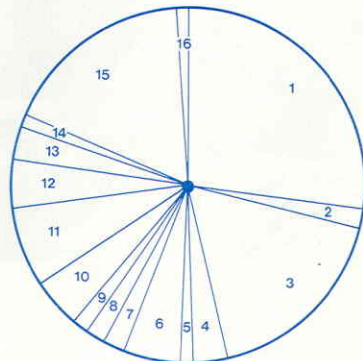


Sales of Curriculum Related Materials Jan. 1 - Dec. 31, 1987



Sales Breakdown of Individual Products

1. Metis Development and the Cdn. West	27.5%
2. Metis Wedding	1.5%
3. Metis History Booklets	15.7%
4. 1885: Metis Rebellion or Gov't Conspiracy?	4.6%
5. Fifty Historical Vignettes	1.5%
6. Home From the Hill	6.5%
7. Flags of the Metis	1.5%
8. Learning to Speak, Read and Write Cree	1.5%
9. The One-and-a-Half Men	1.0%
10. Metis Crafts: Quill and Bead Earrings	3.5%
11. Metis Crafts: Finger Weaving	8.4%
12. Gabriel Dumont: Metis Legend	5.5%
13. Poster: Our Children — Our Future	3.0%
14. Poster: Look and Listen	1.0%
15. The Metis: Two Worlds Meet	16.0%
16. Atlas of Aboriginal Settlement	1.3%



Library

The library provides information services through a network of resource centres to serve students, faculty, and staff. The Gabriel Dumont Institute recognizes library services as a vital and key component of all educational endeavours.

New libraries were located in Ile-a-la-Crosse, Yorkton, and Prince Albert with additional collections relocated to Cumberland House and Meadow Lake in support of longer-term projects in those centres.

Automation of the Library is our priority. We have implemented Phase I of an automation training plan developed by the Industrial Adjustment Committee which was funded by Employment and Immigration Canada.

Services and policy procedures throughout the network are decentralized to technical and university programs. This approach was necessary because of staff reductions at the main library.

The library usage has increased dramatically as the numbers of courses and students requiring services increased. High level of activity is maintained because of the dedicated efforts of the small but hard-working staff.

STATISTICS

1. Processing

Items ordered, processed, catalogued.

1. University programs	939	(11% increase)
2. SUNTEP	3,676	(44% increase)
3. Technical Training	578	(7% increase)
4. Main Library (includes SUNTEP Regina)	3,230	(38% increase)

TOTAL 8,423 (21% increase)

2. Circulation

(main library only) 10,106 (21% increase)

3. Reference

(main library only)

1. Inquiries	1,364	(21% increase)
2. Inter-library Loans	602	(200% increase)
3. Audio-Visual requests —	385	(31% increase)

PLANS FOR 1988

- Automation Training for staff at the main library and at community centres will be delivered.
- Library routines will be further decentralized to educational centres, coordinated by the main library.



Native Human Justice Services

Native Liaison and Elder Services at the Saskatchewan Penitentiary were enhanced when the Elder, Dennis Thorne, was able to devote his full time to the needs of inmates in the Saskatchewan Penitentiary, Special Handling Unit, and Saskatchewan Farm Institute.

Both the Liaison and Elder programs have filled deep-seated needs within the Aboriginal population. Elder services also continued at the Regional Psychiatric Centre and were expanded to the Saskatoon Correctional Centre.

