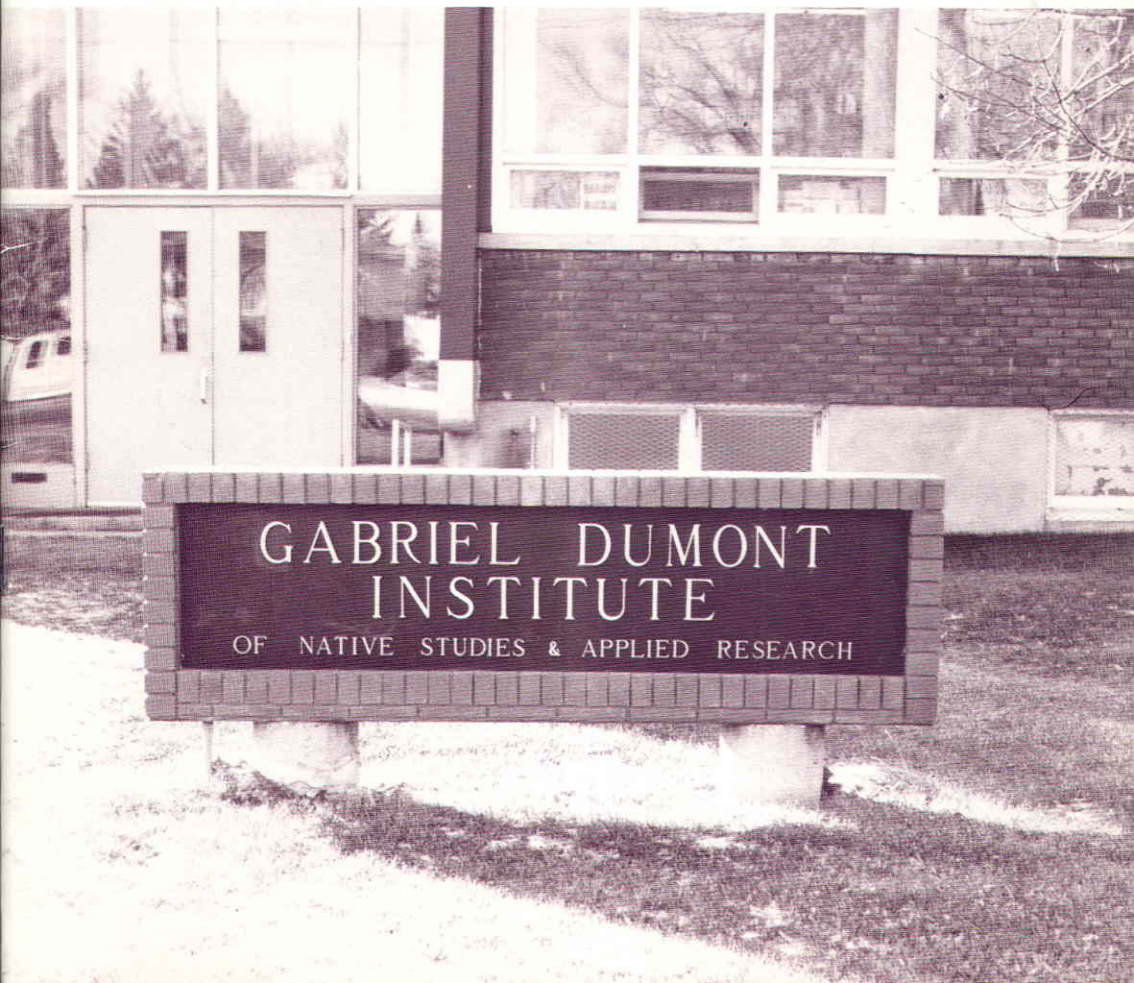


T.P.

Gabriel Dumont Institute of Native Studies and Applied Research Inc.

# ANNUAL REPORT

# 1988



GABRIEL DUMONT  
INSTITUTE

OF NATIVE STUDIES & APPLIED RESEARCH

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

1988 ANNUAL REPORT

# Introduction

The Gabriel Dumont Institute, a wholly Native run education institution, is unique in Canada. The Institute was designed to serve the education needs of the Saskatchewan Metis and Non-Status Indian community and continues to do so after almost a decade of its founding.

Through its network of learning centres in many communities, the Institute is able to maintain a close contact with the people it serves.

During 1988, the Research and Development department of the Institute conducted a community needs assessment and used the information gathered to make programming decisions for the year. More than twenty education programs, based upon the needs assessment, were offered during 1988. The graduates from these programs are trained in the skills required to advance the cause of Aboriginal self-government. The Institute is thereby able to play a role in Saskatchewan Native self-determination.

As has been the case since its beginning, all Gabriel Dumont Institute programs are based upon three principles:

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

The Saskatchewan Institute of Applied Science and Technology (SIAST) through the Native Services Division accredits the Institute's technical programs; the University of Regina or the University of Saskatchewan accredits the Institute's university programs, and Saskatchewan Education or SIAST accredits the Institute's preparatory programs. Quality control of education programs, library, curriculum development, Native Studies, accounting, administration, research and Institute decision making are measured by appropriate research into all aspects of Institute management.

The Institute is incorporated according to the articles of the Non-Profit Corporations Act of Saskatchewan and is governed by a Board of twenty-three Directors. Through this Board the Institute is responsible to the Aboriginal people it serves.





## Chairperson's Report



The year 1988 was one of growth for the Gabriel Dumont Institute. Program offerings and student numbers were the highest in the Institute's history. This, I believe, is an indication of things to come for Native people.

As we know, education is the key to a better future for us and our children and for generations yet unborn. Therefore, the recent growth of the Institute and its increased capacity to deliver Native specific education enhances our futures. This growth must continue and if it is to do so, all Native people must work together.

Success, therefore, will be based on teamwork: a team composed of committed students, dedicated communities, hard working representatives and elected officials and a well-managed Institute Board and Staff.

We can expect that, given the co-operation and support of our people, 1989 will be another year of growth and professional development for the Gabriel Dumont Institute.

Thank you.  
Phillip Chartier

## Exec. Director's Report



I am pleased to present the 1988 Annual Report to the Board of Governors of the Gabriel Dumont Institute.

The programs and activities of the Institute during 1988, as in the past, have been determined by the identified needs of our people and implemented according to the decisions of the Board. These decisions are made in light of the New Mandate, as presented and discussed and approved at the 1988 Cultural Conference. Input from the community level is the basis of professional services designed and delivered by the Institute.

1988 was another year of opportunity seized and growth realized. New university programs were introduced to add to our previous offerings. At the technical institute level, the Native Services Division became a meaningful reality and was able to expand on previous offerings and to provide Native specific counselling services on all four campuses of the Saskatchewan Institute of Applied Science and Technology. In addition, the Gabriel Dumont Institute was able to secure funding for preparatory programs designed to provide academic upgrading for individuals who required it as a precondition for post-secondary education or employment. Overall, the Institute had 492 students during 1988. Based on present projections, it is expected that this number will increase in 1989.

During the year, the Institute had twenty-two programs in communities across the province. La Loche, La Ronge, Cumberland House, Ile-a-la-Crosse, Meadow Lake, Buffalo Narrows, Prince Albert, Saskatoon, Archerwill, Esterhazy, Yorkton, Regina and Moose Jaw had or have programs. The Institute continues to strive to establish permanent education centres whenever possible.

The Institute is proud of its graduates. Graduates who enter into professional careers become our public relations people. They serve as visible examples of our success and will, in time, change the prevailing attitudes toward Native people.

As a result of a community needs survey conducted by our Research and Development department and

based upon individual community level contacts, the Institute entered into the field of economic development education during 1988. Programs such as teacher education, social work and human justice will continue and be complemented by economic development related education. Another initiative, undertaken late in 1988, was our entry into the kindergarten to grade twelve (K-12) area. Through our efforts, we hope to reduce school dropout rates and thereby enhance the post-secondary education opportunities for our people. Essential changes must be made in the mainstream K-12 system to accommodate the unique culture and interests of Native youth.

Scholarships were offered to sixteen students during 1988.

In spite of a zero percent funding increase for the core operation of the Institute in 1988, there were no cutbacks in our services, programs or staff. We were forced to increase our efficiency and our delivery actually expanded in terms of student enrolment as the graph at the end

of this report shows.

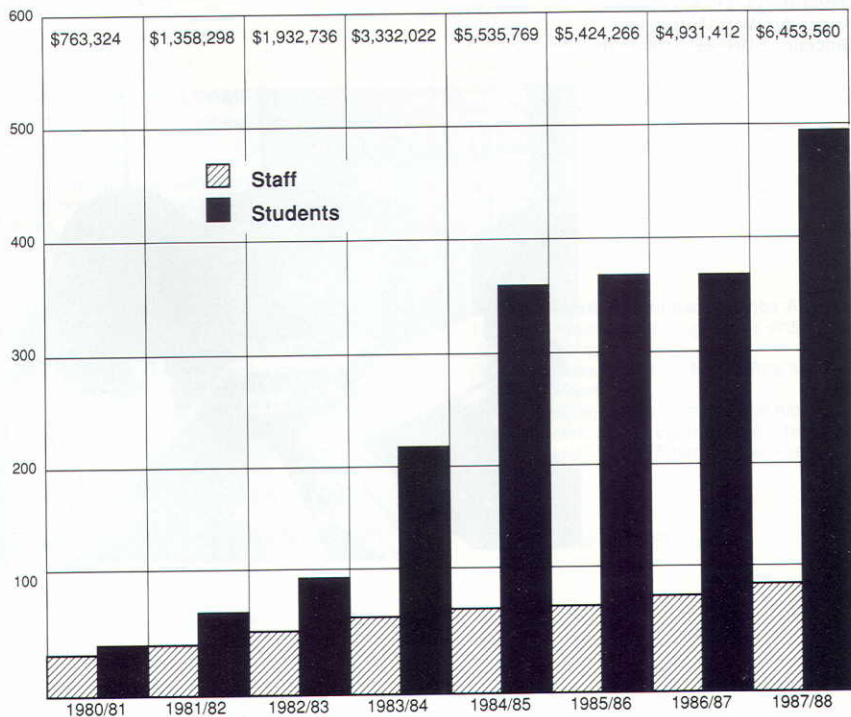
Students, too, felt the pinch of budgetary restraint. They met the challenge and continued to develop as a dedicated group, upon whom the future of the Native community rests. I would like to congratulate and thank the students for their commitment and dedication in the face of adversity.

