



Gabriel
Dumont
Institute

OF NATIVE STUDIES
& APPLIED RESEARCH

A DECADE OF PROGRESS
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T.P.



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Acknowledgments

1989 Annual Report Committee:

Marilyn Belhumeur
Beverly Cardinal
Maggie Dubois
Ingrid Gallagher
Calvin Racette
Erma Taylor

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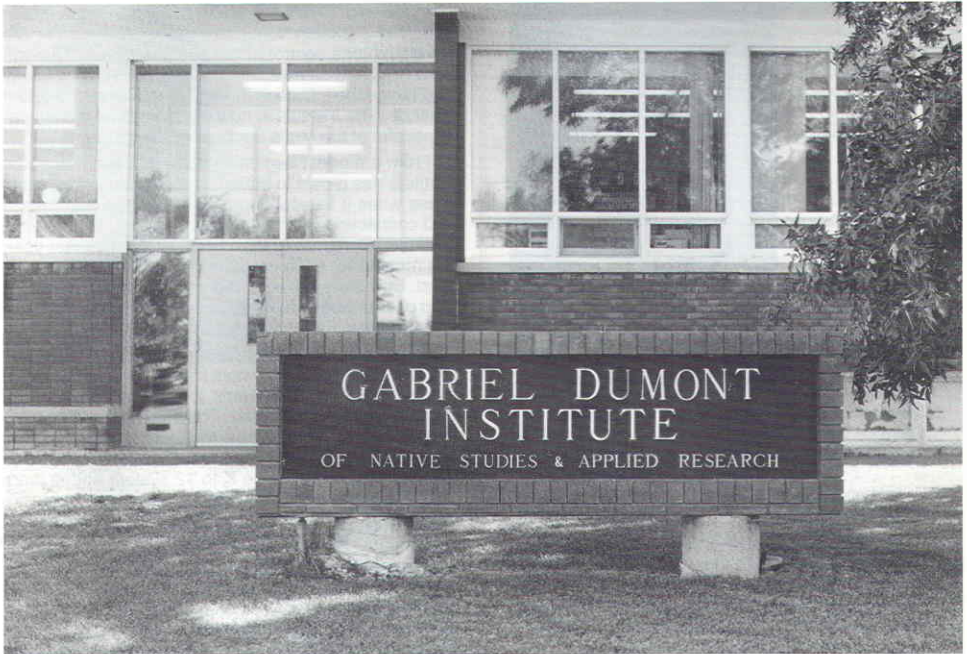
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Introduction



Gabriel Dumont Institute Administration Office — Regina

Photo courtesy of: C. Racette

As the Gabriel Dumont Institute of Native Studies and Applied Research prepares to enter the 1990's it is important to consider the accomplishments the Institute has achieved during the first decade of its existence.

This Annual Report not only communicates the activities within the Institute throughout 1989 but, by its very appearance ten years following the original creation of the Institute, also serves to mark a milestone of survival throughout the past decade for Canada's only Metis and Non-Status Indian educational institution.

When the Metis and Non-Status Indian people of Saskatchewan voiced the desire to have their own educational institution in 1976, it was difficult to foresee the Gabriel Dumont Institute as it is known today. There has been growth, expansion and increasingly significant accomplishments throughout the 1980's. All of this has

been achieved by keeping the Institute's guiding principles at the forefront of all consultation, negotiation and decision-making:

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

This document and the reports contained within are cause to reflect on what the Gabriel Dumont Institute has become over the past ten years and to envisage the challenges and opportunities that lie ahead for the Institute and its membership in the 1990's.

Chairperson's Report



Max J. Morin, Chairperson

In the mid 1970's the Metis and Non-Status Indian people of Saskatchewan had a vision — a vision where we would take control of our own education. Through hard work and negotiation we made this vision a reality and hence the inception in 1980 of the Gabriel Dumont Institute. The Institute is now recognized as the educational arm of the Metis Society of Saskatchewan.

From a modest beginning some ten years ago, the Institute has grown to national recognition. Yet through these years it has continued to maintain a vital linkage and connection with the people it serves. Although the Institute offered more than twenty programs last year, the request for each program was initiated at the local level. Ultimately, we hope that the hundreds of students who pass through the Institute each year will, in turn, use their education for the betterment of our people.

As we prepare to observe the conclusion of the first decade of the Gabriel Dumont Institute, we can be proud that so many of our dreams for the education of our people have been realized. The challenges ahead are many. We must continue to push for government recognition and accreditation so that we can begin to expand our control in the K to 12 system and in more specialized university and technological programming. Maximizing our resources in a time of huge government deficits will also be a major challenge.

On behalf of the Board of Governors of the Gabriel Dumont Institute I want to invite our people to continue to make known their educational and cultural needs — for it is our firm belief that the key to the success and development of the Institute will always be its strong reliance and conviction in the power and future of our people.

Thank you

A handwritten signature in dark ink, appearing to read "Max J. Morin". The signature is fluid and cursive.

**Max J. Morin
Chairperson**

Executive Director's Report



Christopher LaFontaine,
Executive Director

I am pleased to present the 1989 Annual Report to the Board of Governors and membership of the Gabriel Dumont Institute.

As a leader in Aboriginal education the goal of the Institute is to assist individuals toward self-determination, independence and self-reliance. With pride we reflect upon our accomplishments of the last decade; with enthusiasm we prepare for the challenge of the 1990's. The next decade will be a time for change and a time to build upon the strengths of our experience and our heritage.

Our vision is to "make a difference in the lives of our people" by providing educational opportunities that meet needs. Not a better sameness — more of the same even if the same has not worked — but a program that will meet real needs. Our programs provide students the opportunity to grow and reach their potential. We have challenged the status quo with our vision. We lead by example.

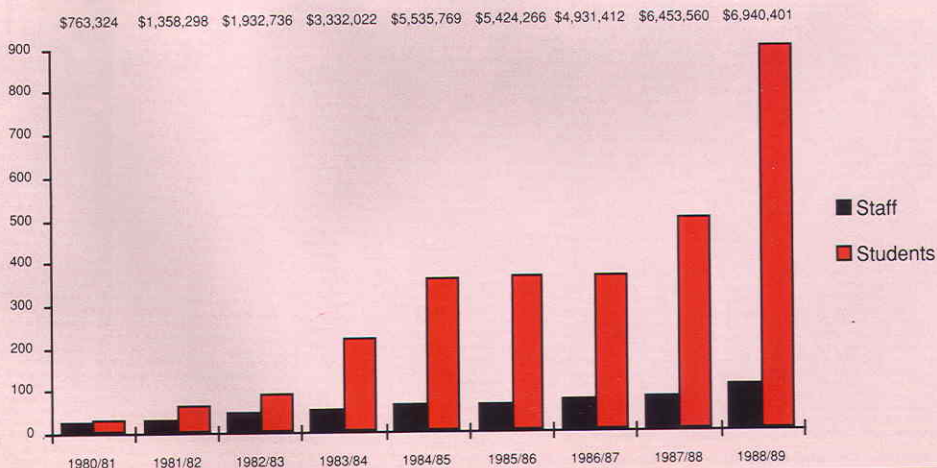
The educational model of the Gabriel Dumont Institute transcends the traditional narrow definition of education. The Institute strives to educate and build both individuals and communities. We are setting a national standard by doing ordinary things well.

"Education is the first step to self-reliance — We cannot share if we have nothing to give, we cannot communicate if we have nothing to say, we cannot cooperate if we have nothing to contribute, we cannot respect others if we have no respect for ourselves. We seek to be self-reliant in order to do these things. Each of us has the responsibility to develop ourselves to our full potential so that we can share, communicate, cooperate and respect ourselves and others."

(Gabriel Dumont's statement of Mission and Values)

Education is the priority of our people. We have translated this priority into opportunities. Opportunities for an academic education for culturally relevant training, for entrepreneurial studies and opportunities for challenges. The Gabriel Dumont Institute in 1989 had

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



Executive Director's Report

921 students; 581 in GDI programs and 340 under the SIAST agreement. However, growth of the Institute cannot be strictly defined in terms of statistics.

The Institute is proud of its students. Graduates are impacting positively on the prevailing attitudes of the general public. Our students are self motivated; they want an educational opportunity. We have increased the number of students, programs and graduates but we have also developed a number of strategic partnerships. The Ile-a-la-Crosse School Board and the RCMP are two examples. In Ile-a-la-Crosse we have worked with the community to develop a high school completion program. The Institute has entered into an historical agreement with the RCMP to train suitable candidates for policing and now sponsors a Pre-RCMP training program. Each program provides an opportunity for self-reliance for Aboriginal people.

The Gabriel Dumont Institute manages a community training centre — a fourteen bed residential training centre — for the integration of female offenders back into the community. We use a well-developed training model to provide opportunities for our people.

What challenges do I see in the next decade?

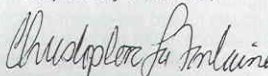
Quality education is demanded by our students. Rightfully so, students are now assuming a greater cost for their education. Their employment opportunities are determined by the activity in the classroom. We need to become more accountable by challenging our success and asking: Could we do things better? Are we current? Are we status quo? Governments, because of economic

conditions, are demanding more accountability. We need to increase the opportunities to provide our people more training. This all requires increased funding and long-term commitments for funding. Our continued success will only be guaranteed if we are able to successfully compete for scarce resources. To do this we must keep abreast of technological and labour market demand. But most importantly we must never forget our reason for being — our great heritage and pride as a people.

GDI needs to continue its strategy of networking with other groups. We need to share our vision with others who have similar commitments to innovation and change. Hundreds of potential students — our young people — will leave their middle school experience unprepared for post secondary courses. We need to seek out and work with school boards, employers, universities, vocational education institutions and community groups to meet this challenge.

Our success will continue only if we have the support of our community. The need to sustain our efforts is key to continued favour with governments and industry. We are prepared to rise to the challenge.