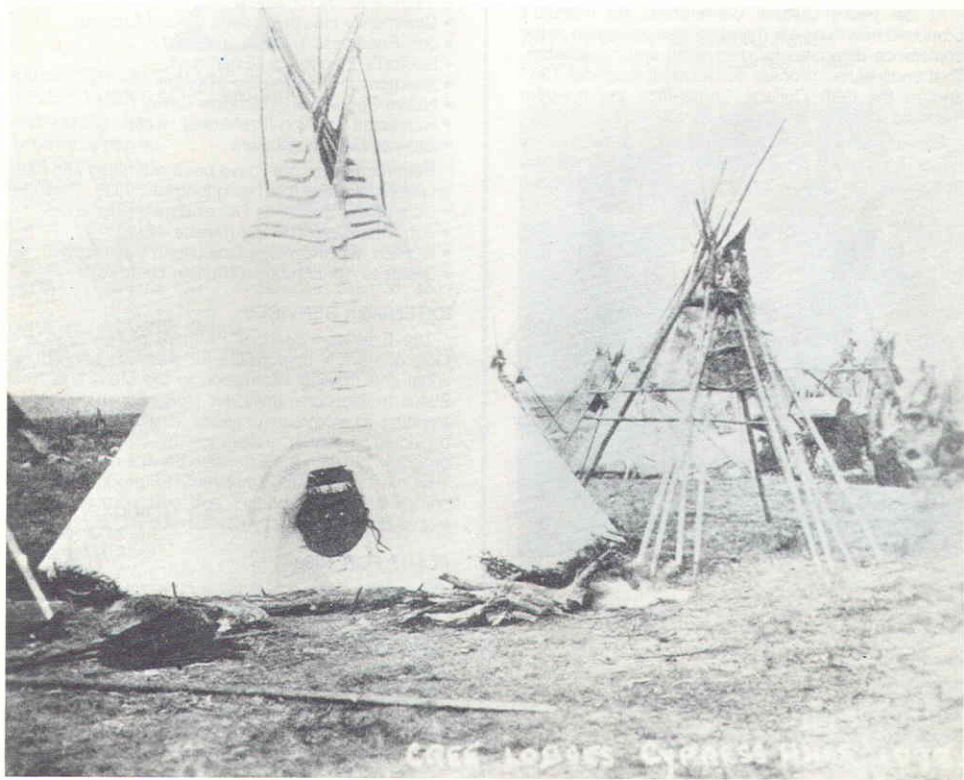
In 1987, the Warden of the Saskatchewan Penitentiary formed a committee to recommend policy development for Native inmates. The work of the committee, which included the Native Liaison Officer, Tony Desjarlais, has now been accepted by the penitentiary as policy. Recommendations include recognition of the Elder as a Chaplain and parity between Native programs and "mainstream" programs.

PLANS FOR 1988

- Expansion of services to include additional educational opportunities for inmates and staff.
- Negotiations of a comprehensive agreement between Corrections Canada and the Gabriel Dumont Institute.
- Hosting of the National Native Liaison Conference, May, 1988.

Photo Below: Cree Lodge, Cypress Hills 1878.

Photo credit R.C.M.P. Museum — Regina, Saskatchewan



Research and Development

The purpose of Research and Development is to provide policy development, planning, and research services to the Institute. Integral to these functions are program development, program evaluation, and short- and long-term planning to ensure the success of new initiatives with government and educational institutes.

A major development for the Institute in 1987 was the signing of a three-year agreement with the Department of Education to establish and manage a Native Services Division within the newly-created Saskatchewan Institute of Applied Science and Technology. This agreement will represent several hundred new technical and vocational training opportunities for Saskatchewan Native people.

A priority for the Institute in 1987, one that will continue into 1988, was the development of a Native Federated College at the University of Saskatchewan or University of Regina. Technical work groups have now been established with each of the universities to seriously investigate the possibility of such a federated college.

At last year's Cultural Conference, the Institute's proposed new five-year mandate was presented to the conference delegates for discussion and consultation. That consultation process continued throughout 1987 and at the 1988 Cultural Conference the five-year mandate will be presented for adoption.

Research and Development, in 1987, initiated a policy paper on the K-12 system and was responsible for developing the Institute's new three-year strategic plan.