Although 1988 was a year of fundamental change for the Institute, its Management Board continued to provide effective and wise decision making. For their efforts, I extend my appreciation and thanks.

The original goal of the Institute, that is, to assist communities toward self-determination, strength and independence, came a step nearer in 1988. 1989 will see new challenges and new directions. With the continued support of the entire Native community whom we serve, we will continue to move forward.

Thank you.  
 Christopher LaFontaine  
 Executive Director

**Comparison of Staff Size, Student Enrollment, and Revenue per Year**



# Institute Management

## BOARD OF GOVERNORS

(at November, 1988)

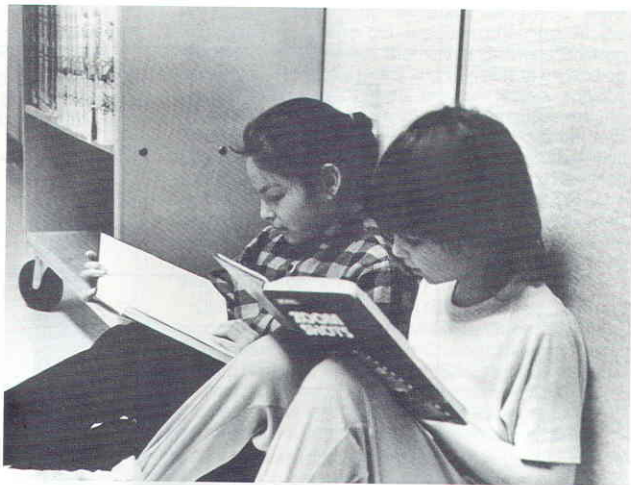
**Philip Chartier**, Chairperson E.R.II Area Rep.  
**Max Morin**, Vice-Chairperson N.R. III Area Rep.  
**Morley Norton**, Secretary MSS Rep.  
**Grace Hatfield**, Treasurer W.R. II Area Rep.  
**Murray Hamilton** MSS Rep  
**Euclid Boyer** W.R.I Area Rep.  
**Jim Carefoote** University of Regina Rep.  
**Janet Holmgren** N.R.I Area Rep.  
**Bev Shauf** E.R. IIA Area Rep  
**Norman Hanson** MSS Rep.  
**Napoleon Lafontaine** S.E. Region Area Rep.  
**Daniel Levesque** E.R.II Area Rep.  
**Harold Lajimodiere** MSS Rep.  
**Art Knight** University of Saskatchewan Rep.  
**Andre Nogue** Federal Government Rep.  
**Lorne Sparling** Department of Education Rep.  
**Lillian Sanderson** Aboriginal Women's Council of Saskatchewan Rep.  
**Steve Melenchuk** GDSA Student Rep.  
**Lennard Morin** E.R.I Area Rep.  
**Elsie Lampard** W.R.III Area Rep.  
**Ralph Kennedy** W.R.IA Area Rep.  
**Bruce Sinclair** SUNTEP Student Rep.

## PROGRAM ADMINISTRATION

**Christopher LaFontaine**, Executive Director and SIAST  
Vice-President of Native Services Division  
**Beverly Cardinal**, Director of On-Campus Technical  
Programs, Native Services Division, SIAST  
**Myrna Martyniuk-Thatcher**, Director of Finance and  
Administration  
**Donavon Young**, Director, Research and Development  
**Albert Robillard**, Director of University Programs  
**James McNinch**, Director of SUNTEP

## SUNTEP REVIEW COMMITTEE

**Grace Hatfield**, Chairperson SRC and Gabriel Dumont  
Institute Board Member  
**David Friesen**, University of Regina  
**Harold Schultz**, Saskatchewan Teachers Federation  
**Philip Chartier**, Chairperson, Gabriel Dumont Institute  
Board  
**Ralph Kennedy**, Area Representative  
**Christopher LaFontaine**, Gabriel Dumont Institute  
**Jerry McLeod**, Prince Albert District Chiefs





# Staff of the Gabriel Dumont Institute

The following staff list is of those employed at the Institute at 1988 year end. It includes regular staff, part-time and term positions but does not include sessional lecturers. The location of the program or office is given in parentheses; those without the indication are located in Regina.

**Christopher LaFontaine**, Executive Director and SIAST Vice-President of Native Services Division

## FINANCE AND ADMINISTRATION

Myrna Martyniuk-Thatcher, Director of Finance and Administration

Erma Taylor, Administrative Co-ordinator

Norma Belanger, Clerk Steno III

Gale Racette, Clerk Steno III

Barbara Kozack, Clerk Steno II

Maureen Eyre, Receptionist

Trevor McGugan, File System Analyst

Maureen Bandas, Accounting Clerk

Ethelene LaPlante, Accounting Clerk

Rita Pritchard, Accounting Clerk

Rebecca Racette, Accounting Clerk

Raymond LaFontaine, Custodian

## RESEARCH AND DEVELOPMENT

Donavon Young, Director of Research and Development

Ron Skage, Researcher

Elizabeth Troyer, Researcher

Clarence Campeau, Extension Worker (Archerwill)

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

John Dorion, Research Officer (Prince Albert)

Dennis Shatilla, Research Officer (Buffalo Narrows)

## UNIVERSITY PROGRAMS

Albert Robillard, Director of University Programs

*Community Economic Development* (Archerwill)

Neil Byers, Program Co-ordinator

Elaine Campeau, Program Counsellor and Steno

*Business Mangement Training* (Buffalo Narrows)

Fazal Dar, Program Co-ordinator

Gladys Hansen, Program Counsellor and Steno

*Native Business Management Training* (Saskatoon)

Ingrid Gallagher, Program Co-ordinator

Dave Farley, Program Counsellor

*Human Justice Program* (Prince Albert)

Bonnie Jeffrey, Co-ordinator

Ernest Sauve, Counsellor

Debbie Brown, Clerk Steno II

## TECHNICAL PROGRAMS

Bev Cardinal, Director, On-Campus Programs SIAST

Maggie Dubois, Clerk Steno III SIAST (Regina)

Shirley, Boucher, Counsellor Palliser Campus

(Moose Jaw)

Vickie McCaffrey, Counsellor Kelsey Campus

(Saskatoon)

Rena Lambert, Counsellor Woodland Campus

(Prince Albert)

Terri McPhail (on leave)

*Early Childhood Development Program* (Prince Albert)

Carol Hnатов, Program Coordinator

Miew Leng Mark-Teo, Faculty

*Job-Readiness Program* (Moose Jaw)

Lee Rejc, Program Coordinator

Jack Carriere, Program Counsellor

Gabrielle Hill, Clerk-Steno

*Radio-TV Electronics* (Esterhazy)

Marcel Thieven, Program Coordinator

Cindy Szakacs, Clerk-Steno

## PROGRAMS AND SERVICES

Library Services

John Murray, Library Co-ordinator

Dorothy Hanson, A/Librarian

Marilyn Belhumeur, Library Technician

Pat Kelly, Library Technician

## Curriculum

Don McLean, Researcher

Joan Dagdick, Curriculum

Calvin Racette, Curriculum

## Saskatchewan Penitentiary (Prince Albert)

Tony Desjarlais, Native Program Co-ordinator on leave

(Prince Albert)

Richard Ananas, temporary Native Program Co-ordinator

(Prince Albert)

Dennis Thorne, Native Elder (Prince Albert)

Cliff Tawiyaka, Native Elder (Prince Albert)

Bobby Woods, Native Elder (Prince Albert)

## SUNTEP

See page 8 for SUNTEP staff list.

# Education Centres 1988

PROGRAM	LOCATION	DURATION	*NUMBER OF STUDENTS
Early Childhood Development	Saskatoon	84 weeks	10
Native Human Justice (1987-89 class)	Prince Albert	84 weeks	14
Native Human Justice (1988-90 class)	Prince Albert	84 weeks	30
Radio/TV	Esterhazy	66 weeks	20
Native Management	Prince Albert	50 weeks	20
Pre-Management	La Loche	36 weeks	14
Early Childhood	Prince Albert	17 weeks	10
Community Economic Development	Archerwill	42 weeks	10
Job Readiness Training	Moose Jaw	39 weeks	12
Business Administration	Buffalo Narrows	45 weeks	12
Job Readiness Training	Yorkton	39 weeks	15
Job Readiness Training (2nd Intake)	Yorkton	39 weeks	15
Native Management	Saskatoon	45 weeks	20
Native Social Work	Cumberland House	84 weeks	15
Pre-Nursing	Ile-a-la-Crosse	52 weeks	10
Native Social Work	Meadow Lake	84 weeks	20
Pre-Forest Products Technology	La Ronge	26 weeks	20
Academic 12	Regina	36 weeks	15
Pre-Careers	Moose Jaw	12 weeks	12
Native Management	Regina	32 weeks	12

SUNTEP	Year I	Year II	Year III	Year IV	Graduates	
SUNTEP Regina	16	15	12	6	6	55
SUNTEP Saskatoon	20	15	12	5	8	60
SUNTEP Prince Albert	20	14	18	13	6	71

**TOTAL** ..... 492

\*Number of students graduated in 1988 or enrolled at year end.





# 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 seeking program funding and approval, program development, program evaluation and short and long-term planning to ensure the success of initiatives with government and educational institutes.

A major development for the Institute in 1988 was the switch in focus to management and economic development. For example, Archerwill had a Community Economic Development Program, Prince Albert and Regina had Native Management Training Programs and La Loche had a Pre-Business Program.

At the 1988 Cultural Conference, the Institute's new mandate was ratified with amendments. The amended mandate provides the focus for research and development initiatives.