Respectfully submitted,



Christopher LaFontaine
Executive Director



Pre-RCMP staff and students — Fort Qu'Appelle (April, 1989)

Photo courtesy of: J. McDonald

Institute Management

Board of Governors (at November, 1989)

Max Morin, Chairperson, N.R. III Area Representative
Morley Norton, Vice Chairperson, W.R. IA Area Representative
Jim Favel, Secretary, MSS Representative
Grace Hatfield, Treasurer, W.R. II Area Representative
Ralph Kennedy, MSS Representative
Eldon LaFontaine, MSS Representative
Lillian Sanderson, MSS Representative
Larry Ahenakew, N.R. I Area Representative
Norman Hanson, N.R. II Area Representative
Dale McAuley, E.R. I Area Representative
Charlie LaRonde, E.R. II Area Representative
Bev Shauf, E.R. IIA Area Representative
Fiola Dorma, E.R. III Area Representative
Jim Laliberte, W.R. I Area Representative
Shirley Ross, W.R. IIA Area Representative
Jean Salter, W.R. III Area Representative
Shannon Fiddler, SUNTEP Student Representative
Patricia Martin, GDSA Student Representative
Joan LaVallee, Aboriginal Women's Council of Saskatchewan Representative
Nancy Morin, Aboriginal Women's Council of Saskatchewan Representative
Jim Carefoot, University of Regina Representative
Art Knight, University of Saskatchewan Representative
Lorne Sparling, Saskatchewan Education Representative
Vacant, Federal Government Representative

Program Administration

Christopher LaFontaine, Executive Director and
SIAS Vice-President of Native Services Division
Beverly Cardinal, Director, On-Campus Programs,
SIAS Native Services Division
Myrna Martyniuk-Thatcher, Director, Finance and
Administration
James McNinch, Director, SUNTEP
Albert Robillard, Director, University Programs
Gail Sheppard, Director, Community Training
Residence
Donavon Young, Director, Research and
Development

Forest Technology students — Prince Albert (1989)

Photo courtesy of: G. Anderson



Staff of Gabriel Dumont Institute

The following staff list is of those employed with the Institute at November 30, 1989. 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
SIAS Vice-President of Native Services Division

Finance and Administration

Myrna Martyniuk-Thatcher, Director
Maureen Bandas, Accounting Clerk
Norma Belanger, Clerk Steno
Amber Gervais, Accounting Clerk
Barbara Kozack, Clerk Steno/Receptionist
Raymond LaFontaine, Custodian
Ethelene LaPlante, Accounting Clerk
Leona Poitras, Information Officer
Gale Racette, Clerk Steno
Rebecca Racette, Accounting Clerk
Lee Rejc, Coordinator, Student Services
Erma Taylor, Administrative Co-ordinator

Research and Development

Donavon Young, Director
Clarence Campeau, Extension Worker (Archerwill)
John Dorion, Research Officer (Prince Albert)
Cathy Littlejohn, Senior Research Officer (Saskatoon)
Ed Nofield, Research Officer
George Raymond, Extension Worker (Ile a la Crosse)
Elizabeth Troyer, Senior Research Officer

Programs and Services

James McNinch, Director (Saskatoon)

Library Services

Marilyn Belhumeur, Librarian
Doug Coughlin, Reference Librarian
Dorothy Hanson, Librarian (leave)
Pat Kelly, Library Technician
John Murray, Coordinator

Library Services (Prince Albert)

Donna Biggins, Clerk Steno
Bette Desjarlais, Librarian

Curriculum

Marie Baker, Curriculum Developer
Anne Dorion, Curriculum Developer
Don McLean, Research Officer
Calvin Racette, Curriculum Developer

Saskatchewan Penitentiary (Prince Albert)

Tony Desjarlais, Coordinator (leave)
Campbell Papquash, Native Elder
Bernice Sayese, Coordinator
Cliff Tawiyaka, Native Elder

Community Training Residence Inc. (Saskatoon)

Gail Sheppard, Director
Susan Harper, Residence Supervisor
Nina Henry, Life Skills Counsellor
Patrice Kelly, Program and Residence Coordinator
Margaret Larocque, Residence Supervisor
Michelle Legare, Residence Supervisor
Kay Mazer, Residence Supervisor
Evangeline McKay, Residence Supervisor
Faye Reinhart, Residence Supervisor
Carolyne Ryane, Residence Supervisor
Darlene Schwindt, Residence Supervisor
Laura Wasacase, Residence Supervisor

SUNTEP

James McNinch, Director (Saskatoon)
Lorraine Amiotte, Administrative Co-ordinator
(Saskatoon)

SUNTEP Regina

Frances Blenkin, Clerk Steno
Ken Carriere, Faculty
Sherry Farrell-Racette, Faculty
Mary Heit, Faculty
Donna Scarfe, Acting Coordinator/Faculty

SUNTEP Saskatoon

Sheila Aubichon-Pocha, Faculty
Heather Blair, Acting Coordinator/Faculty
Anne Boulton, Faculty
Brenda Chaffee, Clerk Steno
Michele Dufour-Vanderploeg, Clerk Steno (leave)
Ken Kutz, Faculty

SUNTEP Prince Albert

Dave Adams, Coordinator
Lon Borgerson, Faculty
Linda Lysyk, Faculty
Murdine McCreath, Faculty
Sandy Sherwin-Shields, Faculty
Shirley Warren, Clerk Steno

University and Technical Programs

Albert Robillard, Director

Native Business Management (Regina)

Lloyd Hardy, Coordinator
Joanne Horsefall, Clerk Steno
Lee Rejc, Counsellor

Native Human Justice Program (Prince Albert)

Debbie Brown, Clerk Steno
Lawrence Burnouf, Counsellor
Bonnie Jeffery, Coordinator
Ernest Sauve, Counsellor

Pre-Business Administration Program (Cumberland House)

Harold Carriere, Coordinator
Clara Cook, Clerk Steno

Business Administration Program (North Battleford)

Russell Lahti, Coordinator
Debbie Roy, Clerk Steno

Forestry Technician Program (Buffalo Narrows)

Peter Mazuren, Instructor Aide
Wayne McLeod, Faculty
Clarisse Petit, Clerk Steno
Dennis Poudrier, Coordinator

Forestry Technician Program (Prince Albert)

Gordon Anderson, Coordinator
Willie Ermine, Instructor Aide
Duncan Newman, Faculty

Peter Gardypie,

Microcomputer Management — Kelsey Campus

Chemical Dependency Program (Ile-a-la-Crosse)

Gwen Daigneault, Clerk Steno
Brian Favel, Counsellor
Jean McKnight, Faculty
Morris Onyskevich, Coordinator

High School Completion Program (Ile-a-la-Crosse)

Bill Gibbs, Faculty
Morris Onyskevich, Coordinator

0-5 Literacy (Ile-a-la-Crosse)

Roger Morin, Faculty

Pre-Nursing Program (Regina)

Maureen Eyre, Clerk Steno
Doug Ward, Instructor/Counsellor
Vera Wasiuta, Coordinator

Pre-RCMP Program (Fort Qu'Appelle)

Janet Kurtz, Clerk Steno
Loretta Schroh, Instructor/Counsellor
Larry Trask, Coordinator

Native Services Division (SIAS)

Beverly Cardinal, Director

Shirley Boucher, Counsellor, Wascana Campus
(Regina)

Maggie Dubois, Administrative Coordinator
Rhoda Fisher, Counsellor, Palliser Campus
(Moose Jaw)

Brian Gallagher, Instructor/Tutor, Kelsey Campus
(Saskatoon)

Rena Lambert, Counsellor, Woodland Campus
(Prince Albert)

Vickie McCaffrey, Program Facilitator, Kelsey Campus
(Saskatoon)



Photo courtesy of:
Kelsey Campus

Education Centres 1989

Program	Location	Duration	No. of Students*			
Preparatory						
Job Readiness Training	Moose Jaw	39 weeks	14			
Job Readiness Training	Yorkton	39 weeks	18			
Pre-RCMP	Fort Qu'Appelle	17 weeks	12			
Pre-RCMP	Fort Qu'Appelle	22 weeks	21			
Pre-Health Careers	Regina	32 weeks	18			
Pre-Nursing	Regina	40 weeks	24			
Pre-Forestry	La Loche	26 weeks	14			
High School Completion	Ile-a-la-Crosse	52 weeks	19			
0 to 5 Literacy	Ile-a-la-Crosse	39 weeks	20			
Technical						
Radio/TV Electronics	Esterhazy	2 years	16			
Early Childhood Development	Prince Albert	17 weeks	10			
Business Administration	Cumberland House	72 weeks	21			
Forestry Technician	Buffalo Narrows	40 weeks	19			
Forestry Technician	Prince Albert	40 weeks	20			
Chemical Dependency	Ile-a-la-Crosse	96 weeks	20			
University						
Human Justice (1988-90)	Prince Albert	2 years	22			
Human Justice (1989-91)	Prince Albert	2 years	20			
Business Administration	Regina	2 years	25			
Business Administration	Buffalo Narrows	56 weeks	20			
Business Management	Saskatoon	45 weeks	21			
Business Management	North Battleford	45 weeks	20			
SUNTEP						
	Year 1	Year 2	Year 3	Year 4	Grads	
SUNTEP Regina	15	9	12	14	6	56
SUNTEP Saskatoon	20	12	10	9	4	55
SUNTEP Prince Albert	26	15	7	19	9	76
Native Services Division						
(First year Native students enrolled within SIAST post-secondary programs at all four campuses, September, 1989. Does not include ABE, extension or second year.)						340
Total						921

*Number of students enrolled in 1989.

GDI Education Centre/MSS
Local Hall — Esterhazy

Photo courtesy of:
GDI Photo Files



Programs and Services

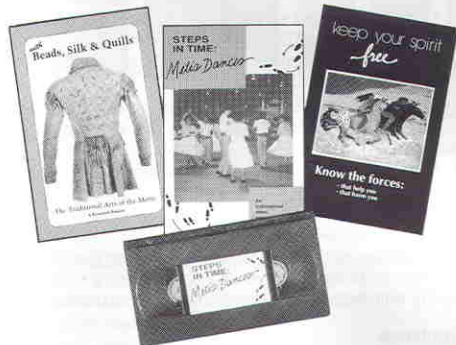
Native Studies and Curriculum

Curriculum Development

During the past year energy focused on researching and developing materials which show the Metis as a distinct people with a unique culture.

The development of a new research base entitled "With Beads, Silk and Quills" thus far includes approximately 2,000 slides of Metis artifacts from across Canada and Europe. This ongoing project will become the basis for many new culturally-based projects.

Another major project was the production of Steps in Time: Metis Dance, the Institute's first venture into the area of video. This 20-minute instructional tape has generated much interest and will be successful in elementary schools as part of the Arts Education curriculum identified by Saskatchewan Education.



Collaboration between the Institute and the Saskatchewan Alcohol and Drug Abuse Commission (SADAC) resulted in the creation of a teaching poster Keep Your Spirit Free which has been a strong promotional item for the Institute.

Funding from the Secretary of State permitted the plotting and revision of the Cree Syllabics workbooks which are now available for distribution.