PROGRAM DEVELOPMENT

The following programs have been, or are awaiting, approval for 1988:

- Native Human Justice (with assistance from the Donner Canadian Foundation).
- Native Management Studies (with assistance from the Native Economic Development Program).
- Native Alcohol and Drug Abuse — development of a comprehensive program in conjunction with the Saskatchewan Native Addictions Council Corporation (Health and Welfare Canada).
- Economic Development Literacy — development of curriculum and program content (with assistance from the Metis Economic Development Foundation).

THE CANADIAN JOBS STRATEGY ACCESS PROGRAM

During 1987 the Canadian Jobs Strategy Access Program was successful in assisting local communities to receive funds for seven programs:

- Community Health Workers (Ile-a-la-Croise).
- Job Readiness Training (Yorkton).
- Radio/TV Electronics (Esterhazy).
- Academic 12 Upgrading (Regina).
- Native Social Work (Meadow Lake).
- Handicraft Training (Archerwill).
- Cabinet Making (Chelan)

Four more proposals have been submitted and have an excellent chance of being funded in 1988. They are:

- Community Economic Development (Archerwill).
- Job Readiness Training (Moose Jaw).
- Women and the Workplace (North Battleford).
- Business Administration (Buffalo Narrows).

EXTENSION SERVICES

The Extension Services 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 1987, the Extension Services Program was instrumental in ensuring that the STEP programs had full complements of students and that community and employers were properly represented in CJS proposals.

PLANS FOR 1988

- Program planning and development in Native Human Justice/Corrections, Native Management Studies, Economic Development Literacy, Native Health Care and Native Alcohol and Drug Abuse.
- Enhancement of community-based programs (CJS).
- Program expansion within the Saskatchewan Institute of Applied Science and Technology.
- Evaluations of existing programs.
- Provision of research and resource services to the community.

The Gabriel Dumont Scholarship Foundation



TRUSTEES

Hammersmith, Bernice, Chairperson
 LaFontaine, Christopher, Secretary
 Hatfield, Grace
 Connellan, Terrence
 LaFontaine, Napoleon
 Dombowsky, David



NAPOLEON LAFONTAINE ECONOMIC DEVELOPMENT SCHOLARSHIPS

ENTRANCE: (May)

Amyotte, Cheryle	Business Administration
Durcharme, John	Business Administration
LaPlante, Brenda J.	Business Administration
LaPlante, Deborah A.	Business Administration
Morris, Valerie D.	Business Administration
Robison, G. Blair	Business Administration
Vernoy, Rose M.	Business Administration
Yellowfly, Donalda	Business Administration

UNDERGRADUATE: (May) —

Andrews, Shelley D.	Administrative Management
Robison, Brent J.	Business Administration

ENTRANCE: (October) —

Daigneault, Paul D.	Indian Management and Administration
Roy, Alma M.	Business Administration

UNDERGRADUATE: (October) —

Amyotte, Cheryl	Business Administration
Brabant, W. Allan	Law
Durcharme, John	Business Administration
Robison, G. Blair	Business Administration
Robison, Brent J.	Business Administration
Yellowfly, Donalda	Business Administration

LOAN REMISSION: (October) —

Morin, Gerald M.	Law
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SCHOOL OF THE ARTS SCHOLARSHIPS

Annharte Baker, Marie	Poetry
Apps, Willaim	Indian Art
Bellegarde, Greg	Indian Art
Cameron, Sandy	Guitar
Dornstaeder, Gilbert	Indian Art
Fraser, Irene	Indian Art
Funmaker, Forrest	Creative Writing II
Kahnpace, Dawn	Indian Art
Lavalley, Ernest	Indian Art
McKay, Lorelei	Indian Art
McKay, Patricia	Indian Art
Morin, Max	Indian Art

These scholarships are made possible through a grant from Sask Trust.

LES FIDDLER MEMORIAL FUND

Scholarships were not dispersed in 1987.

ART CARRIERE MEMORIAL FUND

Scholarships were not dispersed in 1987.