As a part of a major new development, Research and Development, in 1988, presented a policy paper on the K-12 system to the Northern Education Task Force in Cumberland House. One new staff person was hired to provide research and policy documents in the area of K-12 education.

In co-operation with the Northern Economic Development Subsidiary Agreement, the Institute hired a Northern Education Development Officer. This position is designed to promote training and employment opportunities for northerners.

## NATIVE HUMAN JUSTICE SERVICES

The Institute during 1988 continued to push for a more active role in both the provincial and federal corrections systems.

At the Saskatchewan Penitentiary, Tony Desjarlais and Dennis Thorne continued to offer liaison and Elder services to inmates. Services are also offered at the



Saskatchewan Farm Institution and the Special Handling Unit. Clifford Tawiyaka provided Elder services to the Regional Psychiatric Centre and to the Saskatoon Correctional Centre. Negotiations aimed at extending these services are underway with both federal and provincial officials.

Plans for 1989 include the expansion of present services, the delivery of literacy tutoring to the correctional centres in Prince Albert, Saskatoon and Regina and movement toward the development of a global service contract with the headquarters of Corrections Canada, Prairie Region.

## FIELD SERVICES

The Field 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 in securing funding from the Canadian Jobs Strategy and other funding sources. To ensure that the Institute was following its mandate, that is, being responsive to the needs of the Native population, a community needs assessment was conducted in early 1988. It was this research that prompted the new focus toward economic development programs.

## PROGRAM DEVELOPMENT, APPROVAL AND IMPLEMENTATION

During 1988, Research and Development planned and secured funding for several new programs.

La Ronge - Pre-Forestry  
La Loche - Pre-Management  
Moose Jaw - Pre-Careers  
Prince Albert - Native Human Justice  
Regina - Native Management Studies  
Archerwill - Community Economic Development  
Moose Jaw - Job Readiness Training  
Buffalo Narrows - Business Administration  
Yorkton - Job Readiness Training  
Saskatoon - Native Management  
Esterhazy - Radio/T.V. Electronics

## PLANS FOR 1989

- Continued program planning and development
- Program expansion within the Saskatchewan Institute of Applied Science and Technology (SIASST)
- Evaluation of existing and new programs
- Provision of research and resource services to the Native community
- Initiatives in provincial and federal corrections
- Health care research and development of health care related programs
- Economic development will continue to be researched
- The development of a Native K-12 system

## CHAIRPERSON'S REPORT

On behalf of the SUNTEP Review Committee, it is my privilege to submit the 1988 report for the Saskatchewan Urban Native Teacher Education Program (SUNTEP).

SUNTEP continues to be a model of high quality education programming for Saskatchewan Native people. SUNTEP graduates have found work across western Canada, an indicator of success within the Native community. The Gabriel Dumont Institute is proud of the level of professionalism of SUNTEP graduates.

Not only do the graduates find secure employment but, also, they are in a position to demonstrate a positive image of Native people. Through their provision of good role models, both Native youth and the mainstream society have a brighter picture of the Native community.

To the graduates past and to come, the challenge remains to continue to be and to become a part of the overall betterment of conditions for the Native people of Saskatchewan.

Thank you.  
Grace Hatfield

## SUNTEP STAFF

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

### SUNTEP — Regina

Dana Lawrence, Co-ordinator  
Mary Heit, Faculty  
Lynne Daniels, Faculty  
Sherry Farrell Racette, Faculty  
Donna Scarfe, Faculty  
Leanne Bellegarde, Faculty  
Francis Blenkin, Clerk Steno II

### SUNTEP — Saskatoon

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

### SUNTEP — Prince Albert

Dave Adams, Co-ordinator  
Rick Closs, Faculty  
Murdine McCreath, Faculty  
Kimberly Rowe, Faculty  
Ruth Ahenakew, Faculty  
Lon Borgerson, Faculty  
Shirley Warren, Clerk Steno II  
Donna Biggins, Clerk Steno II

## SUNTEP REPORT

The Saskatchewan Urban Native Teacher Education Program (SUNTEP), the longest running program of the Gabriel Dumont Institute, continues to fulfill the mandate defined for it nine years ago.

The twenty SUNTEP students who graduated with Bachelor of Education degrees in 1988 raise the total number of SUNTEP graduates since 1984 to 108. Once again, employment for this year's graduating class is higher than eighty-five percent.

SUNTEP graduates build a vital bridge from the Metis community into the K-12 schools across the province. Many SUNTEP grads are assuming positions of leadership within their profession and their communities.

Recognizing the importance of links with its graduates, SUNTEP has established a graduate registry and will connect with its alumni through the Dumont Newsletter, the Annual Cultural Conference, and the provincial AWASIS network.

In the spring a vigorous recruitment campaign, with new brochures and a colourful poster, encouraged qualified Native people to take up the challenge of entering the teaching profession. More than sixty new students entered SUNTEP in September in Regina, Saskatoon and Prince Albert. Many students in SUNTEP Saskatoon are specializing in secondary education.

At the administrative level, much time and energy in 1988 was spent drafting contracts and completing negotiations for a new five year agreement for SUNTEP with the Saskatchewan government and the province's two universities. Significant progress has been made in having the government and university partners in SUNTEP acknowledge that the Metis people of Saskatchewan have, through the Dumont Institute, the educational will and right to be a self-determining people.

At its annual review of the SUNTEP program in June, the provincial Human Rights Commission acknowledged that SUNTEP is still crucial because the number of Native teachers in Saskatchewan is still disproportionately low.

SUNTEP has embarked on an internal evaluation to ensure the relevancy of each component of the program in meeting the needs of SUNTEP student-teachers, their future employers, and the Metis community.

In 1989, with further financial support, SUNTEP will continue with this review in order to:

- build on Native Studies content to provide more instruction in integrating Native Studies into the school curriculum.
- strengthen the SUNTEP language specialization to place greater emphasis on Indian languages, English as a second language or dialect, and the approach to reading and language instruction that includes dramatic and visual arts.
- move forward on the success of field-based components of the student-teaching programs to define



the parameters of the four month internship in year four and the post-internship experience.

-broaden the focus of the SUNTEP elementary program by developing options for students to pursue in middle years and secondary education.

- expand the SUNTEP mandate to include professional development, workshops, and in-service activities for graduates of Native Teacher Education Programs.

- apply the SUNTEP model of support and identity to other University programs, including arts and science, and graduate studies in education.

- continue to convince universities, school boards and their administrators that, in accommodating the different needs of our students, such differences make a major contribution to the overall vibrancy of public education in this province.

#### *SUNTEP REGINA*

During the past year there were six graduates from SUNTEP Regina; one, with distinction. Five of the 1988 graduates are teaching in Regina; the sixth is in graduate school pursuing a Master's degree in Indian linguistics. There are twenty first year students, sixteen second year students, and a record fourteen students interning.

The SUNTEP Regina faculty continues to teach the bulk of the Year One and Two courses off-campus.

In 1988 supervision of Year One and Year Two students during their school placements was also done by SUNTEP Regina faculty. For the first time SUNTEP faculty members are supervising four Interns in the sixteen week placement. As well, the SUNTEP faculty has taken a leadership role in the week long Internship Seminar and the Off-Campus Education Residential Experience, both at Fort San.

SUNTEP Regina faculty has presented papers and participated at a variety of conferences including WESTCAST, CITEP and the Early Childhood Conference.

The SUNTEP faculty has had more active involvement with the University of Regina over the past year. The University granted SUNTEP representation in five standing committees in the Faculty of Education.

The successful employment of many graduates in the local school systems is a gratifying sign of the success of SUNTEP.

#### *SUNTEP SASKATOON*

SUNTEP Saskatoon welcomed twenty-two new first year students in September, while maintaining a senior student body of thirty-six students. Many students pursue their education degrees in secondary education. Eight students graduated in 1988 and all are currently employed.

The Year One students raised funds for a major educational trip during intersession; this year they visited New Mexico. With the start of the new academic year came changes in student loan regulations caused uncertainty because of a lack of clarity in the application of the new rules. Some Bill C-31 students are also caught in rule changes or are left with no support because of jurisdictional disputes between local Bands and the Department of Indian Affairs.

All members of faculty, including the Co-ordinator, are involved in the teaching of core courses. The SUNTEP faculty was involved in professional subject groups and conducted workshops for the provincial school systems. Work continues with students in "SUNTEP Theatre". The Co-ordinator sits on the Indian and Metis Curriculum Advisory Committee at the Department of Education and takes a role in responding to the Education Equity plans of various school divisions.

Internal program evaluation continued in 1988 with the intent of upgrading the academic program, and fostering good relations with the schools.

Our program remains strong and we look forward to the new fiscal year for increased budget support to maintain a quality program.

#### *SUNTEP PRINCE ALBERT*

1988 has been a year of individual and collective accomplishments for SUNTEP Prince Albert.

Six students graduated with B.Ed. degrees in 1988.

There is a combined total of sixty-five enrolled currently in Years I through IV of SUNTEP Prince Albert.

Individual accomplishments include Kathy Nelson's graduation with distinction; Kathy is continuing her studies doing post-graduate work in Indian and Northern education. Another graduate, Brenda Green, received the Bates Award from the College of Education for her outstanding work during her internship.

Three SUNTEP Prince Albert students, Colleen Watson, Kathy Vermette and Cindy Petit, received academic scholarships from the University of Saskatchewan for their excellent academic achievements.

Collectively, students and staff worked together to organize many social events. At the first year Survivors' Banquet in November new students took turns roasting and honoring students who had successfully completed their first year and started their second year of studies.

Over twenty students successfully completed their second year field experience in the city schools. We are confident that in two years we will be able to report our largest ever group of graduates.



# Programs and Services

## NATIVE STUDIES AND CURRICULUM

### *New Priorities*

Direction taken from participants in the Native Studies workshop of the Dumont Institute's Cultural Conference in January 1988 shifted the focus of the Native Studies department. Up to that time, the majority of the materials developed had been of a historical nature. The new focus of the Institute is the contemporary classroom. The views expressed in the workshop about what is needed have enabled us to move towards meeting the needs of our children and of school systems.