Initiated and ongoing projects scheduled for completion in 1990 include:

- Because I Love My Country, a book on Metis War Veterans
- a classroom kit and book on the horse and its significance to the survival of Metis and Indian people, and
- a visual re-creation of the life of Louis Riel, leader of the Metis.

Native Studies

Two Indian Studies 100 courses were delivered in 1989 as a credit within the SUNTEP and Native Business Management programs.

A draft of a Metis Studies 30 course outline was completed and materials are being collected. This course has potential for the Grade XII curriculum to complete the sequence of Native Studies 10 and 20 courses presently being developed by Saskatchewan Education.

An arrangement with the Saskatchewan Indian Federated College prompted development by the Gabriel Dumont Institute of two new Indian Studies courses at the university level. Development of these courses will continue through 1990. Eventually students will be able to take an Indian Studies specialization with Metis-specific content, structured into three distinct courses: Metis history to 1885, Metis history from 1885 to the present, and a senior level course in selected Metis issues.

Curriculum Advisory Board

Throughout 1989 the continued role of this Board was to give feedback, advice and guidance to the Institute's curriculum developers. Current members are:

Phyllis Bellegarde	Joanne Pelletier
Keith Goulet	Win Sebelius
Monica Goulet-Couture	Agnes Stanley
Perry Lavallee	

Staff have drafted an editorial policy to direct the work of the Curriculum Division and once adopted by the Advisory Board, this policy will provide them with criteria for approving Institute projects.

Materials and Resource Kits

The materials catalogue was sent out early in 1989 to schools in Alberta, British Columbia, Manitoba, North West Territories, Ontario, Saskatchewan and the Yukon. The majority of sales generated through the Institute's Curriculum Development Division are a direct result of this catalogue and marketing strategy.

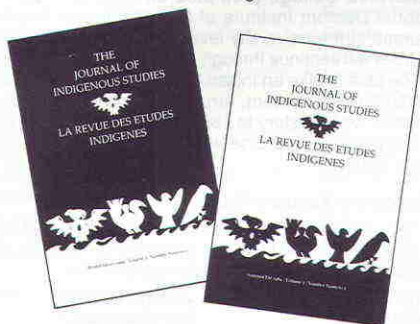


The Journal of Indigenous Studies

Two issues of The Journal of Indigenous Studies were published in 1989. The Journal provides an international forum for the dissemination of scholarly research and discussion. It is a refereed semi-annual journal with a list of subscriptions which has grown to over 100 in less

Programs and Services

than a year, quite a respectable number for a journal of this nature. The first issue included articles on the future of Native self-government, the affirmation of Indigenous values in a colonial education system, a comparison between French Immersion and Indian Language programs, and the excavation and display or reburial of the remains and artifacts of Indigenous.



The second issue contained articles on Michif in northeastern Alberta, Aboriginal languages in Canada, peer support in Canadian Native teacher education programs, and the forced sterilization of American Indian women.

The publication of an academic journal requires attention to detail and a high regard for accuracy. The work of the Board of reviewers and the part-time staff is appreciated. Most academic journals fail in their first two years. An insistence on high quality will ensure that this publication of the Gabriel Dumont Institute will prosper.

Library Information Services

During 1989 effort focused on three major areas: technical processing, extension services, and automation; reflecting advancements from the Resource Centres as the Institute enters its second decade of progress.

Extension Services

The new Prince Albert branch library consolidated program collections from Child Care, Social Work, Human Justice and SUNTEP under one roof. This amalgamation enhanced the extension services to the Institute's northern locations. Other university-level book collections were accessed for inter-library loan through the U-Read line at the University of Regina and the Extension Service, University of Saskatchewan. The past year saw library collections, audio visual equipment, books and shelving assembled and dismantled in fourteen communities, several for the second or third occasion. Agreements to use collections have been negotiated with the following clients: SIAST; the

Department of Social Work, University of Regina; and the Prince Albert District Chiefs.

The four SIAST campus libraries each received significant Native Studies collections of almost 300 titles. Funding and manpower for this came from the Gabriel Dumont Institute with supervision, maintenance and replacement the responsibility of SIAST libraries.

Automation

A formal decision to join the University of Regina's NOTIS automated library system was made. In 1989 general automation training was carried out, subsidized through the C.E.I.C. Skills Development Fund. The NOTIS system involves hardware installation, specific training, attaching bar coding to each book following a system inventory and cataloguing records in a slightly different format. This marks a major project for the library which will cover several years from start to finish.

Local autonomy of policy and security are now defined. The Gabriel Dumont Institute joined with several other consortium members and associated colleges for mutual benefits which include:

- quick access to University of Regina database and other library collections including GDI resources
- resource sharing among members
- technical and trouble shooting assistance
- faster inter-library loans
- computer messaging, and
- union catalogues.

When the NOTIS modules are installed, the Gabriel Dumont Institute will have attained a mature stature in library automation as it prepares for the next decade.

Statistics

Items ordered, catalogued and distributed:

SUNTEP	1,952 items
SIAST	1,051 items
University	1,262 items
Main Library	729 items
Total	4,994 items

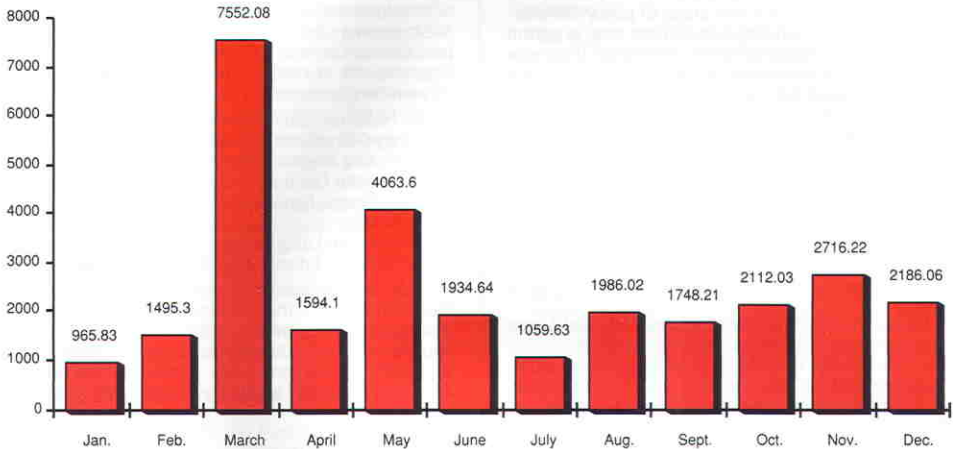
Main Library	
items circulated	6,807 items
in-house use	2,495 items
Total	9,302 items

Reference inquiries	1,151 requested (up 25%)
Audio Visual requests	788 (up 38%)
software	550 (up 37%)
hardware	238

Future Directions

- implementation of automation schedule
- inventory and bar coding of collections
- re-allocation of materials for closing programs and starting new programs
- database searching installation in key programs
- upgrading library book budgets.

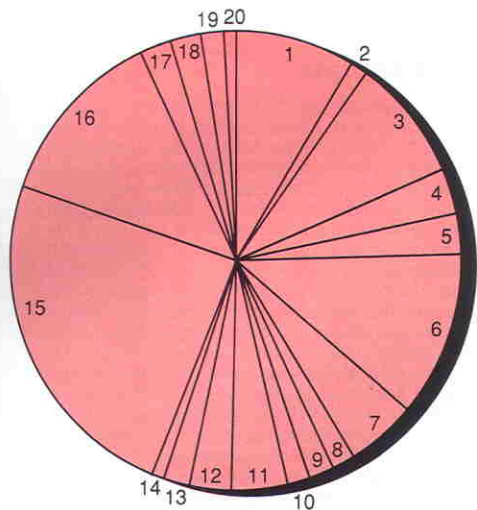
Sales of Curriculum Related Materials (January 1 – December 31, 1989)



Total Sales – \$29,413.72

Sales Breakdown of Individual Products

**1. Metis Development and the Canadian West	8.9%
2. Metis Wedding	1%
3. Metis History Booklets	8.6%
4. 1885: Metis Rebellion or Government Conspiracy	3.3%
5. Fifty Historical Vignettes	2.7%
6. Home From the Hill	11.9%
*7. Flags of the Metis	5%
8. Learning to Speak, Read and Write Cree	1.8%
9. The One-and-a-Half Men	1.7%
*10. Metis Crafts: Quill and Bead Earrings	1.5%
11. Metis Crafts: Finger Weaving	3.9%
*12. Gabriel Dumont: Metis Legend	2.9%
13. Poster: Our Children — Our Future	1.8%
14. Poster: Look and Listen	1%
15. Poster: Keep Your Spirit Free	24.7%
**16. The Metis: Two Worlds Meet	12.6%
**17. Atlas of Aboriginal Settlements	2.1%
**18. Steps in Time: Metis Dance	2.1%
19. Justice Must Be Done	1.9%
20. The Journal of Indigenous Studies	.6%



*Titles recommended by Saskatchewan Education

**Titles recommended by Ontario Education

Research and Development

Throughout 1989 the Research and Development Division continued to provide services to the Institute and the Native community in the areas of policy development, research, funding acquisition, and program planning and implementation. Although the main research office is situated in Regina, staff from this Division are also located in communities across the province including Prince Albert, Saskatoon, Ile-a-la-Crosse and Archerwill. Constant liaison between staff in various locations, community needs surveys and the provision of a toll free number ensures that the work of the Research and Development Division closely reflects the needs and preferences of Saskatchewan's Metis and Non-Status Indian peoples.

Core Research

Research papers developed this year covered a wide variety of topics. These included a needs assessment of the Pine Grove Correctional Institute population designed to facilitate program planning for those released into the Gabriel Dumont Institute Community Training Residence.

Other reports included an analysis of how external environmental factors affect the mandate of the Gabriel Dumont Institute and a paper on current issues affecting Native students in the K-12 system.

Currently the Division is involved in the research and preparation of a formal accreditation proposal to Saskatchewan Education to enable the Institute to design, deliver and certify certain programs such as Life Skills, Cultural Awareness courses and Job Readiness Training.

Field Services

The Research and Development Division, through both its main office and its field staff, acts in a consulting role to the Metis and Non-Status Indian community on issues pertaining to education and training. Assistance to communities and individuals is given for the design and implementation of local needs assessments, funding acquisitions and literature and information searches. Inquiries from potential students of the Institute are assigned to Research and Development staff. The Division's field staff play an important role in ensuring that the Native community is fully aware of current educational and training opportunities offered through the Gabriel Dumont Institute and the Native Services Division of the Saskatchewan Institute of Applied Science and Technology (SIAS). In 1989, the addition of a Northern Education Development Officer in Buffalo Narrows strengthened ties between northern employers and the Native community.