Graduates 1987

SUNTEP REGINA

Dagdick, Joan
Katz, Evelyn
Tuharsky, Juanita

SUNTEP PRINCE ALBERT

Bell, Ron
Bishop, Peter
Brown, May
Impey, Louise
Lane, Edna
Regnier, Connie
Regnier, Terri-Lynn
Rowe, Kimberley

SUNTEP SASKATOON

Budd, Joyce
Fraser, Lynn
Goertzen, Susan
Janvier, Alphonse
Laliberte, Susan
Morin, Marie
Ray, Virginia
Rejc, Margaret
Rivard, Joe
Taubhorn, Joanne
Thomas, Debra
Walter, John
Yeo, Deborah



EARLY CHILDHOOD DEVELOPMENT PROGRAM

— SASKATOON

Ahenakew, Myrna
Baker, Bonnie
Bear, Patricia
Charette, Karen
Cook, Leona
Jimmy, Leona
Laliberte, Jason
Laliberte, Leda
Loutitt, Ellen
Lychak, Brenda
Melnyk, Catherine
Morin, Linda
Norris, Faye
Ratt, Rebecca
Soonias, Merle
Vandale, Sandy
Yahyahkeekoot, Dianne

NATIVE SOCIAL WORK PROGRAM

— ILE-A-LA-CROSSE

Aubichon, Ruth
Caisse, Catherine
Caisse, Dorothy
Caisse, Janet
Chartier, Peggy
Corrigal, Bernice
Daigneault, Glen
Daigneault, Robert
Daigneault, Yvonne
Durocher, Barbara
Durocher, Elizabeth
Favel, Brian
Favel, Jenny
Gardiner, Raymond
Kenny, Gladys
Kylain, Maureen
Morin, Don
Morin, Ruby
Pederson, Florence
Roy, Sonia
Shatilla, Dennis

RADIO/TV ELECTRONICS PROGRAM

— ESTERHAZY

Bouvier, Mike
DeLong, John
Fiske, Darrin
Harnett, Brad
Junek, Chuck
Kotowich, Michael
Kupferschmidt, Steve
LaFontaine, Robin
Mijikelana, Mfundo
Miller, Keith
Olson, Keven
Thieven, Marcel

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.
- Standardize 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 programs.
- Plan, coordinate, supervise, and support all major meetings and promotional activities, including the Annual Cultural/Education Conference and Back to Batoche activities.
- Revise Administration/Personnel Manuals and inform all staff of changes in policy and/or procedures.
- Provide support systems to all staff by providing information and assistance on request.
- Maintenance of a streamlined telephone communication system to lower costs and improve services.
- Maintenance of security system within the Institute.
- Order supplies, materials, and equipment and ensure delivery of necessary items to programs.
- Maintain an inventory of distributed office supplies and equipment.
- Plan and prepare annual budgets of all programs of the Institute.

- Assist in budget proposals for new programs.
- 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.
- Monitor program performances against budgets and recommend action.
- Maintain all leases, insurance, benefits, equipment, and related contracts.
- Plan future space requirements and use of existing space.
- 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 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 1988-89

The Administration and Finance Unit will review all of its systems and procedures to accommodate 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.



Staff of the Gabriel Dumont Institute

(January, 1988)

LaFontaine, Christopher, Executive Director and SIAST
Vice-President of Native Services Division (Regina)

FINANCE AND ADMINISTRATION (REGINA)

Martyniuk, Myrna, Director of Finance and
Administration

Taylor, Erma, Administrative Coordinator

Racette, Gale, Clerk Steno III

Kozack, Barbara, Clerk Steno II

Eyre, Maureen, Receptionist

McGugan, Trevor, File System Analyst

Bandas, Maureen, Accounting Clerk

LaPlante, Ethelene, Accounting Clerk (education
leave)

Pritchard, Rita, Accounting Clerk

Racette, Rebecca, Accounting Clerk

LaFontaine, Raymond, Custodian

RESEARCH AND DEVELOPMENT

Young, Donavon, Director of Research and
Development (Regina)