The priorities identified by the January workshop were

1. Development of Native Languages
2. A K-12 Native Studies Curriculum
3. Children's Books
4. A Book of Metis Role Models and Identity
5. Work on Metis Traditions
6. A Book on Metis War Veterans

### *Publications*

The following projects have been developed or are in the process of development and are scheduled to be completed prior to fiscal year end:

- Learning About Our Past (Metis Role Models)
- A picture-book series on basic concepts for pre-schoolers
- A poster entitled "Keep Your Spirit Free" with an accompanying brochure on the theme of addictions

- An illustrated children's book of short stories about horses
- A book about William Henry Jackson, ally of Louis Riel during the N.W. Resistance.
- Book IV of the Cree Literacy project

A revised *Catalogue of Educational Materials* will be mailed in January to all schools throughout Western Canada, Ontario, the Northwest Territories and Yukon.

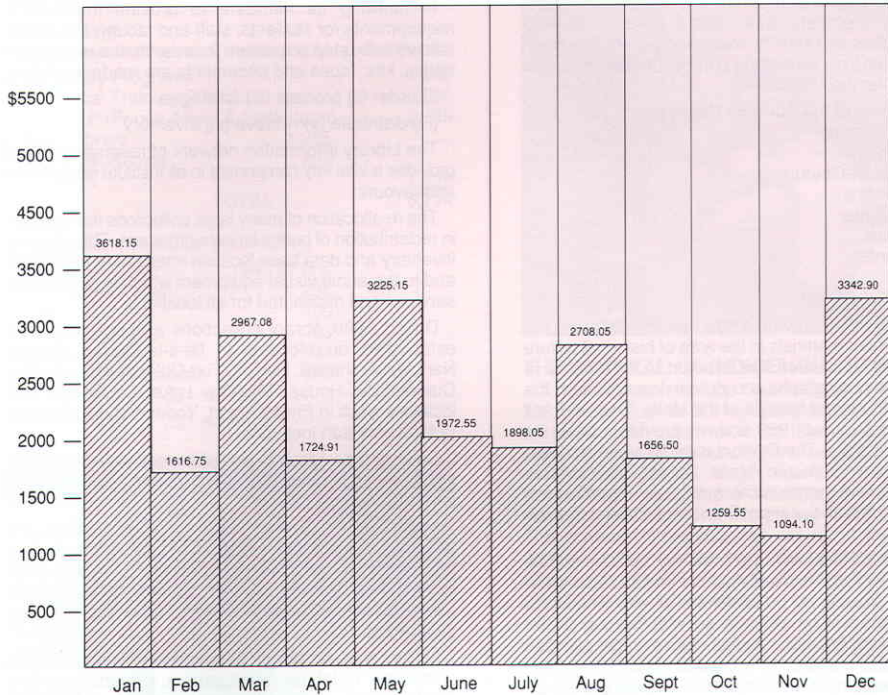
[Other possible listings in the catalogue may include "A Metis Wedding" which has been translated and published in French and a series of fifteen videos produced by Gabriel Productions. The Gabriel Dumont Institute was involved in the making of six of these videos.] The impact of the catalogue can be seen in the forty-three percent increase in sales in 1988 over 1987.

### *Native Studies Courses*

Native Studies Courses are provided to Gabriel Dumont Institute programs. In 1988, the Native Studies department offered courses in six educational centres, with another one delivered to an outside program as a contract. Each course averages thirty hours of classroom time. An expanded Saskatchewan Studies program was developed and piloted at Palliser Campus of SIAST in Moose Jaw. During the summer semester, Indian Studies 366 (Metis History) was developed and taught in SUNTEP Regina and for the Saskatchewan Indian Federated College in the fall semester.



## Sales of Curriculum Related Materials Jan. 1 - Dec. 31, 1988



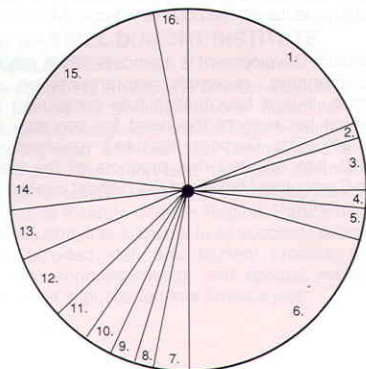
**TOTAL SALES \$27,083.66**

### SALES BREAKDOWN OF INDIVIDUAL PRODUCTS

* 1. Metis Development and the Cdn. West	20.2%
2. Metis Wedding	1.1%
3. Metis History Booklets	8.4%
4. 1885: Metis Rebellion of Gov't Conspiracy	2.1%
5. Fifty Historical Vignettes	5%
6. Home From the Hill	19.2%
* 7. Flags of the Metis	5.6%
8. Learning to Speak, Read and Write Cree	2.3%
9. The One-and-a-Half Men	1.3%
* 10. Metis Crafts: Quill and Bead Earrings	3.2%
11. Metis Crafts: Finger Weaving	5.7%
* 12. Gabriel Dumont: Metis Legend	5.8%
13. Poster: Our Children — Our Future	1.3%
14. Poster: Look and Listen	1.1%
* 15. The Metis: Two Worlds Meet	16.9%
* 16. Atlas of Aboriginal Settlement	1.7%

\* Titles Recommended by Saskatchewan Education

\* Titles Recommended by Ontario Education





### **A Curriculum Advisory Board**

A Curriculum Advisory Board of Metis educators and community members was named in 1988 to help generate ideas and identify needs and provide feedback to the process of developing curriculum materials and resources for the Institute.

The members of the Advisory Board are:

Phyllis Bellegarde  
Ann Dorion  
Monica Goulet-Couture  
Maureen Johns  
Joanne Pelletier  
Win Sebelius  
Agnes Stanley

### **Plans for 1989**

A need exists to provide a new research base for the development of materials in the area of historical culture and lifestyle. Research has brought to light hitherto unpublished photographs and journal descriptions of the material culture and lifestyle of the Metis. This work will continue throughout 1989 and will provide a basis for future publications. The Dumont Institute plays an active role on the Indian and Metis Curriculum Advisory Committee, and communicates with team members of the Community Education Branch of Saskatchewan Education.

Research on Metis War Veterans will continue and be completed in 1989. It is anticipated that four to six other curriculum projects will be completed as well. The topics and contents will be established with the aid of the advisory board. Another area that requires more attention is marketing. Research is needed to explore the possibility of developing a more expanded marketing strategy. Negotiations are proceeding, for example, with the Departments of Education in Alberta to adopt our products on the recommended text and resource lists for provincial schools. Similarly, joint-funding is being secured to produce an instructional video on Metis dance steps.

Curriculum Development is a process which requires careful planning, research, implementation and production. It is a task that is time-consuming and painstaking because of the need for accuracy and authenticity. The Dumont Institute's insistence on standards has ensured that products of the Native Studies-Curriculum Unit are of the highest quality.

### **LIBRARY INFORMATION SERVICES**

In fulfilling its mandate to provide information requirements for students, staff and faculty, the library follows a six step procedure in order to assure that the books, kits, tapes and documents are made available:

- (i) order (ii) process (iii) catalogue
- (iv) distribute (v) retrieve (vi) inventory

The Library information network of resource centres provides a vital key component in all Institute educational endeavours.

The re-allocation of many large collections has resulted in redistribution of books for new programs. This requires inventory and data base location changes to each book and to the audio visual equipment which is purchased, serviced and distributed for all locations.

During 1988, library collections and shelving were established or relocated in Ile-a-la-Crosse, Buffalo Narrows, Archerwill, Regina, Fort Qu'Appelle, La Loche, Cumberland House, Meadow Lake, La Ronge, two locations each in Prince Albert, Yorkton and Saskatoon (a total of fifteen locations).

Collection agreements were arranged with SIAST and with the Prince Albert District Chiefs to borrow materials for specified time periods.

Many of the services and policy procedures are decentralized in ordering and supervision, particularly to the university programs. Purchasing, processing, cataloguing, inter-library loan, budgets and database management are more logically and economically centralized.

Library staff undertook automation training in micro-computers, database management, spreadsheets and word processing under the sponsorship of the Industrial Adjustment Committee plan. This was funded in conjunction with the Adjustment branch of Employment and Immigration Canada.





The following statistical summary reflects the activity of the Gabriel Dumont Institute Library during 1988:

1. Processing

Items ordered, processed, catalogued and distributed.

a. University Programs	1,940
b. Technical Training SIAST	207
c. SUNTEP (Prince Albert & Saskatoon)	2,139
d. Main Library	1,205
SUNTEP Regina	<u>223</u>

<b>TOTAL</b>	<u>1,428</u>
	<u>5,714</u>

2. Circulation (Resource Centre only)

a. Inquiries	1,138/167 hrs.
b. Inter-Library Loan	236
Title:	109
Periodical:	93
Subject:	34
c. Audio-Visual requests	570
Software:	351 tapes
Hardware:	291 equipment.



**Plans for 1989**

- Automation training for staff at main Library and at selected community libraries.
- Re-allocation of library collections to fit new programs, inventory and data-base updates.
- Establishment of a Prince Albert Learning Resource Centre for Prince Albert programs and the north.
- Installation of data-base literature searches on computer.



**THE JOURNAL OF INDIGENOUS STUDIES**

A new publication of the Gabriel Dumont Institute for 1989 is *The Journal of Indigenous Studies*. This journal will provide an open forum for the dissemination of scholarly research, discussion, and ideas. It is a refereed semi-annual journal which seeks a national and international readership of those academics and the general public having an interest in Indigenous studies. The content of such studies will be in the areas of administration, anthropology, arts, ecology, education, ethnography, health, language, law, linguistics, literature, political science and sociology.

Preliminary work on the journal in 1988 included establishing a review board, preparing for desk-top publishing, networking with scholars and academics to solicit manuscripts and establish a subscription list, and arranging for printing and distribution. The first issue is scheduled to appear in January, 1989, and every six months thereafter.