Advisory Services

In addition to services to the Native community of Saskatchewan, the Research and Development Division provides formal input to government and educational organizations. In 1989, staff of the Division participated as members on a number of key committees including:

- the National Native Advisory Committee to Community Corrections Canada
- the Prairie Region National Advisory Committee to the Director General, Corrections Canada
- the National Native Access to Nursing Advisory Committee
- the Northern Labour Market Committee
- the Northern Education Agencies Committee.

Staff from the Division also participated on a Planning Committee with the Saskatchewan Council for International Co-operation so that the Institute could co-sponsor a Literacy Conference in Regina, November 3 and 4, 1989. This conference, entitled "Words Are Not Enough", featured a workshop on Indigenous Peoples and Literacy.

Program Development, Approval and Implementation

A prime function of the Research and Development Division is to develop training proposals for the programs offered by the Gabriel Dumont Institute. These proposals are developed in response to the needs of the Native community and are designed to meet the guidelines of major funding sources such as the Canadian Jobs Strategy (C.E.I.C.), the Native Economic Development Program and the Secretary of State.

Several exciting new program initiatives were negotiated in 1989. In Ile-a-la-Crosse, Saskatchewan, a



*Early Childhood Development Program
— Prince Albert (1989)*

Photo courtesy of:
M. Mark-Teo

full academic Grade 12 Program for adult re-entrants was implemented. This program, funded through Saskatchewan Education, Northern Division, was the result of a co-operative arrangement between the Gabriel Dumont Institute and the Ile-a-la-Crosse School Board. The Gabriel Dumont Institute is also piloting a "O to 5" Adult Literacy program in that same community and hopes to extend this program across the North.

Other 1989 training programs that the Research and Development Division secured funding for in 1989 include:

- Chemical Dependency Worker, Ile-a-la-Crosse
- Forest Technology, Buffalo Narrows
- Forest Technology, Prince Albert
- Pre-Health Careers, Regina
- Pre-RCMP, Fort Qu'Appelle (two separate intakes)
- Pre-Nursing, Regina
- Business Administration, North Battleford
- Business Management, Regina.

Native Human Justice Services

In the summer of 1988 the Research and Development Division submitted a proposal to the Saskatchewan Department of Justice to initiate the first community training residence for female offenders in Saskatchewan. In the Spring of 1989 the Institute was awarded

this contract and the fourteen-bed Gabriel Dumont Community Training Residence is now established in Saskatoon.

The Gabriel Dumont Institute continued, during 1989, to provide Native Elder Services at the Saskatchewan Penitentiary, the Farm Annex, the High Maximum Special Handling Unit and the Regional Psychiatric Centre.

Liaison services between Native inmates and correctional institute management were also contracted through the Gabriel Dumont Institute for the Saskatchewan Penitentiary.

Future Directions

- to continue in the role of providing policy development, research, program planning and implementation
- expansion of the Pre-RCMP program to a prairie region and/or national level
- to develop a major proposal to access funding through the Canadian Aboriginal Economic Development Strategy
- to expand the role of the Native Third Party Coordinating Group
- to undertake a provincial Metis and Non-Status Indian community needs assessment.



First year students — Native Human Justice Program — Prince Albert (1989)
Photo courtesy of: E. Sauvé



Second year students — Native Human Justice Program — Prince Albert (1989)
Photo courtesy of: E. Sauvé

full academic Grade 12 Program for adult re-entrants was implemented. This program, funded through Saskatchewan Education, Northern Division, was the result of a co-operative arrangement between the Gabriel Dumont Institute and the Ile-a-la-Crosse School Board. The Gabriel Dumont Institute is also piloting a "O to 5" Adult Literacy program in that same community and hopes to extend this program across the North.

Other 1989 training programs that the Research and Development Division secured funding for in 1989 include:

- Chemical Dependency Worker, Ile-a-la-Crosse
- Forest Technology, Buffalo Narrows
- Forest Technology, Prince Albert
- Pre-Health Careers, Regina
- Pre-RCMP, Fort Qu'Appelle (two separate intakes)
- Pre-Nursing, Regina
- Business Administration, North Battleford
- Business Management, Regina.

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First year students — Native Human Justice Program — Prince Albert (1989)
Photo courtesy of: E. Sauvé



Second year students — Native Human Justice Program — Prince Albert (1989)
Photo courtesy of: E. Sauvé

Community Training Residence Inc.

The Gabriel Dumont Institute Community Training Residence (CTR) Inc., a subsidiary of the Gabriel Dumont Institute, is under contract with Saskatchewan Justice and the Solicitor General of Canada to provide education/training, supervisory, counselling and residential services to female offenders. These offenders will serve the last portion of their custodial sentence (up to six months) at the CTR under Community Training status (conditions set by Saskatchewan Justice) or Day Parole status (conditions set by the National Parole Board). Offenders will transfer from Pine Grove Correctional Centre in Prince Albert and the Prison for Women in Kingston, Ontario.

The residence opened a temporary facility in the City of Saskatoon in November of 1989. A house will be built to serve as the permanent 14-bed facility, to be completed by the Summer of 1990.

The goal of the Gabriel Dumont Institute Community Training Residence is to facilitate the successful transition of female offenders back into society by providing a safe environment and supportive program designed to promote and re-establish independence, self-respect, the renewal of family ties and the acquisition of productive skills. This goal will be reached

by promoting the independence, self-respect and skills for productive community living of the residents by:

- assessing each new client as a unique individual and devising, in consultation with that client, a "CTR Plan" and a "Post-Release Plan"
- providing opportunities for education, training, employment and treatment according to individual needs and desires
- promoting knowledge of community resources appropriate to the needs of the women and their families
- providing on-going opportunities for learning and practicing responsible behavior including the provision of identifiable role models
- encouraging the establishment of positive and supportive ties with the client's family, friends and chosen release community.

The CTR will provide programming both in the community and within the residence. Though a safe environment will be provided for the clients within the residence, independence from that environment will be promoted through re-integration into the community. In-house programming will fill the void where suitable community programming is not available.

In-house programming will involve an Educational Therapy model and a modularized Life Skills program which deals with areas such as physical care of adults and children, relationships, parenting, self-nurturing, Native traditions and spirituality, creative use of leisure time and related issues.

Community programming will include areas such as education, employment, addiction treatment programs, group activities and health care.

Chairperson's Report

On behalf of the SUNTEP Review Committee, it is my privilege to submit the 1989 report for the Saskatchewan Urban Native Teacher Education Program (SUNTEP).

SUNTEP continues to be a model of quality educational programming for Saskatchewan Native people. It is also noted for its unique cross-cultural focus which benefits all Saskatchewan students. The Gabriel Dumont Institute is proud of the level of professionalism attained by SUNTEP graduates. The program continues to expand its horizons; an increased number of male students have enrolled in our program over the past year.

Not only do SUNTEP graduates find secure employment across western Canada but, they are also in a position to demonstrate a positive image of Native people. Through this good role modelling, both Native youth and mainstream society have a brighter picture of Saskatchewan's Native community.

Throughout 1989 the Review Committee, staff and students of SUNTEP have remained committed to the betterment of Native education in Saskatchewan.



Grace Hatfield
Chairperson
SUNTEP Review Committee

SUNTEP Review Committee

Shannon Fiddler, SUNTEP P.A. Student
David Friesen, University of Regina
Joan Halford, Saskatchewan School Trustees Association

Grace Hatfield, GDI Board (Committee Chairperson)
Sandra Hatfield, SUNTEP Saskatoon Student
Ralph Kennedy, Metis Society of Saskatchewan
Christopher LaFontaine, GDI (Ex-officio member)
James McNinch, GDI (Ex-officio member)
Max Morin, GDI Board
Richard Pelletier, SUNTEP Regina Student
Sam Robinson, University of Saskatchewan
Harold Schultz, Saskatchewan Teachers Federation
(Vacant), Saskatchewan Education



*SUNTEP (Saskatoon)
Students at Native Art workshop
given by Willie Ermine*

Photos courtesy of: SUNTEP Saskatoon

SUNTEP Report

The Saskatchewan Urban Native Teacher Education Program (SUNTEP) was established ten years ago but social forces such as poverty, discrimination, and a lack of opportunity for Aboriginal people which prompted the development of SUNTEP in 1980 are still present today.

The 19 SUNTEP students who graduated with Bachelor of Education degrees in 1989 increased the total number of SUNTEP graduates since 1984 to 163. In 1990 the largest ever SUNTEP graduating class will convocate with more than 35 new teachers joining the SUNTEP alumni.

SUNTEP is approved by the Saskatchewan Human Rights Commission as an affirmative action program to provide teacher education leading to a Bachelor of Education and provincial certification. Statistics provided by the Commission indicate that, despite the success of programs like SUNTEP, a high discrepancy still exists between the number of pupils of Aboriginal ancestry in the provincial school system (15%) and the number of teachers of Aboriginal ancestry working in the schools (2%). Credit for the success of SUNTEP must go to SUNTEP students and graduates who have worked hard to distinguish themselves and to SUNTEP staff who have worked with commitment to achieve the goals of the program.

1989 marked the formal signing of five-year agreements for SUNTEP with the Saskatchewan government and the Province's two universities. This guarantee of program continuity will permit SUNTEP to focus in the 1990's on issues of program quality and integrity. This milestone translates into a need for increased budget support for initiatives such as financial assistance for students taking education courses at the graduate level, SUNTEP preparatory programs in other locations, preparation for revisions in the scope, sequence, and length of the Bachelor of Education program envisioned by the universities, and salary equity for SUNTEP faculty with other professionals working in teacher preparation.

At the administrative level much time was devoted to ensuring SUNTEP's voice was heard within the educational establishment. SUNTEP took an active role in:

- the Minister of Education's Indian and Metis Educational Advisory Committee (IMEAC)
- the Saskatchewan Teachers' Federation Advisory Committee on Teacher Education and Certification
- the Northern and Southern Joint Committees on Field Experience for Student Teachers
- the University of Saskatchewan Standing Committee on Aboriginal Teacher Education (ATEC)
- University of Regina Standing Committees of the Faculty of Education, and
- the AWASIS and SCENES organizations.