Skage, Ron, Researcher (Regina)

Campeau, Clarence, Extension Worker (Archerwill)

Raymond, George, Extension Worker (Ile-a-la-Crosse)

Desjarlais, Albert, Researcher Trainee (Regina)

PROGRAMS AND SERVICES (REGINA)

LIBRARY SERVICES

Murray, John, Library Coordinator

Hanson, Dorothy, Acting Librarian

Belhumeur, Marilyn, Library Technician

Kelly, Pat, Library Technician

Schepers, Barbara, Library Cataloguer

NATIVE STUDIES

McLean, Don, Researcher

Morin, Dennis, Researcher

Dagdick, Joan, Curriculum Developer

Racette, Calvin, Curriculum Developer

Sebelius, Win, Curriculum Developer

SASKATCHEWAN PENITENTIARY

Desjarlais, Tony, Native Program Coordinator
(Prince Albert)

Thorne, Dennis, Native Elder (Prince Albert)

Bear, Eli, Native Elder (Saskatoon)

SUNTEP

McNinch, James, Director of SUNTEP (Saskatoon)
Amiotte, Lorraine, SUNTEP Clerk Steno III (Saskatoon)

SUNTEP — Regina

Lawrence, Dana, Coordinator

Arsenyuch, Pat, Faculty

Daniels, Lynne, Faculty

Farrell-Racette, Sherry, Faculty

Scarf, Donna, Faculty

Belanger, Norma, Clerk Steno II

SUNTEP — Saskatoon

Aubichon, Brian, Coordinator (education leave)

Blair, Heather, Acting Coordinator

Boulton, Anne, Faculty

Carriere, Ken, Faculty

Kutz, Ken, Faculty

Dufour, Michele, Clerk Steno II

SUNTEP — Prince Albert

Adams, Dave, Coordinator

Closs, Rick, Faculty

Lysyk, Linda, Faculty

McCreath, Murdine, Faculty

Rowe, Kimberly, Faculty

Sherwin-Shields, Sandy, Faculty

Warren, Shirley, Clerk Steno II



STEP

MacPhail, Terri, Director of STEP (Regina)

EARLY CHILDHOOD DEVELOPMENT PROGRAM (Saskatoon)

Fuentealba, Irma, Coordinator
Thornton, John, Counsellor
Mark Teo, Miew Leng, Faculty
Robertson, Lynne, Faculty
Aubichon, Valerie, Clerk Steno II

BUSINESS ADMINISTRATION PROGRAM (Fort Qu'Appelle)

Palmer, Melona, Coordinator
Tourand, Paul, Counsellor
Deschambault, Joan, Clerk Steno II

JOB READINESS TRAINING PROGRAM (Yorkton)

Rejc, Lee, Coordinator/Teacher
Perepeluk, Gladys, Program Counsellor
Desjarlais, Karen, Clerk Steno II

RADIO/T.V. ELECTRONICS (Esterhazy)

Thieven, Marcel, Coordinator

WORK EXPERIENCE PROGRAM (Upgrader) (Regina)

Adams, Jacquie, Coordinator/Teacher
Marcotte, Giselle, Counsellor/Instructor
Pohl, Margaret, Faculty
Williams, Bruce, Faculty

PRE-NURSING PROGRAM (Ile-a-la-Crosse)

Werle, Hazel, Coordinator
Daigneault, Yvonne, Counsellor
Gardiner, Joyce, Clerk Steno II

PRE-FOREST PRODUCTS TECHNOLOGY (LaRonge)

Ross, Allan, Coordinator
Smith, Irene, Counsellor
Hunt, Priscilla, Clerk Steno II

NATIVE PRE-MANAGEMENT (LaLoche)

Start, Arden, Coordinator
Park, Walter, Counsellor

UNIVERSITY PROGRAMS

Robillard, Albert, Acting Director of University Programs
(Regina)
Hirshman, Lynn, Faculty (Regina)