**THE GABRIEL DUMONT INSTITUTE NEWSLETTER**

Re-appearing in 1988, the Dumont Institute newsletter is a vehicle for communications within the Dumont Institute. It is designed to provide Gabriel Dumont Institute students, staff and our host communities a way to exchange information and facilitate communication between program centres throughout the province and the central Institute office in Regina. Participation from students and staff is crucial to its success. Submissions have included staff and student profiles, program updates, announcements, and special events. The Newsletter is published four times a year.

# University Programs

This report deals with those instructional programs of the Gabriel Dumont Institute which have University of Regina course content (but excluding teacher training, which is covered in the SUNTEP Report) and a few other programs which are academic in nature and which are intended to be preparatory to college level instruction. The major instructional programs are in social work, human justice and business administration.

All of this programming is located off campus, in widely separated communities throughout the province. The Institute's experience since 1986 is that there is a brisk demand for university level certificate and diploma programs in these communities and, while there are difficulties such as distance, high cost and the problem of getting properly qualified instructors to the various locations, the Institute will continue its policy of educational outreach.

During 1987, in response to the labor market demand for more managers who are of Native ancestry, a deliberate decision was taken to provide more opportunities to our students in business administration education, even as the Institute continues through 1988 its programming in the human services disciplines. One of the most difficult problems the Institute faces in this work is the lack of student applicants academically prepared to benefit from university level courses; the K-12 system is simply not doing the job. For each of these university programs, particularly in business administration, most of our students require a considerable period for work in high school academics, and the attrition rate in these programs bears a direct relation to the lack of adequate high school preparedness.

The successes that the Institute does realize (an accounting of each individual program follows) are assisted by a number of institutions and agencies which have an interest in providing Native people with an equitable opportunity for university education, and to these, among others, the Institute is most grateful:

*The University of Regina*

*Saskatchewan Education, Student Financial Services Branch*

*The Metis Economic Development Foundation of Saskatchewan, Inc. (MEDFO)*

*The Northlands Career College*

*Employment and Immigration Canada, The Canadian Jobs Strategy (CJS)*

*The Donner Canadian Foundation*

*The communities in which these programs are located  
The many employers throughout Saskatchewan who  
provide practicum and work placements for students  
of the Institute's instructional programs.*

## **Gabriel Dumont Institute University Programs Operating in 1988**

### **Business Administration Programs**

#### ***Native Management Training at Regina***

Native Management Training at Regina was an eight month program beginning in November, 1987, and ending in July, 1988. The program consisted of three phases: (1) pre-management training (2) academic foundations in management and computer science, and (3) applied management training. Twelve students graduated from this program.

#### ***Native Management Training at Prince Albert***

The Native Management Program at Prince Albert ran parallel to the Regina program as to dates and content. Nineteen students graduated.

An extension to the Prince Albert program from August, 1985, to November, 1988, allowed some students to complete a University of Regina Certificate in Administration. Seven of the nineteen July graduates completed this extension phase.

#### ***Pre-Management Training Program at La Loche***

The Pre-Management Program at La Loche was initially planned for twenty-eight weeks, from January to July, 1988, but an extension was added which took the program to October.

The content of the program was academic studies at the pre-college level, Native studies, computer science and applied business management training. The program goals were to prepare students for entrepreneurial opportunity, employment in business, or for credit programs in business administration at the post-secondary level. Fourteen students successfully completed this program.

#### ***Business Administration at Buffalo Narrows***

The Business Administration Program at Buffalo Narrows is unique in that it is being delivered jointly by the Gabriel Dumont Institute and the Northwest Area #2 Education Board Corporation of the Metis Local, under terms of an affiliation agreement.

This is a forty-five week program that began in April, 1988 and will end in February, 1989.

The program content includes a preparatory phase, followed by a number of University of Regina classes in English, mathematics, computer science, economics and administration; this followed by an applied management session, which includes a business field placement practicum. At the time of this writing, there are twelve students enrolled.



### **Native Business Management at Saskatoon**

The Saskatoon Native Business Management Program began in November, 1988, and is to run forty-five weeks, to October, 1989.

The program schedule includes an initial academic upgrading and pre-management phase which will be followed by a package of University of Regina courses in English, mathematics and administration, and concluding with a series of short courses of a technical nature in applied business management. The program has currently twenty students enrolled.



### **Native Social Work Programs**

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

The Institute's Native Human Justice Program, located at Prince Albert, began in September, 1987, and is scheduled to graduate its first class in May, 1989.

The content is essentially the first two years of the University of Regina Human Justice degree program, for which the students will receive a Diploma in Human Justice. Currently fourteen students are enrolled.

The program is sponsored by CJS and Corrections Services Canada (CSC).

In September, 1988, the Institute mounted a second identical program and this one is scheduled to graduate its students in April, 1990. There are thirty students in the 1988-1990 class.

The 1988-90 program is sponsored by CJS, CSC, and the Donner Canadian Foundation.

#### **Native Social Work: Meadow Lake**

The term of the Native Social Work Program at Meadow Lake was from November, 1986, to July, 1988.

The program content included a preparatory phase and the University of Regina Certificate of Social Work program, which is essentially the completion of the first two years of the Bachelor of Social Work degree, including the practicum. Twenty students graduated from this program.

#### **Native Social Work: Cumberland House**

The term of the Cumberland House Social Work program was from November, 1986, to August, 1988.

The program content was similar to that of the Meadow Lake program. Fifteen students graduated from this program.

#### **Community Economic Development (CED): Archerwill**

The CED Program at Archerwill was designed to provide students with skills of economic and social development at the community level.

The program content is a combination of University of Regina social work and administration courses and, as well, courses in Native Studies, and a business practicum.

The program is forty-two weeks in duration: from February, 1988, to year end. There are ten students enrolled.

### **Other Instructional Programs**

#### **Pre-Nursing: Ile-a-la-Crosse**

The Pre-Nursing Program at Ile-a-la-Crosse was designed as a fifty-two week preparatory course to enable students to better access nursing and other health-care related programs.

The content of the program included high school completion subjects such as Biology 30 and Chemistry 30, a portion of the Home Care/Special Care Aide Program certified through SIAST at the Kelsey Campus, Native Studies, communication skills, and a four-week pre-nursing practicum. The program concluded in July, 1988, and graduated ten students.

#### **Academic Grade 12: Regina**

The Academic 12 program began in July, 1987, and ran for nine months.

It was founded by Employment and Immigration Canada.

The goal of the program, which was located in Regina, was to graduate a number of Aboriginal students from high school for job readiness in the Co-op Heavy Oil Upgrader plant.

Fifteen students graduated from this program.



# Native Services Division of SIAST

Native Services Division (NSD) has been operational within the Gabriel Dumont Institute (GDI) and Saskatchewan Institute of Applied Science and Technology (SIAST) for the past year. In this short period of time, many new initiatives and plans have been identified and implemented which will impact on the availability of programming to Aboriginal students, as well as support and follow-up services to this portion of SIAST'S student body.

The establishment of the Native Services Division has been one of several aspects of a comprehensive access-to-education program developed by the Gabriel Dumont Institute in partnership with the provincial government to increase equity and access to training opportunities for Saskatchewan's Aboriginal population. This partnership recognizes that extraordinary measures are necessary to address the particular educational needs of the Aboriginal community and reflects the strong feeling of both the provincial government and the Institute that the Aboriginal community should manage and participate in the ownership of programs intended for Aboriginal students.

The objectives of the Native Services Division are:

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

The Division is responsible for providing Aboriginal students with a comprehensive system of support, including counsellors, tutorials, preparatory programming, writing clinics, referral services, orientation and other appropriate activities. The NSD has also become responsible for staff liaison and staff development activities related to Aboriginal issues.

It is intended that Saskatchewan's Aboriginal community advise and direct the operations of the Native Services Division. The Division has begun to work with other Saskatchewan Aboriginal institutions towards the mutually satisfactory provision of NSD services within SIAST. The challenge remains for NSD to successfully seek out, co-ordinate and channel the interest and needs of these various Aboriginal institutions into the decision-making process.

The Division is directed by a Native Management Council which became operational in late 1988. This council, consisting of two representatives of SIAST's Board of Directors and three representatives of the Gabriel Dumont Institute's Board of Governors, administers the Division. Operational funding has been identified for the fiscal year 1988-89 which includes commitments to provide NSD services within SIAST's four campuses.

One major problem for NSD is that of being a small part of the large educational network that SIAST is. It is important to note also that Native people have been much underrepresented both as students and staff in the campuses that now make up SIAST and that systemic discrimination and other barriers to Native equity remain. Every effort will be made on the part of the Native Services Division to deal with this issue in a positive and constructive manner. During 1988, the following program elements have been put into process to ensure the Division's objectives will be met:

- a comprehensive education equity plan has been developed and approved by the Saskatchewan Human Rights Commission resulting in some significant increases in enrollment for 1988-89 programs;
- a counselling/support services model has been designed and adopted in principle for each SIAST campus;



- NSD program counsellors have been hired for each SIAST campus and have begun implementing the Division's plan-of-action;
- technical training programs continue to be offered by the Gabriel Dumont Institute in conjunction with Native Services Division;
- preparatory training program were offered in off-campus training centres;
- a new preparatory "pilot program" — Pre-Careers Training Program — was funded as a joint-venture between Palliser Campus and NSD;
- an Aboriginal student centre is being developed on-site at Kelsey Campus;
- orientation sessions were developed and successfully delivered to newly enrolled Aboriginal students at Palliser and Kelsey campuses;
- a student needs survey was conducted at the four



campuses to identify Aboriginal student support service initiatives;

- discussions have been undertaken between NSD and SIIT to meet the training needs of Status Indian students;
- discussions have been initiated with respective NSIM program managers and Campus Native Advisory Committees (CNAC's) in response to the NSD mandate to meet the needs of all SIAST Aboriginal learners;
- in-service workshops and cross-cultural awareness sessions have been conducted to address SIAST staff professional development needs;
- a promotional pamphlet which outlines the services of the Division has been designed and distributed provincially.

These accomplishments are the result of a larger vision toward the future and will be groundwork for further initiatives of the Native Services Division.