First and second year SUNTEP students at Batoche

Photo courtesy of: SUNTEP Saskatoon

The challenge for the future of SUNTEP is to ensure that suitably qualified students of Metis and Non-Status Indian ancestry are encouraged to take up the challenge of entering the teaching profession. Every SUNTEP graduate knows the high financial and personal cost of such commitment. Eventually, however, tangible benefits of such commitment will accrue in terms of personal growth and empowerment and in the improvement of education for Metis and Non-Status Indian children.

SUNTEP Regina

In 1989 six SUNTEP students convocated from the University of Regina. Two graduates, Jackie Barry and Daniehl Porttris, were nominated for the University of Regina President's medal (maintaining an overall average of 80%) and graduated with distinction. All six graduates are now employed in the fields of education and communication.

Within the program, Year Two students delayed their Pre-Internship year while the University of Regina modified the Bachelor of Education program. This in turn meant spending more time on-campus participating in various classes as a group.

SUNTEP faculty continued to provide leadership at the University of Regina, including supervision of interns, involvement in the internship seminar and the outdoor education experiences, and representation on various standing and advisory committees of the Faculty of Education. Significant progress was also made toward convincing the University of Regina Faculty of Education that all education students would benefit from a compulsory course in cross-cultural issues.

SUNTEP Saskatoon

At the SUNTEP Saskatoon graduation in May four students were honored. Two of these students, Maria Fiddler and Duane Favel, accepted teaching positions in Cumberland House and Saskatoon.

In collaboration with the two Saskatoon School Boards and the Field Experience Office of the University of Saskatchewan, SUNTEP was able to clarify suitable designation of lab schools, better procedures for spring student teaching, and more appropriate liaison for placements and monitoring of interns.

Students were active in seminars in Indian visual arts, drama and movement, curriculum development, as well as special events for the families of SUNTEP students. Students raised money for a number of activities including a major field trip to New Mexico as part of an inter-session course, EDIND 250.3 (Education Across Cultures).

SUNTEP Prince Albert

In 1989 nine SUNTEP Prince Albert students graduated and 25 new first-year students joined the program.

Students and staff were involved in activities which included the Survivor's Banquet, fund-raising, family activities and working to support the AWASIS and SCENES conferences. SUNTEP Theatre performed at conferences and in schools to the delight of audiences.

Individual achievement included academic scholarships from the University of Saskatchewan to six SUNTEP Prince Albert students: Bente Huntley, Sarah Lee, Reg Nicholas, Wendy Ratte, Grace Sanderson, and Colleen Watson who had the distinction of holding the highest average of any third year student in the College of Education. Significant scholarships went to two SUNTEP graduates, Ron Bell and Kathy Nelson. For the second consecutive year a SUNTEP graduate received a University of Saskatchewan Bates award. Sharon Bell was this year's recipient for her outstanding work at the middle years level during her internship.

SUNTEP Graduates

Centre	1984	1985	1986	1987	1988	1989	*1990	TOTALS
Regina	13	3	8	2	4	6	12	48
Saskatoon	7	8	9	13	10	4	8	59
Prince Albert	—	7	10	8	6	9	16	56
	20	18	27	23	20	19	36	**163

*Projected number.

**Assume 1990 projected numbers.

Past Chairpersons — Board of Governors

1989 Execut



Jim Sinclair
Chairperson,
Interim Board
1979-80



Frank Tompkins
Chairperson
1980-82



Dona Desmarais-
Racette
Chairperson
1982-83



Alice Setka
Chairperson
1985-87



Bernice Hammersmith
Chairperson
1987-88



Phillip Charlier
Chairperson
1988-89



Max Morin
Chairperson



Morley
Vice-Ch

A DECADE O



Official Opening (1980)



SUNTEP Regina second intake (September 1981)



4th Annual Education/Cultural Conference — North Battleford (1984)



5th Annual Education/Cultural Conference — Saskatoon



Academic XII Work Experience Program — Regina (1987)



Community Development Fieldworker Program — Archenhill (1987)

Board of Governors

Executive Directors and Assistant Directors 1980-89



Grace Hatfield
Treasurer



Jim Favel
Secretary



Kenn Whyte
Executive Director
1980-84



Walter Currie
Assistant Director
1980-82



Timothy Pynch
Assistant Director
1983-84



Keith Goulet
Executive Director
1984-85

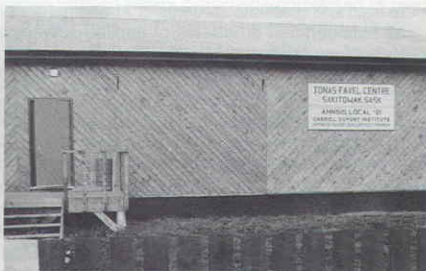


Christopher LaFontaine
Assistant Director
1984-85
Executive Director
1985-Present

PROGRESS



SUNTEP Prince Albert first intake (September 1982)



Jonas Favel Education Centre Opened — Ile-a-la-Croix (1983)



85)



Metis Dancers performing at 6th Annual Education/Cultural Conference — Saskatoon (1986)



SUNTEP Prince Albert performers — 9th Annual Education/Cultural Conference — Saskatoon (1989)

Native Services Division

During 1989 the Native Services Division (NSD) actively developed and implemented a diverse range of programs and services within the Saskatchewan Institute of Applied Science and Technology (SIASST). The majority of these services were directed toward recruiting and retaining Aboriginal students within SIASST programs.

All Native Services Division activities were carried out under the Division's guiding principles:

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

Not only were significant gains made toward fulfilling NSD's mandate in 1989, the Native Services Division also developed credibility and recognition as innovative leaders for Aboriginal education within the SIASST organization.

Native Management Council

Native Services Division is directed by a Native Management Council (NMC) which oversees the policy development, funding determination, staffing and overall operation of the Division. In 1989 the members of the Native Management Council were:

Norman Hanson, Board Member, GDI
Grace Hatfield, Board Member, GDI
Christopher LaFontaine, Vice-President NSD
(Ex-officio)

Sharon Maher, Vice President of Programs, SIASST
Bev Shauf, Board Member, GDI
Frances Underwood, Board Member, SIASST

Native Services Division Administration

Administration of the Native Services Division is unique to both SIASST and GDI and required a specialized approach which was developed and nurtured throughout 1989. This unique relationship was carried out with the Division's Vice-President, Director of On-Campus Programs and Program Assistant located within SIASST's Corporate Office in Regina.

On-Campus Services

In 1989 the vast majority of Native Services Division activities were carried out by NSD staff situated within SIASST campuses:

Kelsey Campus (Saskatoon)

Activities of the Native Services Division at Kelsey Campus in 1989 very deliberately focused on recruiting more Aboriginal students into Kelsey's programs. This activity resulted in maintaining the numbers of Aboriginal students enrolled in first year programs this past Fall (55 first year students) as compared to 1988 (56 first year students).

With this level of Aboriginal student enrolment came the need to begin providing a number of services directly aimed at retaining these students to successful completion of their programs. These services included:

- structured orientation to the campus for all new and returning Aboriginal students
- provision of on-going tutorial services by NSD's instructor/tutor within the campus Learning Centre
- creation, publication and distribution of NSD's newsletter, "Communicator"
- establishment of NSD's first scholarship awards for Kelsey's Aboriginal students in collaboration with the Kelsey Scholarship Fund
- development of an Aboriginal Student Activity Centre to provide Aboriginal students with a lounge, study area, meeting area and other Kelsey Campus and Native Services Division professional services.

*Gordon Rediron,
Welding —
Kelsey Campus*



*Wayne Ross, Agricultural
Machinery Technology —
Kelsey Campus*

Photos courtesy of:
Kelsey Campus

Palliser Campus (Moose Jaw)

Aboriginal student enrolment did not significantly increase at Palliser Campus in 1989 (58 first year students) as compared to 1988 (51 first year students). However, a number of unique initiatives were undertaken by NSD at Palliser Campus in 1989:

- delivery of the Life Skills and Cross-Cultural components of the "Pre-Careers Program", an on-campus preparatory program joint-ventured between Palliser Campus and NSD
- design, development and delivery of a new cross-cultural curriculum "Saskatchewan Studies" designed for implementation within SIASST programs
- implementation of a unique recruitment strategy aimed at attracting and preparing more Aboriginal students for entrance into Palliser's technology programs.

Wascana Campus (Regina)

In the Fall of 1989 a full-time Native Services Division Counsellor was assigned to Wascana Campus. Until then all services for Wascana's Aboriginal students had been handled by their Special Needs Counsellor. It was felt that increasing enrolments of Aboriginal students into Wascana's programs (72 in 1989 as compared to 52 in 1988) required attention by NSD.

Native Services Division was able to initiate a number of successful activities at Wascana Campus in 1989:

- orientation of new and returning Aboriginal students to Wascana Campus academic and post-secondary programs
- development, implementation and delivery of a highly successful Pre-Nursing program designed to prepare Aboriginal students for entrance into Wascana's nursing programs
- provision of group and individual tutorials for Aboriginal students requiring specific assistance in their program of study
- organization of an Aboriginal student support group for students enrolled in Wascana Health Sciences programs.

Woodland Campus (Prince Albert and Meadow Lake)

Of the four SIASST campuses, Woodland has the highest enrolment of Aboriginal students in the province. These ever-increasing numbers (155 in 1989 as compared to 107 in 1988) required the Native Services Division and Woodland Campus to identify a variety of initiatives to meet the needs of students studying within this unique environment:

- recruitment activities focused toward northern Saskatchewan communities whose Aboriginal students desired to attend a post-secondary institution
- concentrated numbers of new Aboriginal students were provided intensive orientation sessions prior to beginning their programs of study

- community resources and agencies were utilized on a referral basis for Aboriginal students requiring assistance
- on-campus preparatory and accredited programming was undertaken for 20 Aboriginal students enrolled in GDI's Forest Technology Program — a joint-venture between Gabriel Dumont Institute, Native Services Division and Woodland's Trades and Resources Division.

Other On-Campus Initiatives

During 1989 a number of other on-campus initiatives were undertaken by NSD within SIASST:

- Native Studies library collections composed of over 275 titles were purchased and presented to each SIASST campus library/resource centre
- funding was secured for production of a Native-specific Literacy Tutoring Manual which was "piloted" through a Native literacy program in Regina
- Campus Native Advisory Committees (CNAC's) were re-activated to provide direction to Non-Status Indian and Metis (NSIM) programs within SIASST
- numerous professional development activities ranging from Cross-Cultural Education to Affirmative Action and Education/Employment Equity were facilitated for SIASST staff
- participation in a national education conference (Association of Canadian Community Colleges) provided NSD with a forum to present their unique model to other Canadian educators.