NATIVE SOCIAL WORK PROGRAM (Meadow Lake)

Poudrier, Dennis, Coordinator
Hounsell, Janice, Clerk Steno II

NATIVE SOCIAL WORK PROGRAM (Cumberland House)

Carriere, Harold, Coordinator
Chaboyer, Wanda, Clerk Steno III/Counsellor
McKee, Bruce, Faculty

HUMAN JUSTICE PROGRAM (Prince Albert)

Jeffery, Bonnie, Coordinator
Burnouf, Lawrence, Counsellor
Brown, Debbie, Clerk Steno II

NATIVE MANAGEMENT TRAINING PROGRAM (Regina)

Ludwig, Jim, Coordinator
Mann, June, Counsellor

NATIVE MANAGEMENT TRAINING PROGRAM (Prince Albert)

Dorion, John, Coordinator
Lafond, Arlene, Counsellor

CAMPUS TECHNICAL PROGRAMS

Cardinal, Beverly, Director of Campus Technical
Programs SIAST (Regina)
Dubois, Maggie, Clerk Steno III SIAST (Regina)
Boucher, Shirley, Counsellor Palliser Campus
(Moose Jaw)
McCaffrey, Vickie, Counsellor Kelsey Campus
(Saskatoon)
Finlayson, Linda, Counsellor Woodland Campus
(Prince Albert)



Treasurer's Report

On behalf of the Gabriel Dumont Institute Board of Governors, it is my pleasure to submit the following audited financial statements for the fiscal year ended March 31, 1987.

The current fiscal year has been one of excitement, overcoming many challenges due to an ever-changing external financial environment. We have seen on one hand, cutbacks in Core funding of the Institute and on the other, expansion in terms of our specific projects and delivery capacity. The future of the Institute looks promising as we are presently negotiating multi-year contracts with most of our funding agencies.

The Board of Governors has implemented a tight fiscal policy for a balanced budget which the Board and staff consistently attempt to achieve.

I would like to take this opportunity to thank, and also to congratulate the Board, staff and students for their contributions in making 1987 a very successful year.

Thank you.
Grace Hatfield

Auditors' Report

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

We have examined the balance sheet of Gabriel Dumont Institute of Native Studies and Applied Research as at March 31, 1987 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, 1987 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,
May 15, 1987.

Clarkson Gordon
Chartered Accountants



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

BALANCE SHEET

MARCH 31, 1987

1987

	CORE SERVICE	S.U.N. T.E.P.	S.T.E.P. I	CANADIAN JOB STRATEGY FUND	ADMINI-STRATION	SKILLS GROWTH FUND II	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	LES FIDDLER MEMORIAL FUND	NAPOLEON LAFONTAINE SCHOLARSHIP FUND	1987 TOTAL	1986 TOTAL
Assets												
Current:												
Cash	\$298,377	\$ 34,424		\$420,658	\$23,309	\$ 42,876	\$ 1,419	\$1,823	\$12,772	\$880	\$ 348,279	\$ 695,154
Accounts receivable (note 2)	19,364	253,830				248,512					761,462	292,589
Interfund accounts receivable		31,862									280,374	869,418
Accrued interest receivable								38	262	18	318	461
Prepaid expenses		3,037	91,600			10,722					105,449	8,677
Term deposit							1,419					628,775
Total current assets	317,741	323,159	\$12,348	23,309	302,110	63,040	366,448	1,861	13,034	898	1,495,879	2,460,094
Fixed (note 3)	95,704	58,822									584,014	676,730
	\$413,445	\$381,981	\$512,348	\$23,309	\$365,150	\$367,867	\$1,861	\$13,034	\$898	Nil	\$2,079,893	\$3,145,824
Liabilities:												
Bank overdraft				\$250,280	\$10,988	\$195,030					\$ 456,298	\$ 531,104
Accounts payable	\$ 28,264	\$258,402		121,894	5,674	49,317					473,551	337,107
Interfund accounts payable	238,250	14,058		6,647			\$ 1,419				280,374	869,418
Deferred revenue	32,758	57,436		126,116		13,045					229,355	
Total liabilities	319,222	329,836		\$12,348	23,309	257,392	1,419				1,438,558	1,737,629
Surplus:												
Unappropriated	94,223	56,143			107,758	366,448					624,572	792,638
Appropriated							\$1,861	\$13,034	\$898		15,793	615,557
Total surplus	94,223	56,143			107,758	366,448	1,861	13,034	898		640,365	1,408,195
	\$413,445	\$381,981	\$512,348	\$23,309	\$365,150	\$367,867	\$1,861	\$13,134	\$898	Nil	\$2,079,893	\$3,145,824