## PREPARATORY PROGRAMS

The Gabriel Dumont Institute has developed and implemented a series of preparatory training programs throughout 1988. These programs, funded under the Canadian Jobs Strategy (CEIC), were:

- Job Readiness Training Programs — Moose Jaw and Yorkton
- Pre-Nursing Program — Ile-a-la-Crosse
- Pre-Business Management Program — La Loche
- Pre-Forestry Products Technology Program — La Ronge

These programs were specifically designed to meet local or regional labour market needs to provide practical work experience and to prepare the students to enter accredited programs at the post-secondary level.

## TECHNICAL PROGRAMS

Upon creation of the Native Services Division (NSD) within the Gabriel Dumont Institute and the Saskatchewan Institute of Applied Science and Technology (SIAST), the former Saskatchewan Training for Employment Program (STEP) became integrated within NSD. The Institute's technical program components became directly linked to NSD's accredited, on-campus mandate, while the preparatory program components were linked to the Division's off-campus objectives. The result of this new relationship has increased the Institute's ability to identify specific training needs, both accredited and preparatory, as well as enabling the Institute to more effectively and consistently administer its programs.

Throughout 1988, the Gabriel Dumont Institute offered three SIAST-accredited programs:

- Business Administration — Fort Qu'Appelle (accredited through Palliser Campus)
- Early Childhood Development — Saskatoon (accredited through Kelsey Campus)
- Radio/TV Electronics — Esterhazy (accredited through Palliser Campus)

Of these three programs, both Business Administration and Early Childhood Development have completed operation, graduating nine and ten students respectively. The Radio/TV Electronics Program, scheduled for completion on January 27, 1989, has currently twelve students enrolled.

Unfortunately, the dissolution of these programs has been the result, in large part, of circumstances beyond the scope of this report. The activities of the previously established Native Third Party Co-ordinating Group, the official mechanism by which the Institute's federally funded initiatives are negotiated, all but ceased in 1988 and the result has been severely diminished training allocations for future Institute technical programs.

However, interest and demand for community-based technical training remain strong. Regional initiatives have been identified and some preliminary discussions have taken place and feedback has been positive.

In conjunction with the Institute's Research and Development unit, alternate sources of funding are being pursued for future accredited training programs and the new relationship with SIAST offers opportunities for more influence over specific training costs. A good example of this is the Institute's contract to deliver a series of Early Childhood Development Program modules to the Crisis Child Care Worker Program in Prince Albert. The modules are certified by SIAST's Kelsey Campus but delivered by the Gabriel Dumont Institute.



# Graduates, 1988

*The Gabriel Dumont Institute is pleased to honour the following students who graduated from our programs in 1988:*

## **SUNTEP — Prince Albert**

Eleanor Charles  
Debbie Frantz  
Julie Gardner  
Brenda Green  
June Hourie  
Kathy Nelson

## **SUNTEP — Regina**

Joy Amundson  
Joan Anderson  
Linda Blaser  
Tom Johns  
Lorri Robison  
Fabian Salagabus

## **SUNTEP — Saskatoon**

Julia Abbott  
Ingrid Gallagher  
Terry Gossen  
Carol Lafond  
Sara Loutitt  
Karen Maxwell  
Kevin Pilon  
Naomie Seib  
Monica Sylvestre  
Trudy Williams

## **EARLY CHILDHOOD DEVELOPMENT PROGRAM — Saskatoon**

### ***(2nd Year Diploma Program)***

Karen Charette  
Leona Cook  
Leda Laliberte  
Ellen Loutitt  
Brenda Lychak  
Catherine Melnyk  
Linda Morin  
Rebecca Ratt  
Merle Sonias  
Sandra Vandale

## **BUSINESS ADMINISTRATION - Fort Qu'Appelle**

Cheryl Amyotte  
Elaine Chicoose  
Shannon Desnomie  
Sharon Desnomie  
Ethlene LaPlante  
Joan Peigan  
Blair Robison  
Brent Robison  
Rose Vernoy



## **JOB READINESS TRAINING — Yorkton**

Lillian Brazeau	Roy Pauchay
Alma Campeau	Avaline Pelletier
Charlene Flamont	Barry Pelletier
Irene Fleury	Jean Roussin
Lucy Lafontaine	Vivian Wapemoose
Eleanor Norquay	

## **NATIVE SOCIAL WORK PROGRAM — MEADOW LAKE**

Roderick Bishop	Judy Ross
Jessica Hansen	Patricia Ross
Gwen King	Lois Tootoosis
Mary Ann LeDoux	Helen Tourond
Lorene McLauchlan	Henry Tourond
Darlene Merasty	Pablo Valdez
Irene Morin	Andrea Villeneuve
Tracy Nault	Carri Villeneuve
James Ouellette	Marla Villeneuve
Yvonne Pambrun	

## **NATIVE SOCIAL WORK PROGRAM — Cumberland House**

Sheila Chaboyer	Pierre Goulet
Margaret Chaboyer	Lorraine Greenleaf
Veronica Favel	Diane McKay
James Fiddler	Gerrri McKay
Mary Anne Flett	Barbara Morin
Ted Flett	Ruth Morin
Melvin Fosseneuve	Melvina Robillard
Donna Goulet	

## **PRE-NURSING PROGRAM - Ile-a-la-Crosse**

Diania Aubichon	Mary Ann Maurice
Jacque Bouvier	Kimberly MacColl
Helen Daigneault	Ramona Pederson
Veronique Daigneault	Caroline Ratt
Pauline Favel	Emily Roy



**NATIVE BUSINESS MANAGEMENT TRAINING PROGRAM — Prince Albert**

Beatrice Anderson  
Brian Ballantyne  
Randy Belanger  
Bobby Bouvier  
Carol Buffin  
Darrell Cameron  
April Crain  
Daryle Desjarlais  
Bob Desjarlais  
Ron Eldridge  
Robin Henry  
Sherman Isbister  
Denise Keshane  
Ray Laliberte  
Eleanor McGillivray  
Jeffrey Munroe  
Robert Ross  
Garry Vermette

**NATIVE BUSINESS MANAGEMENT TRAINING PROGRAM — Regina**

Sharon Brown  
Theresa Ireland  
Eileen McAllister  
Meryle Montclair  
Judy Rockthunder  
Dwayne Ross  
Brenda Rothnie  
Joan Sayer  
Brian Sinclair  
William Standingready  
Dorothy Tuharsky  
Marion Wolfe



**PRE-MANAGEMENT TRAINING PROGRAM — La Loche**

Archie Fontaine  
Bertha Herman  
Donald Herman  
Eddie Janvier  
Cecile Janvier  
Frieda Janvier  
Jacqueline Janvier  
Lea Janvier  
Vincent Janvier  
Marla Lemaigre  
Darcy Lemaigre  
Wilbert Lemaigre  
Alex McCullum  
Wayne Petit

**COMMUNITY ECONOMIC DEVELOPMENT PROGRAM — Archerwill**

Brenda Campeau  
Lorene Chalifoux  
Cheryl Erickson  
Roberta Gauley  
Connie Hourie  
Paula Jarvis  
Elaine MacDonald  
Leslie Torwald  
Bernadine Whitford  
Margaret Mather

**ACADEMIC 12 PROGRAM — Regina**

Brian Anderson  
Joyce Beaulieu  
Sandra Brazeau  
Warren Dubois  
Brian Grey  
Peter Hamilton  
Arthur Lerat  
Cory Livingston  
Gail Morrisseau  
Robert Morrisseau  
Danny Myran  
Darlene Ross  
Dawn Ross  
Rodger Ross  
David Stevenson

# The Gabriel Dumont Scholarship Foundation

The Gabriel Dumont Institute Scholarship Foundation was set up to administer the Institute's scholarship funds. The Board of Trustees of the Foundation as of December 31, 1988, are

Philip Chartier, Chairperson  
Christopher LaFontaine, Secretary  
Grace Hatfield  
Napoleon Lafontaine  
Lawrence Yew  
Keith Goulet, MLA

## **NAPOLEON LAFONTAINE ECONOMIC DEVELOPMENT SCHOLARSHIPS**

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

### **TYPES OF SCHOLARSHIPS**

#### **1. Entrance Scholarships**

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

#### **2. Undergraduate Scholarships**

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

#### **3. Graduate Scholarships**

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

#### **4. Loan Remission Scholarships**

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



The following received Napoleon Lafontaine Economic Development Scholarships in 1988:

#### *Entrance:*

Randy Belanger, Native Business Management  
Carol Buffin, Native Business Management  
Robert Bouvier, Native Business Management  
Ronald Elridge, Native Business Management  
Richard Morin, Marketing  
Garry Vermette, Native Business Management

#### *Undergraduate:*

Cheryl Amyotte, Business Administration  
Myrna Belhumeur, Certified Management Accountant  
Brent Robison, Business Administration  
Connie Tuharsky, Political Science  
Donalda Yellowfly, Business Administration

#### *Special:*

Bernice Hammersmith, Business Administration

#### *Remission:*

Cheryl Amyotte, Business Administration  
Blair Robison, Business Administration  
Brent Robison, Business Administration  
Donalda Yellowfly, Business Administration



# Finance and Administration Report

The purpose of the Finance and Administration unit of the Institute is to carry out financial planning, personnel services, and administrative support services.

During the past year, the Finance and Administration staff has provided an efficient support service to the increasing number of Institute programs even while staff numbers have remained at last year's levels.

## UNIT 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 Option programs
- Plan, co-ordinate, supervise, and support all major meetings and promotional activities, including the Annual Cultural/Education Conference and Back to Batoche activities
- Assist affiliated organizations in the planning process of conferences
- 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
- Control the ordering of supplies, materials, and equipment to ensure delivery of necessary items to programs
- Maintain an inventory of distributed office supplies and equipment

- Provide accounting and financial information to all Institute programs, operations, and funding agencies as requested and required
- Assist, plan and prepare annual budgets of all programs of the Institute
- Review and monitor quarterly the expenditure plans of the Institute and revise them according to projected expenditures
- Production of monthly budget reporting statements for all Institute programs
- Produce reports and monthly billing statements to government agencies on a fee-for-service basis and for numerous course purchase programs
- Responsible for making accurate payments on all authorized invoices and record same for all Institute programs
- Ensure accountability of the total budgets of upwards of \$5 million
- Maintain the implementation of an automated accounting systems and procedures.
- Maintain all leases, insurance, benefits, equipment and related contracts
- Responsible for the process required to set up and close all Institute programs.