Future Directions

Native Services Division will be challenged by a number of issues in 1990 and have identified key activities which will enable the Division to successfully respond to the continued needs of Aboriginal people within SIASST:

- a comprehensive evaluation of the Division to be carried out early in 1990
- securing Core funding for the Division to continue operation into the 1990's
- delivery of "pre-tech" and "pre-apprenticeship" programs designed to increase enrolments of Aboriginal students in SIASST's various technical and industrial training programs
- implementation of a comprehensive marketing strategy aimed at providing both internal and external sources the opportunity to utilize NSD's expertise to the fullest and
- the expansion of the Native Management Council and the Campus Native Advisory Committees to ensure continued input and influence from Saskatchewan's Aboriginal communities into the operation of NSD.

University and Technical Programs

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

These programs, of one- to two-year duration, are in the disciplines of Business Administration, Forestry Technology, Chemical Dependency and Human Justice services. Typically, each certificate or diploma program is preceded by an academic upgrading term of some months to prepare the student for college level courses. During 1989, the Institute continued to develop the curriculum for these pre-college courses. At the same time, the academic staff continued to work with the University of Regina in adapting credit college courses with appropriate Native content.

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

- University of Regina
- Saskatchewan Institute of Applied Science and Technology
- Employment and Immigration Canada
- Federal Department of Tourism and Small Business, the Native Economic Development Program
- Correctional Services Canada
- Metis Economic Development Foundation of Saskatchewan
- Donner Canadian Foundation
- Saskatchewan Human Rights Commission
- Saskatchewan Education, Student Financial Services Branch
- Indian and Native Affairs Secretariat, Career Development and Training
- Royal Canadian Mounted Police, Native Policing Branch
- Saskatchewan Literacy Campaign
- the communities in which our programs are located, and
- the many employers throughout Saskatchewan who provide practicum and work experience placements for students of the Institute's instructional programs.

University Programs Offered in 1989

Native Human Justice: Prince Albert

The Institute's Native Human Justice Program, located in Prince Albert, began in September, 1987 and graduated its first class of 14 in May, 1989.

The content of the program is essentially the first two years of the University of Regina Human Justice degree program, for which the students receive the Diploma in Human Justice.

The class enrolled in September 1988 is currently at 20 students, whom will graduate in 1990.

A third group of 22 was enrolled in August, 1989; these students are scheduled to graduate in May, 1991.

Native Business Management: Buffalo Narrows

The Native Business Management Program at Buffalo Narrows began in April, 1988, and closed February, 1989, a term of 45 weeks.

Nine students completed the program.

The program content included a preparatory phase followed by University of Regina classes in Mathematics, Computer Science, English and Economics; this was followed by an applied management session, which included a business field placement practicum.

Native Business Management: Saskatoon

The Native Business Management Program at Saskatoon ran for 45 weeks: November, 1988 to October, 1989.

Twelve students completed the program.

The program content was made up of an academic preparatory phase, the Certificate in Administration program of the Extension Department of the University of Regina, and a business practicum.

Business Management Diploma Program: Regina

The Business Management Diploma Program, which is credited through the Extension Department of the University of Regina, got started on May 15, 1989, with a pre-college academic term.

This Diploma program is essentially the first two years of the degree program in Business Administration.

At year end twenty-four students are enrolled; the class is scheduled to graduate in June, 1991.

Business Administration Certificate Program: North Battleford

This Business Administration Program began in September, 1989.

The first fifteen weeks was devoted to academic upgrading in Mathematics, English and Computer Science. The content of the Administration Certificate program, offered through the Extension Department of

the University of Regina, is made up of courses in Administration, Marketing, Accounting and Economics.

The program is scheduled to end in August, 1990. Currently twenty students are enrolled.

Technical Programs Offered in 1989

Radio/TV Electronics: Esterhazy

The Radio/TV Electronics Training Program came to an end on January 28, 1989, with 12 students graduating from GDI's Esterhazy training centre with certificates from SIAST, Palliser Campus.

The demands of this program required students to study theoretical material as well as perform a considerable amount of hands-on activity in areas such as television, radio, computer and VCR repair and service.

Although two students required additional study at Palliser Campus in order to complete their areas of specialization, the majority of students found employment upon graduation.

Early Childhood Development: Prince Albert

The Gabriel Dumont Institute successfully secured a contract to offer Early Childhood Development training to ten students enrolled in the Native Co-ordinating

Chemical Dependency Program students — Ile-a-la-Crosse (1989)

Photo courtesy of:
M. Onyskevich



Staff and students,
Business Management
Training Program —
North Battleford (1989)



Photo courtesy of: R. Lahti

University and Technical Programs



**Staff and students, Forest Technology —
Buffalo Narrows (1989)**

Photo courtesy of: D. Poudrier

Council's Crisis Childcare Worker Training Program in Prince Albert. Although contracted to deliver Early Childhood Development modules from SIAST, Kelsey Campus, this program offered a Native Studies component and introduced students to the unique aspects of Native childcare education.

Upon completion of the Institute's contract in February, 1989, the ten students went on to complete the Crisis Childcare Worker Training Program in Prince Albert.

Forestry Technician Program: Buffalo Narrows

The Forestry Technician Program at Buffalo Narrows began in May, 1989, and is scheduled to end in July, 1990; the program is made up of fifteen weeks of academic studies and forty weeks for the Forestry Technician Certificate offered through the Woodland Campus of SIAST.

Nineteen students are enrolled at year end.

Forestry Technician Program: Prince Albert

Twenty students enrolled in the initial preparatory phase of the Forestry Technician Program at SIAST Woodland Campus in Prince Albert on May 15, 1989.

The preparatory phase included four months of academic up-grading, Life Skills, Native Studies, and Computer Literacy designed to prepare the students to complete the one-year SIAST Forestry Technician certificate.

The certification training is now underway and scheduled for completion in Spring, 1990.

Chemical Dependency Worker Program: Ile-a-la-Crosse

The Chemical Dependency Program at Ile-a-la-Crosse began in May, 1989. The program is made up of fifteen weeks of academic upgrading, now completed, and eighty weeks of Certificate in Chemical Dependency Worker training accredited through the Woodland Campus of SIAST. The class, with an enrolment of twenty at year-end, is scheduled to graduate in June, 1991.

Business Administration Program: Cumberland House

The Business Administration Program at Cumberland House began in July, 1989, with an academic upgrading term of thirty-two weeks, currently in progress. In February, 1990, the eighty-week certificate program in Business Administration (Manager) through the Woodland Campus of SIAST is scheduled to begin.

At year end, twenty-two students are enrolled.

Preparatory Programs Offered in 1989

Pre-Forestry Training: La Loche

A program in Pre-Forestry was offered at La Loche during the six-month period from February to August, 1989. Twelve students successfully completed this program.

The program content included academic subjects preparatory to college entrance: Interpersonal Skills, English, Mathematics and an introduction to mini-computers. The final weeks of the program were devoted to completion of the first ten competencies of the Forestry Technician course through the Woodland Campus of SIAS.

Job Readiness Training: Moose Jaw and Yorkton

The Institute offered two intakes of Job Readiness Training at separate locations in 1989: Moose Jaw and Yorkton.

These programs prepared students to challenge Saskatchewan Education's GED examinations. As well, the programs offered students intensive Life Skills, Native Studies, and career planning sessions aimed at developing skills which would assist them to secure fulfilling employment in their communities. Students also participated in a variety of work placement situations which assisted them in identifying potential career possibilities for themselves.

In Moose Jaw, ten students graduated from JRTP on January 14, 1989. In Yorkton, thirteen students successfully completed JRTP and graduated on August 12, 1989.

Pre-RCMP: Fort Qu'Appelle

The Pre-RCMP Training Program at Fort Qu'Appelle was offered from January to May, 1989, with a second intake occurring in November, 1989.

This unique program was designed to prepare students to pursue a policing career with the RCMP Constable training division in Regina. Students were provided academic upgrading to successfully complete the GED XII. As well, intensive physical education and contemporary policing issues classes were included. Successful students were guaranteed employment in the RCMP Summer Student Program with the option of continuing their police education at the RCMP Training Academy in Regina.

Seventeen students successfully completed the first intake of Pre-RCMP and graduated on April 27, 1989.

Twenty-one students are enrolled in the November, 1989 intake.

Pre-Nursing: Regina

The Pre-Nursing Training Program was offered at SIAS Wascana Campus from January 9, 1989 to August 18, 1989. Another intake of this program began in November, 1989.

Students were given opportunity to upgrade their education to meet the entrance criteria for enrolment in a Wascana Campus nursing program. Classes offered included upgrading in Communications, Sciences and Mathematics, as well as a comprehensive Life Skills and Native Studies program. Some time was devoted to introducing students to medical terminology and health careers exploration.

Seven students were accepted into the Wascana Campus Diploma Nursing, Psychiatric Nursing and Certified Nursing Assistant programs in August, 1989.

Twenty-four students are enrolled in the November, 1989 intake.

High School Completion Program: Ile-a-la-Crosse

Nineteen students enrolled in this academic Grade 12 program on September 1, 1989.

The program requires students to complete seven of a possible nine accredited Grade 12 subjects: Life Skills 30, Metis Studies 30, Biology 30, Chemistry 30, Algebra 30, General Math, English A and B, and Social Studies. This program is being offered through a unique agreement between GDI and the Ile-a-la-Crosse School Board.

Students who successfully complete their studies by June 30, 1990, will write Saskatchewan Education's Grade 12 departmental exams in August, 1990.

0-5 Literacy Program: Ile-a-la-Crosse

This part-time basic literacy program began on October 1, 1989 with twenty students.

The students work with the instructor/tutor approximately six hours per week to develop basic reading and writing skills. The program is structured to also accommodate those students for whom English is their second language.

The 0-5 Literacy Program will be offered until June 30, 1990.

Graduates 1989

The Gabriel Dumont Institute is pleased to honour the following students who graduated from our programs in 1989.