On behalf of the Institute:

_____ Director

_____ Director

(See accompanying notes)

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.

STATEMENT OF SURPLUS

YEAR ENDED MARCH 31, 1987

1987

	CORE SERVICE	S.U.N. T.E.P.	S.T.E.P. I	CANADIAN JOB STRATEGY FUND	ADMINI-STRATION	SKILLS GROWTH FUND II	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	LES FIDDLER MEMORIAL FUND	NAPOLEON LAFONTAINE SCHOLARSHIP FUND	1987 TOTAL	1986 TOTAL
Unappropriated:												
Balance, beginning of year	\$105,141	\$ 81,964			\$ 99,708	\$477,572				\$28,255	\$792,638	\$951,896
Excess (deficiency) of revenues over expenses	(10,918)	(25,821)			8,052	(111,124)	\$ 87	\$ 607	\$ 42	26,473	(112,602)	442,163
Appropriated during year	94,223	56,143			107,758	366,448	87	607	42	54,728	680,036	1,384,059
Balance, end of year	\$ 94,223	\$ 56,143	Nil	Nil	\$107,758	\$366,448	Nil	Nil	Nil	Nil	\$624,572	\$792,638
Appropriated:												
Balance, beginning of year									\$856	\$800,500	\$615,557	\$ 14,138
Appropriated during year							87	607	42	54,728	55,464	601,421
							1,861	13,034	898	655,228	671,021	
Transferred to trust during year (note 4)										655,228	655,228	
Balance, end of year							\$1,861	\$13,034	\$898	Nil	\$15,793	\$615,557

(See accompanying notes)

Notes to the Financial Statements

MARCH 31, 1987

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 on a straight line basis 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:

	1987	1986
Employee travel advances	\$ 22,673	\$ 11,779
Board travel advances	4,993	3,832
Other accounts receivable	733,796	\$276,978
	<u>\$761,462</u>	<u>\$292,589</u>

3. FIXED ASSETS

Fixed assets consist of:

	1987		1986	
	Cost	Accumulated Depreciation & Amortization	Net Book Value	Net Book Value
Core Services				
Equipment	\$ 127,449	\$ 63,129	\$ 64,320	\$ 45,249
Leasehold improvements	134,061	102,677	31,384	44,831
	<u>261,510</u>	<u>165,806</u>	<u>95,704</u>	<u>90,080</u>
S.U.N.T.E.P.				
Equipment	79,300	33,245	46,055	31,210
Leasehold improvements	62,067	49,300	12,767	21,609
	<u>141,367</u>	<u>82,545</u>	<u>58,822</u>	<u>52,819</u>
Skills Growth Fund S.T.E.P. II				
Equipment	570,814	253,545	317,269	396,586
Leasehold improvements	142,080	92,901	49,179	73,768
	<u>712,894</u>	<u>346,446</u>	<u>366,448</u>	<u>470,354</u>
Administration				
Equipment	68,551	25,818	42,733	38,966
Leasehold improvements	98,542	78,235	20,307	24,511
	<u>167,093</u>	<u>104,053</u>	<u>63,040</u>	<u>63,477</u>
	<u>\$1,282,854</u>	<u>\$698,850</u>	<u>\$584,014</u>	<u>\$676,730</u>

4. NAPOLEON LAFONTAINE SCHOLARSHIP FUND

On October 31, 1986, the Napoleon LaFontaine Scholarship Fund was transferred to a separate trust in the name of The Gabriel Dumont Scholarship Foundation.