## PROGRAM PRIORITIES FOR 1989-90

During 1988, all financial accounting was computerized; during 1989 other Accounting and Administration processes will be integrated on a computer processing system. The Finance and Administration unit will continue to review and update all of its systems and procedures to accommodate Institute expansion. It will continue to maintain the same high standards of support services that all Institute programs have become accustomed.





## Treasurer's Report

On behalf of the Gabriel Dumont Institute's Board of Governors, it is my pleasure to submit the following audited financial statements for the fiscal year ended March 31, 1988.

In spite of an overall 0% budget increase for the Core operation of the Institute, we were able to avoid cutbacks of staff, service or programs during 1988. Indeed, not only were services maintained, but we were able to launch some program initiatives during the year.

The tight fiscal control implemented by the Board was adhered to by the directors and staff of the Institute.

I would like to thank the Board, staff and students for their commitment and contribution toward making 1988 another successful year.

Grace Hatfield  
Treasurer

## Auditor's 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, Inc. as at March 31, 1988 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, 1988 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  
August 25, 1988

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, 1988**

	CORE SERVICE	S.U.N.T.E.P.	S.T.E.P. I	ADMINIS- TRATION	SKILLS GROWTH FUND S.T.E.P. II	SCHOLARSHIP FUNDS (note 2)	CANADIAN JOB STRATEGY PROGRAMS (note 3)	1988 TOTAL	1987 TOTAL
<b>Assets</b>									
<b>Current -</b>									
Cash			\$ 8,314			\$ 2,838		\$ 11,152	\$ 348,276
Accounts receivable (note 4)	\$107,730	\$249,957	346,531	\$ 67,597	\$ 1,419		\$150,660	923,894	761,462
Interfund accounts receivable	58,123			75,962	1,581		1,814	137,480	280,374
Accrued interest receivable	273					58		331	318
Prepaid expenses		3,034	28,143	4,337				35,514	105,449
Total current assets	166,126	252,991	382,988	147,896	3,000	2,896	152,474	1,108,371	1,495,879
Fixed (note 5)	77,720	42,255		148,584	277,030			545,629	584,014
	<u>\$243,846</u>	<u>\$295,286</u>	<u>\$382,988</u>	<u>\$296,480</u>	<u>\$280,030</u>	<u>\$ 2,896</u>	<u>\$152,474</u>	<u>\$1,654,000</u>	<u>\$2,079,893</u>
<b>Liabilities:</b>									
Bank overdraft	\$140,205	\$ 8,458		\$138,897			\$ 15,332	\$ 302,892	\$ 456,298
Accounts payable	24,794	197,758	\$ 41,000	32,766			28,874	325,192	473,551
Interfund accounts payable		32,307	105,173					137,480	280,374
Deferred revenue	17,679		236,815				108,268	362,762	229,305
Total liabilities	182,678	238,523	382,988	171,663	Nil	Nil	152,474	1,128,326	1,439,528
<b>Surplus:</b>									
Unappropriated	61,168	56,763		124,817	280,030			522,778	624,572
Appropriated			Nil	124,817	280,030	2,896	Nil	2,896	15,793
Total surplus	61,168	56,763	Nil	124,817	280,030	2,896	Nil	525,674	640,365
	<u>\$243,846</u>	<u>\$295,286</u>	<u>\$382,988</u>	<u>\$296,480</u>	<u>\$280,030</u>	<u>\$ 2,896</u>	<u>\$152,474</u>	<u>\$1,654,000</u>	<u>\$2,079,893</u>

On Behalf of the Institute:

\_\_\_\_\_  
 Director  
 \_\_\_\_\_  
 Director

(See accompanying notes)

**GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.**  
**STATEMENT OF REVENUE AND EXPENSES**  
**YEAR ENDED MARCH 31, 1988**

	CORE SERVICE	S.U.N.T.E.P.	S.T.E.P. I	ADMINIS- TRATION	SKILLS GROWTH FUND S.T.E.P. II	CANADIAN JOB SCHOLARSHIP FUNDS (note 2)	STRATEGY PROGRAMS (note 3)	1988 TOTAL	1987 TOTAL
<b>Revenue:</b>									
Government of Canada (schedule 1)	\$ 65,657		\$1,214,724	\$ 81,046			\$1,086,441	\$2,447,868	\$ 202,917
Government of Saskatchewan	763,000	\$ 904,290	466,629					2,133,919	3,249,642
Other (schedule 2)	345,404	688,021		805,821	\$ 1,282	\$ 137	31,108	1,871,773	1,478,853
Total revenue	1,174,061	1,592,311	1,681,353	886,867	1,282	137	1,117,549	6,453,560	4,931,412
<b>Expenses:</b>									
Curriculum development	77,409	2,141	3,590	6,644			23,891	113,675	72,152
Donated services	13,124			19,010				32,134	5,100
Educational conferences	69,653			1,612				71,265	67,483
Instructional costs		454,109	305,653				93,474	853,236	764,816
Kapachee	48,842							48,842	60,000
Library costs	26,578	54,065	82,220				14,939	177,802	118,823
Operating costs (schedule 3)	250,510	334,284	681,753	388,177	87,700		187,525	1,929,949	1,570,463
Public relations (schedule 4)	2,047	31,293	10,956	15,794			20,905	80,995	64,684
Salaries and benefits (schedule 4)	626,150	669,568	518,257	323,789			734,866	2,872,630	1,954,333
Scholarships				6,561				6,561	2,500
Travel and sustenance (schedule 4)	105,837	46,231	78,924	108,221			41,949	381,162	363,660
Total expenses	1,220,150	1,591,691	1,681,353	869,808	87,700	Nil	1,117,549	6,568,251	5,044,014
Excess (deficiency) of revenue over expenses	<u>\$ (46,089)</u>	<u>\$ 620</u>	<u>Nil</u>	<u>\$ 17,059</u>	<u>\$ (86,418)</u>	<u>\$ 137</u>	<u>Nil</u>	<u>\$(114,691)</u>	<u>\$(112,602)</u>

(See accompanying notes)

**GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.**  
**STATEMENT OF SURPLUS**  
**YEAR ENDED MARCH 31, 1988**

	CORE SERVICE	S.U.N.T.E.P.	S.T.E.P. I	ADMINIS- TRATION	GROWTH FUND S.T.E.P. II	SCHOLARSHIP FUNDS	SKILLS CANADIAN JOB STRATEGY PROGRAMS	1988 TOTAL	1987 TOTAL
Unappropriated:									
Balance, beginning of year	\$107,257	\$56,143		\$107,758	\$366,448			\$637,606	\$ 792,638
Excess (deficiency) of revenues over expenses	(46,089)	620		17,059	(86,418)	\$ 137		(114,691)	(112,602)
	61,168	56,763		124,817	280,030	137		522,915	680,036
Appropriated during year						137		137	55,464
Balance, end of year	<u>\$61,168</u>	<u>\$56,763</u>	<u>Nil</u>	<u>\$124,817</u>	<u>\$280,030</u>	<u>Nil</u>	<u>Nil</u>	<u>\$522,778</u>	<u>\$824,572</u>
Appropriated:									
Balance, beginning of year						\$2,759		\$2,759	\$615,557
Appropriated during year						137		137	55,464
						2,896		2,896	671,021
Transferred to trust during year									555,228
Balance, end of year						<u>\$2,896</u>		<u>\$2,896</u>	<u>\$15,793</u>

(See accompanying notes)

**GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.**  
**STATEMENT OF CASH FLOWS**  
**YEAR ENDED MARCH 31, 1988**

	CORE SERVICE	S.U.N.T.E.P.	S.T.E.P. I	ADMINIS- TRATION	GROWTH FUND S.T.E.P. II	SCHOLARSHIP FUNDS	SKILLS CANADIAN JOB STRATEGY PROGRAMS	1988 TOTAL	1987 TOTAL
Cash provided by (used in) operating activities:									
Excess (deficiency) revenue over expenses	\$(46,089)	\$620		\$ 17,059	\$(86,418)	\$137		\$(114,691)	\$(112,602)
Charges (credits) to operations not affecting cash in the current year —									
Gain on sale of fixed assets				(5)	(1,282)			(1,287)	
Depreciation and amortization	31,199	24,899		47,164	87,700			190,962	180,797
	(14,890)	25,519		64,218	Nil	137		74,984	68,195
Net change in operating account balances —									
Decrease (increase in):									
Accounts receivable	(88,366)	3,879	\$ 74,127	(24,721)			\$(127,351)	(162,432)	(468,873)
Interfund accounts receivable	(58,123)	31,862		172,550	(1,581)	(2)	(1,814)	142,892	388,188
Interest receivable	(11)							(11)	163
Prepaid expenses		3	63,547	6,385				69,935	(96,772)
Increase (decrease) in:									
Accounts payable	(3,470)	(70,644)	(80,894)	(16,551)			23,200	(148,359)	136,441
Interfund accounts payable	(258,250)	32,307	91,115		(1,419)		(6,647)	(142,894)	(388,187)
Deferred revenue	(15,029)	(57,436)	110,689	(13,045)			108,268	133,457	229,305
Cash provided by (used in) operating activities	(438,139)	(34,510)	258,594	188,836	(3,000)	135	(4,344)	(32,428)	(131,540)
Cash provided by (used in) investment activities:									
Purchase of fixed assets	(13,215)	(8,372)		(132,708)				(154,295)	(88,079)
Proceeds on disposal of fixed assets				5	3,000			3,005	
Purchase of term deposit									(26,453)
Cash used in investment activities	(13,215)	(8,372)						(151,290)	(114,532)
Increase (decrease) in cash	(451,354)	(42,882)	258,594	56,133	Nil	135	(4,344)	(183,718)	(246,072)
Cash (overdraft), beginning of year	311,149	34,424	(250,280)	(195,030)	Nil	2,702	(10,588)	(108,022)	138,050
Cash (overdraft), end of year	<u>\$(140,205)</u>	<u>\$(8,458)</u>	<u>\$ 8,314</u>	<u>\$(138,897)</u>	<u>\$ Nil</u>	<u>\$ 2,837</u>	<u>\$(15,332)</u>	<u>\$(291,740)</u>	<u>\$(108,022)</u>

(See accompanying notes)



# Notes to the Financial Statements

MARCH 31, 1988

## 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, S.T.E.P. I, Skills Growth Fund S.T.E.P. II, Administration, Les Fiddler Memorial Fund, Canadian Job Strategy Access Fund, Academic 12 Training Program, Job Readiness Training Program, Northern Pre-Nursing Program, Radio TV Electronics Program, Native Social Work Program and Community Development Training Program.