SUNTEP (Prince Albert)

Sharon Bell	Mario Martel
Margo Boucher-Anderson	Terry Merasty-Hiebert
Louise Daniels	Chris Turner
Wanda Legendre	Bonnie Vandale
Sharon Madden	

SUNTEP (Regina)

Joy Amundson	Rita Morrisseau
Jackie Barry	Daniehl Porttrris
Janice Lerat	Lori Robison

SUNTEP (Saskatoon)

Duane Favel	Bertha George
Maria Fiddler	Alan Tremayne

Native Human Justice (Prince Albert)

Sheila Boyer	Brad Impey
Shawn Dagenais	Larry Laliberte
Sandra Ericson	Elizabeth McKenzie
Leslie Fiddler	Steve Melenchuk
William Gladue	Angelique Sanderson
Valerie Harvey	Bernice Sayese
Janice Henry	Terry Sinclair

Native Business Management (Buffalo Narrows)

Russel Aubichon	Lillian Hanson
Norman Bonneau	Estelle Laliberte
Harold Belanger	Loula Petite
Wendal Desjarlais	Lorna Regan
Leo Gardiner	

Native Business Management (Saskatoon)

Olive Aubichon	Charles McCallum
Rene Durocher	Lynn Morin
Dolores Highway	Sandra Morin
Cameron Kennedy	Derrick Munroe
Lorraine Laliberte	Carollyne Ryane
Lynn Larose	Charles Ryder

Radio/TV Electronics (Esterhazy)

David Chunyk	Wymen Pelletier
Robert Fleury	Mark Rist
David Friday	Melvin Roy
Dennis LaPlante	Dale Steckler
Ron Morin	John Stonechild
Darrel Parenteau	Russell Ward

Early Childhood Development (Prince Albert)

Lynda Douglas	Grace Klarenback
Fran Ferster	Sandy Norfield
Linda Fiddler	Marie Parenteau
Nellie Finlayson	LaVera Schiele
Carol Guigon	Shirley Schulte

Pre-Forestry Training (La Loche)

Beth Clark	Lester Janvier
Teddy Clarke	Norma Janvier
Thomas Favel	Peter Janvier
Albert Herman	Justine Lemaigre
Velma Herman	Steven Lemaigre
Eric Janvier	Clarence Tolejour

Job Readiness Training (Moose Jaw)

Dwight Deschambeault	Rosemarie Reynolds
Deborah Heichert	Lorne St. Pierre
Dean Kequahatooway	Marlene St. Pierre
Constance Lewry	Florence Tregear
Ed Myran	Vera Wahpooseyan

Job Readiness Training (Yorkton)

Randy Brazeau	Margaret Martin
Sylvia Brazeau	Dennis Pauchay
Florence Houle	Debbie Peepeetch
Nicole LaFontaine	Stan Shingoose
Rose LeDoux	Stella Wapemoose
Lawrence Nepinak	Joyce Wilson
Ken Martin	

Pre-RCMP Training (Fort Qu'Appelle)

Joseph Beaudin	Angela Prettyshield
Warren Bradfield	Mervin Pritchard
Debbie Desjarlais	Sheldon Pelletier
Lori Desnomie	Sherry Poitras
Lyle Desnomie	Lani Rope
Alvin Fisher	Lyndon Watson
Stan Laliberte	Ron Wick
Darwin McNabb	Lloyd Yew
Kelly Otten	

Pre-Health Careers (Regina)

Wanda Epp	Beverley Whitehawk
Denise Keshane	Janice Willits
Donna Taylor	Marlene Wolfe
Wendy Turner	

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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, 1989 were:

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

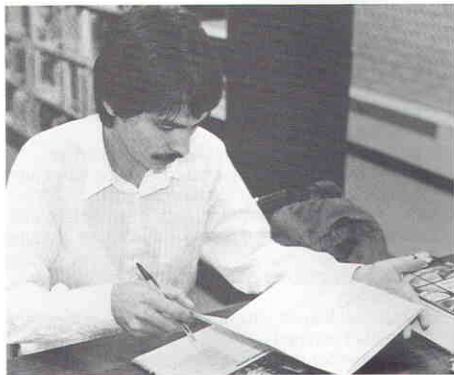
Napoleon LaFontaine Economic Development Scholarships

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

Types of Scholarships

Entrance Scholarships

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



**Ron Roy, Food Services Administration —
Kelsey Campus**

Photo courtesy of: Kelsey Campus

Undergraduate Scholarships

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

Graduate Scholarships

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

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 1989:

Entrance

Elaine McKenzie, Business Administration-Manager ♦

Undergraduate

Alma Mary Roy, Business Administration ♦

Special

Melvina Aubichon, Business Administration ♦

Remission

Dianne E. Gielis, Bachelor of Law ♦

Finance and Administration

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

Division Activities

- maintenance and continued development of a centralized Management Information Retrieval System and Word Processing System
- standardize procedures to ensure sufficient 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 for conferences
- revise Administration/Personnel manuals and inform all staff of changes in policy and/or procedures
- advertise for all staff and student recruitment
- provide support 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, equipment and furniture
- 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 the expenditure plans of the Institute and revise them quarterly 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 budget of upwards to \$6 million
- maintain all leases, insurance, benefits, equipment and related contracts
- responsible for the process required to set up and close all Institute programs.

Treasurer's Report



Grace Hatfield
Treasurer

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, 1989.

New program initiatives were undertaken during 1989 and the level of support provided to our students was increased or maintained throughout the year. The Institute was not required to cut back staffing, services or programs in spite of an overall 0% budget increase for the Core operation. To achieve this end, tight fiscal control was implemented by the Board. The success of this initiative is primarily due to the dedication and effort extended by our staff in carrying out the Institute's mandate.

I would like to thank the Board of Governors, staff and students for their commitment and contribution toward making 1989 another successful year.

A handwritten signature in cursive script that reads "Grace Hatfield".

Grace Hatfield
Treasurer
Gabriel Dumont Institute
Board of Governors

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, Inc. as at March 31, 1989 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, 1989 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.

A handwritten signature in cursive script that reads "Ernst & Young".

Regina, Canada
August 22, 1989

Ernst & Young
(formerly Clarkson Gordon)
Chartered Accountants

Financial Statements

Gabriel Dumont Institute of Native Studies and Applied Research, Inc. (Incorporated under the Non-Profit Corporations Act)

BALANCE SHEET MARCH 31, 1989

	Admin- istration	Core Service	SUNTEP	S.T.E.P. I	Native Services Division	Skills Growth Fund S.T.E.P. II	Scholar- ship Funds (note 2)	Canadian Job Strategy Programs (note 1)	1989 Total	1988 Total
Assets:										
Current —										
Cash		\$374,978		\$276,344			\$2,989		\$654,311	\$11,152
Accounts receivable (note 3)	\$ 67,061	49,404	\$351,229	92,829	\$ 5,188	\$ 1,419		\$222,301	789,431	923,894
Interfund accounts receivable	462,856				56,169	1,839		199,151	720,015	137,480
Accrued interest receivable							90		90	331
Prepaid expenses	13,552	2,068	10,685	5,117				663	32,085	35,514
Total current assets	543,469	426,450	361,914	374,290	61,357	3,258	3,079	422,115	2,195,932	1,108,371
Fixed (note 4)	839,982	47,624	36,309			201,661		4,000	1,129,576	545,629
	<u>\$1,383,451</u>	<u>\$474,074</u>	<u>\$398,223</u>	<u>\$374,290</u>	<u>\$61,357</u>	<u>\$204,919</u>	<u>\$3,079</u>	<u>\$426,115</u>	<u>\$3,325,508</u>	<u>\$1,654,000</u>
Liabilities:										
Current —										
Bank overdraft	\$853,248		\$147,727		\$60,277			\$196,131	\$1,257,383	\$302,892
Accounts payable	264,416	\$20,571	120,079	\$28,316	2,765			213,383	649,530	325,192
Interfund accounts payable		376,505	81,054	262,456					720,015	137,480
Deferred revenue	5,000	5,664		83,518				12,601	106,783	362,762
Current portion of term debt (note 5)	5,800								5,800	
Total current liabilities	1,128,464	402,740	348,860	374,290	63,042			422,115	2,739,511	1,128,326
Term debt (note 5)	212,305								212,305	
	<u>1,340,769</u>	<u>402,740</u>	<u>348,860</u>	<u>374,290</u>	<u>63,042</u>	<u>Nil</u>	<u>Nil</u>	<u>422,115</u>	<u>2,951,816</u>	<u>1,128,326</u>
Surplus:										
Unappropriated	42,682	71,334	49,363	Nil	(1,685)	204,919	Nil	4,000	370,613	522,778
Appropriated							3,079		3,079	2,896
Total surplus	42,682	71,334	49,363	Nil	(1,685)	204,919	3,079	4,000	373,692	525,674
	<u>\$1,383,451</u>	<u>\$474,074</u>	<u>\$398,223</u>	<u>\$374,290</u>	<u>\$61,357</u>	<u>\$204,919</u>	<u>\$3,079</u>	<u>\$426,115</u>	<u>\$3,325,508</u>	<u>\$1,654,000</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, 1989

	Admin- istration	Core Service	SUNTEP	S.T.E.P. I	Native Services Division	Skills Growth Fund S.T.E.P. II	Scholar- ship Funds	Canadian Job Strategy Programs	1989 Total	1988 Total
Revenue:										
Government of Canada (schedule 1)		\$ 27,862		\$1,288,557				\$1,180,358	\$2,496,777	\$2,366,822
Government of Saskatchewan		775,200	\$896,860						1,672,060	2,133,919
Other (schedule 2)	\$934,174	396,095	828,970	138,929	412,306		\$183	60,907	2,771,564	1,952,819
Total revenue	<u>934,174</u>	<u>1,199,157</u>	<u>1,725,830</u>	<u>1,427,486</u>	<u>412,306</u>		<u>183</u>	<u>1,241,265</u>	<u>6,940,401</u>	<u>6,453,560</u>
Expenses:										
Curriculum development	22,645	17,196	3,268	736	198				44,043	113,675
Donated services	11,362								11,362	32,134
Educational conferences	12,247	71,928							84,175	71,265
Instructional costs	13,077	45,056	615,653	271,335	54,671			150,905	1,150,697	853,236
Kapachee		49,000							49,000	48,842
Library costs		22,515	21,915	23,757	551			4,491	73,229	177,802
Operating costs (schedule 3)	542,263	293,773	328,874	535,019	106,531	\$ 75,111		250,932	2,132,503	1,929,949
Public relations (schedule 4)	14,665	4,754	23,747	14,354	6,703			14,603	78,826	80,995
Salaries and benefits (schedule 4)	313,292	604,223	695,349	490,731	205,480			767,301	3,076,376	2,872,630
Scholarships										6,561
Travel and sustenance (schedule 4)	86,758	80,546	44,424	91,554	39,857			49,033	392,172	381,162
Total expenses	<u>1,016,309</u>	<u>1,188,991</u>	<u>1,733,230</u>	<u>1,427,486</u>	<u>413,991</u>	<u>75,111</u>	<u>Nil</u>	<u>1,237,265</u>	<u>7,092,383</u>	<u>6,568,251</u>
Excess (deficiency) of revenue over expenses	<u>\$ (82,135)</u>	<u>\$ 10,166</u>	<u>\$ (7,400)</u>	<u>Nil</u>	<u>\$(1,685)</u>	<u>\$(75,111)</u>	<u>\$183</u>	<u>\$ 4,000</u>	<u>\$(151,982)</u>	<u>\$(114,691)</u>