5. COMMITMENTS

The Institute was committed under term leases as follows:

Regina:	to August, 1989 at a monthly rental of \$5,252.
	to March, 1991, at a monthly rental of \$1,735.
Prince Albert:	to March, 1988 at a monthly rental of \$1,517.
	to March, 1988 at a monthly rental of \$3,562.
	to October, 1989 at a monthly rental of \$406.
Saskatoon:	to September, 1989 at a monthly rental of \$865.
	to October, 1988 at a monthly rental of \$2,546.
	to October, 1988 at a monthly rental of \$926.
Fort Qu'Appelle:	to October, 1988 at a monthly rental of \$2,120.

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

6. APPROPRIATIONS OF EQUITY

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

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.

SCHEDULE OF REVENUE
YEAR ENDED MARCH 31, 1987

Revenue:	1987									1987 TOTAL	1986 TOTAL
	CORE SERVICE	S.U.N. T.E.P.	S.T.E.P. I	CANADIAN JOB STRATEGY FUND	ADMINI- STRATION	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	LES FIDLER MEMORIAL FUND	NAPOLEAN LAFONTAINE SCHOLARSHIP FUND		
Government of Saskatchewan - Department of Advanced Education and Manpower	\$ 943,830		\$1,424,722							\$2,368,552	\$2,452,923
Department of Education	2,000	\$ 879,290								881,290	884,290
Miscellaneous grants											20,431
Government of Canada - Native economic development program				\$123,700						130,268	\$815,000
Employment and Immigration	3,724	2,844			\$ 62,649					62,649	51,967
Solicitor General						5,000				5,000	10,000
Secretary of State	10,000					21,629				21,629	23,000
Scholarship											11,830
Sales and royalties											10,000
Consulting											18,588
Donations	166,993				593,842					70	10,000
Fees for services										70	10,000
Gain on disposal of equipment											840,268
Interest											4,944
Teaching income		55,396					\$87	\$607	\$42	\$26,533	27,269
Tuition income		481,824									55,396
F.A. District Chiefs		96,129									481,824
A.M.N.S.I.S.	15,000				14,145						96,129
Other income	982		604								15,000
Total revenue	\$1,142,299	\$1,516,087	\$ 1,424,722	\$123,700	\$697,335		\$87	\$607	\$42	\$4,931,412	\$5,424,266

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.

SCHEDULE OF OPERATING COSTS
YEAR ENDED MARCH 31, 1987

	1987						1987 TOTAL	1986 TOTAL
	CORE SERVICE	S.U.N. T.E.P.	S.T.E.P. I	CANADIAN JOB STRATEGY FUND	ADMINISTRATION			
Administrative services	\$128,043	\$131,742		\$144,529	\$14,957	\$ 21,232	\$ 419,271	\$ 485,961
Building maintenance				22,376			43,608	52,081
Building rent	72,514	108,943		71,933	6,538	92,770	352,698	345,342
Core services	12,023	7,258		152,057	575	3,970	186,894	172,310
Duplicating				7,160			30,886	23,175
Equipment maintenance	987	3,084		3,750		11,438	19,229	13,532
Equipment rent	2,006	6,597		5,369		23,178	39,750	32,387
Janitorial	18,387	16,427		17,038		18,128	35,186	21,170
Office supplies	8,030	16,492		23,783	958	29,785	89,340	47,774
Telephone				26,826	887	46,610	98,845	92,982
	\$242,590	\$292,523	\$474,821	\$38,852		\$247,111	\$1,295,897	\$1,306,419