### 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. SCHOLARSHIP FUNDS

Scholarship funds consist of the Art Carriere Memorial Fund and the Les Fiddler Memorial Fund. The appropriated surplus balances in the funds as at March 31, 1988 were \$1,954 and \$942, respectively.

## 3. CANADIAN JOB STRATEGY PROGRAMS

Canadian Job Strategy Programs consist of the Canadian Job Strategy Access Fund, Academic 12 Training Program, Job Readiness Training Program, Northern Pre-Nursing Program, Radio TV Electronics Program, Native Source Work Program, and Community Development Training Program.

## 4. ACCOUNTS RECEIVABLE

Accounts receivable consists of:

	<u>1988</u>	<u>1987</u>
Employee travel advances	\$ 22,157	\$ 22,673
Board travel advances	4,708	4,993
Other accounts receivable	<u>897,029</u>	<u>733,796</u>
	<b><u>\$923,894</u></b>	<b><u>\$761,462</u></b>

## 5. FIXED ASSETS

Fixed assets consist of:

	Cost	Accumulated Depreciation and Amortization	1988 Net Book Value	1987 Net Book Value
<b>Core Services</b>				
Equipment	\$ 140,664	\$ 78,636	\$ 62,028	\$ 64,320
Leasehold improvements	<u>134,061</u>	<u>118,369</u>	<u>15,692</u>	<u>31,384</u>
	274,725	197,005	77,720	95,704
<b>S.U.N.T.E.P.</b>				
Equipment	86,114	43,819	42,295	46,055
Leasehold improvements	<u>63,625</u>	<u>63,625</u>	<u>—</u>	<u>12,767</u>
	149,739	107,444	42,295	58,822
<b>Administration</b>				
Equipment	194,851	59,625	135,226	42,733
Leasehold improvements	<u>104,951</u>	<u>91,593</u>	<u>13,358</u>	<u>20,307</u>
	299,802	151,218	148,584	63,040
<b>Skills Growth Fund S.T.E.P. II</b>				
Equipment	567,460	315,019	252,441	317,269
Leasehold improvements	<u>142,080</u>	<u>117,491</u>	<u>24,589</u>	<u>49,179</u>
	709,540	432,510	277,030	366,448
	<b><u>\$1,433,806</u></b>	<b><u>\$888,177</u></b>	<b><u>\$545,629</u></b>	<b><u>\$584,014</u></b>

## 6. APPROPRIATIONS OF EQUITY

The Institute makes annual allocations from surplus for scholarships.

## 7. 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 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 two years at Esterhazy and Ile-a-la-Crosse.

## 8. SUBSEQUENT EVENT

The Gabriel Dumont Institute of Native Studies and Applied Research, Inc. provides services to The Association of Metis and Non-Status Indians (A.M.N.S.I.S.) and its members from which it also receives funding and direction.

Subsequent to year end, an action was commenced against A.M.N.S.I.S. the resolution of which may affect the future operations of A.M.N.S.I.S and hence, the operations of the Institute. The effect of the foregoing cannot be determined at this time.

## 9. COMPARATIVE FIGURES

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





## SCHEDULE 1

**GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.**  
**SCHEDULE OF GRANT REVENUE**  
**YEAR ENDED MARCH 31, 1988**

	CORE SERVICE	S.U.N.T.E.P.	S.T.E.P. I	ADMINIS- TRATION	SKILLS GROWTH FUND S.T.E.P. II	SCHOLARSHIP FUNDS	CANADIAN JOB STRATEGY PROGRAMS	1988 TOTAL	1987 TOTAL
Government of Canada:									
Employment and Immigration	\$ 19,692		\$1,214,724				\$1,086,441	\$2,320,857	\$ 130,268
Solicitor General				\$ 81,046				81,046	62,649
Secretary of State	<u>45,265</u>							<u>45,265</u>	<u>10,000</u>
	<u>\$ 65,657</u>	<u>Nil</u>	<u>\$1,214,724</u>	<u>\$ 81,046</u>	<u>Nil</u>	<u>Nil</u>	<u>\$1,086,441</u>	<u>\$2,447,868</u>	<u>\$ 202,917</u>

## SCHEDULE 2

**DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.**  
**SCHEDULE OF OTHER REVENUE**  
**YEAR ENDED MARCH 31, 1988**

	CORE SERVICE	S.U.N.T.E.P.	S.T.E.P. I	ADMINIS- TRATION	SKILLS GROWTH FUND S.T.E.P. II	SCHOLARSHIP FUNDS	CANADIAN JOB STRATEGY PROGRAMS	1988 TOTAL	1987 TOTAL
Other									
A.M.N.S.I.S.									\$15,000
Donations				\$1,155			\$ 31,108	\$32,263	70
Fees for services	\$249,275			776,769				1,026,044	760,835
Gain on disposal of equipment				5	\$1,282			1,287	784
Interest	647					\$ 137		784	27,269
M.E.D.F.O.	7,500							7,500	
Miscellaneous	85,432	\$ 7,485		5,528				98,445	15,701
P.A. District Chiefs		189,571						189,571	96,129
Sales and royalties				22,364				22,364	21,629
Scholarship									5,000
Teaching income	2,550	84,538						87,088	55,396
Tuition income		<u>406,427</u>						<u>406,427</u>	<u>481,824</u>
	<u>\$245,404</u>	<u>\$688,021</u>	<u>Nil</u>	<u>\$805,821</u>	<u>\$1,282</u>	<u>\$ 137</u>	<u>\$ 31,108</u>	<u>\$1,871,773</u>	<u>\$1,478,853</u>

## SCHEDULE 3

**GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.**  
**SCHEDULE OF OPERATING COSTS**  
**YEAR ENDED MARCH 31, 1988**

	CORE			ADMINIS- TRATION	SKILLS CANADIAN JOB		1988 TOTAL	1987 TOTAL
	SERVICE	S.U.N.T.E.P.	S.T.E.P. I		GROWTH FUND S.T.E.P. II	STRATEGY PROGRAMS		
Administrative services:	\$111,049	\$132,592	\$185,501			\$84,967	\$514,109	\$419,271
Building	68,679	125,941	149,699	\$180,038		52,576	576,933	431,472
Computer services	185			1,506			1,691	6,032
Consulting services		4,350		27,407			31,757	44,321
Core services			193,555			14,679	208,234	166,994
Depreciation and amortization	31,199	24,899		47,164	\$87,700		190,562	180,797
Duplicating	13,077	6,004	3,478	3,508		2,597	28,664	30,986
Equipment	3,499	8,271	62,594	31,051		6,189	111,604	58,989
Housing and moving			970	395		1,917	3,282	5,511
Insurance	2,590	2,048	12,818	1,295		366	19,117	20,943
Interest						950	950	
Miscellaneous	797	831	27,075	16,703		892	46,298	16,962
Office supplies	10,478	9,208	20,591	25,116		11,731	77,124	89,340
Postage and courier			3,328				3,328	
Telephone	8,957	16,812	25,472	53,994		10,661	116,896	98,845
	<u>\$250,510</u>	<u>\$334,284</u>	<u>\$681,753</u>	<u>\$388,177</u>	<u>\$87,700</u>	<u>\$187,525</u>	<u>\$1,929,949</u>	<u>\$1,570,463</u>

## SCHEDULE 4

**GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, INC.**  
**SCHEDULE OF PUBLIC RELATIONS, SALARIES AND BENEFITS, AND TRAVEL AND SUSTENANCE**  
**YEAR ENDED MARCH 31, 1988**

	CORE			ADMINIS- TRATION	SKILLS CANADIAN JOB		1988 TOTAL	1987 TOTAL
	SERVICE	S.U.N.T.E.P.	S.T.E.P. I		GROWTH FUND S.T.E.P. II	SCHOLARSHIP FUNDS		
Public Relations:								
Orientation		\$1,011					\$1,011	\$1,744
Promotion, publicity, graduation		14,375	\$1,535	\$15,788			52,603	36,520
Recruitment	\$2,047	15,907	9,421	8		\$20,905	27,381	26,420
	<u>\$2,047</u>	<u>\$31,293</u>	<u>\$10,956</u>	<u>\$15,794</u>	<u>Nil</u>	<u>Nil</u>	<u>\$20,905</u>	<u>\$80,995</u>
Salaries and Benefits:								
Staff salaries and wages	\$571,175	\$621,002	\$488,787	\$276,270		\$282,649	\$2,239,883	\$1,806,662
Staff benefits	54,975	48,566	29,470	47,519		19,066	199,596	147,671
Student wages						414,138	414,138	
Student benefits						19,013	19,013	
	<u>\$626,150</u>	<u>\$669,568</u>	<u>\$518,257</u>	<u>\$323,789</u>	<u>Nil</u>	<u>Nil</u>	<u>\$724,666</u>	<u>\$1,954,333</u>
Travel and Sustenance:								
Staff and students	\$105,837	\$46,231	\$78,924	\$48,129		\$41,949	\$321,070	\$299,408
Board				60,092			60,092	64,252
	<u>\$105,837</u>	<u>\$46,231</u>	<u>\$78,924</u>	<u>\$108,221</u>	<u>Nil</u>	<u>Nil</u>	<u>\$381,162</u>	<u>\$363,660</u>