(See accompanying notes)

Gabriel Dumont Institute of Native Studies and Applied Research, Inc.
STATEMENT OF SURPLUS
YEAR ENDED MARCH 31, 1989

	Admin- istration	Core Service	SUNTEP	S.T.E.P. I	Native Services Division	Skills Growth Fund S.T.E.P. II	Scholar- ship Funds	Canadian Job Strategy Programs	1989 Total	1988 Total
Unappropriated:										
Balance, beginning of year	\$124,817	\$61,168	\$56,763			\$280,030			\$ 522,778	\$ 637,606
Excess (deficiency) of revenues over expenses	(82,135)	10,166	(7,400)		\$(1,685)	(75,111)	\$183	\$4,000	(151,982)	(114,691)
	42,682	71,334	49,363		(1,685)	204,919	183	4,000	370,796	522,915
Appropriated during year							(183)		(183)	137
Balance, end of year	<u>\$42,682</u>	<u>\$71,334</u>	<u>\$49,363</u>	<u>Nil</u>	<u>\$(1,685)</u>	<u>\$204,919</u>	<u>Nil</u>	<u>\$4,000</u>	<u>\$ 370,613</u>	<u>\$ 522,778</u>
Appropriated:										
Balance, beginning of year							\$2,896		\$ 2,896	\$ 2,759
Appropriated during year							183		183	137
Balance, end of year							<u>\$3,079</u>		<u>\$ 3,079</u>	<u>\$ 2,896</u>

(See accompanying notes)

Gabriel Dumont Institute of Native Studies and Applied Research, Inc.
STATEMENT OF CASH FLOWS
YEAR ENDED MARCH 31, 1989

	Admin- istration	Core Service	SUNTEP	S.T.E.P. I	Native Services Division	Skills Growth Fund S.T.E.P. II	Scholar- ship Funds	Canadian Job Strategy Programs	1989 Total	1988 Total
Cash provided by (used in) operating activities:										
Excess (deficiency) revenue over expenses	\$ (82,135)	\$ 10,166	\$ (7,400)		\$ (1,685)	\$ (75,111)	\$ 183	\$ 4,000	\$ (151,982)	\$ (114,691)
Charges (credits) to operations not affecting cash in the current year—										
Loss (gain) on sale of fixed assets	498	820				107			1,425	(1,287)
Depreciation and amortization	80,483	29,617	9,077			75,004		1,000	195,181	190,962
	(1,154)	40,603	1,677		(1,685)	Nil	183	5,000	44,624	74,984
Net change in operating account balances—										
Decrease (increase in):										
Accounts receivable	536	58,326	(101,272)	\$253,702	(5,188)			(71,641)	134,463	(162,432)
Interfund accounts receivable	(386,894)	58,123			(56,169)	(258)		(197,337)	(582,535)	142,892
Interest receivable		273					(32)		241	(11)
Prepaid expenses	(9,215)	(2,068)	(7,651)	23,026				(663)	3,429	69,935
Increase (decrease) in:										
Accounts payable	25,967	(4,223)	(77,679)	(12,684)	2,765			184,509	118,655	(148,359)
Interfund accounts payable		376,505	48,747	157,283					582,535	(142,894)
Deferred revenue	5,000	(12,015)		(153,297)				(95,667)	(255,979)	133,457
Cash provided by (used in) operating activities	(365,760)	515,524	(136,178)	268,030	(60,277)	(258)	151	(175,799)	45,433	(32,428)
Cash provided by (used in) investment activities:										
Purchase of fixed assets	(773,507)	(2,179)	(3,091)					(5,000)	(783,777)	(154,295)
Proceeds on disposal of fixed assets	1,128	1,838				258			3,224	3,005
Increase in accounts payable relating to fixed asset additions	205,683								205,683	
Cash used in investment activities	(566,696)	(341)	(3,091)	Nil	Nil	258	Nil	(5,000)	(574,870)	(151,290)
Cash provided by (used in) financing activities:										
Term debt advances	220,000								220,000	
Term debt repayment	(1,895)								(1,895)	
Cash provided by financing activities	218,105	Nil	Nil	Nil	Nil	Nil	Nil	Nil	218,105	Nil
Increase (decrease) in cash	(714,351)	515,183	(139,269)	268,030	(60,277)	Nil	151	(180,799)	(311,332)	(183,718)
Cash (bank overdraft), beginning of year	(138,897)	(140,205)	(8,458)	8,314	Nil	Nil	2,838	(15,332)	(291,740)	(108,022)
Cash (bank overdraft), end of year	<u>\$(853,248)</u>	<u>\$374,978</u>	<u>\$(147,727)</u>	<u>\$276,344</u>	<u>\$(60,277)</u>	<u>Nil</u>	<u>\$2,989</u>	<u>\$(196,131)</u>	<u>\$(603,072)</u>	<u>\$(291,740)</u>

(See accompanying notes)

Notes to Financial Statements

March 31, 1989

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 Administration, Core Service, SUNTEP, S.T.E.P. I, Native Services Division, Skills Growth Fund S.T.E.P. II, Scholarship Funds, consisting of Art Carriere Memorial Fund and Les Fiddler Memorial Fund, and Canadian Job Strategy Programs, consisting of Canadian Job Strategy Access Fund, Academic 12 Training Program, Job Readiness Training Program I, II and III, Northern Pre-Nursing Program, Radio TV Electronics Program, Native Social Work Program, Community Development Training Program, Native Services Division, Native Management Training Program and Business Administration 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 the following rates:

Building	— 5%
Equipment	— 20%

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

Depreciation and amortization are charged 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

The appropriated surplus balances in the scholarship funds as at March 31, 1989 were \$2,077 for the Art Carriere Memorial Fund and \$1,002 for the Les Fiddler Memorial Fund.

3. Accounts Receivable

Accounts receivable consists of:

	1989	1988
Employee travel advances	\$23,343	\$22,157
Board travel advances	1,177	4,708
Other accounts receivable	764,911	897,029
	<u>\$793,431</u>	<u>\$923,894</u>

4. Fixed Assets

Fixed assets consist of:

	1989		1988	
	Cost	Accumulated Depreciation and Amortization	Net Book Value	Net Book Value
Administration				
Equipment	\$ 215,737	\$ 90,522	\$125,215	\$135,226
Leasehold improvements	109,311	109,311		13,358
Land	117,000		117,000	
Building	629,228	31,461	597,767	
	<u>1,071,276</u>	<u>231,294</u>	<u>839,982</u>	<u>148,584</u>
Core Services				
Equipment	136,671	89,047	47,624	62,028
Leasehold improvements	136,080	136,080		15,692
	<u>272,751</u>	<u>225,127</u>	<u>47,624</u>	<u>77,720</u>
SUNTEP				
Equipment	89,205	52,896	36,309	42,295
Leasehold improvements	63,625	63,625		
	<u>152,830</u>	<u>116,521</u>	<u>36,309</u>	<u>42,295</u>
Skills Growth Fund S.T.E.P. II				
Equipment	566,746	365,085	201,661	252,441
Leasehold improvements	142,080	142,080		24,589
	<u>708,826</u>	<u>507,165</u>	<u>201,661</u>	<u>277,030</u>
Canadian Job Strategy Programs				
Equipment	5,000	1,000	4,000	
	<u>\$2,210,683</u>	<u>\$1,081,107</u>	<u>\$1,129,576</u>	<u>\$545,629</u>

5. Term Debt

This consists of a 12% mortgage due November 1, 2003, repayable in monthly instalments of \$2,641 principal and interest against which the building and land have been pledged as collateral.

The estimated principal payments due in each of the next five years are as follows:

1990	\$ 5,800
1991	6,600
1992	7,300
1993	8,400
1994	9,400
Thereafter	<u>180,605</u>
	<u>\$218,105</u>

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 September, 1989 at a monthly rental of \$1,375.
	to October, 1991 at a monthly rental of \$1,791.
Fort Qu'Appelle:	to May, 1989 at a monthly rental of \$2,120.
La Loche:	to August, 1989 at a monthly rental of \$1,400.

The institute was committed under a contract to purchase fixed assets in the amount of \$123,917.

8. Contingency

A claim, of undeterminable nature and extent, may be commenced which could affect the ownership and control of the assets of the Institute.

The outcome of this potential claim cannot be determined at this time.

9. Subsequent Event

Subsequent to the year end, a 16% mortgage was obtained for \$700,000 with land and building pledged as collateral, maturing on August 1, 1994. A portion of the proceeds were used to repay current term debt of \$218,105.

10. Comparative Figures

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

SCHEDULE 1

Gabriel Dumont Institute of Native Studies and Applied Research, Inc.
SCHEDULE OF GRANT REVENUE
YEAR ENDED MARCH 31, 1989

	Admin- istration	Core Service	SUNTEP	S.T.E.P. I	Native Services Division	Skills Growth Fund S.T.E.P. II	Scholar- ship Funds	Canadian Job Strategy Programs	1989 Total	1988 Total
Government of Canada: Employment and Immigration Secretary of State		\$ 8,362 19,500		\$1,288,557				\$1,180,358	\$2,477,277 19,500	\$2,320,857 45,965
	<u>Nil</u>	<u>\$27,862</u>	<u>Nil</u>	<u>\$1,288,557</u>	<u>Nil</u>	<u>Nil</u>	<u>Nil</u>	<u>\$1,180,358</u>	<u>\$2,496,777</u>	<u>\$2,366,822</u>

SCHEDULE 2

Gabriel Dumont Institute of Native Studies and Applied Research, Inc.
SCHEDULE OF OTHER REVENUE
YEAR ENDED MARCH 31, 1989

	Admin- istration	Core Service	SUNTEP	S.T.E.P. I	Native Services Division	Skills Growth Fund S.T.E.P. II	Scholar- ship Funds	Canadian Job Strategy Programs	1989 Total	1988 Total
Other:									\$ 114,522	\$ 81,046
Corrections	\$114,522									
Donations		\$ 1,350						\$ 7,907	9,257	32,263
Donner Canadian Foundation				\$135,000					135,000	
Fees for services		270,282	\$ 59						1,049,733	1,026,044
Gain on disposal of equipment										1,287
Interest	3,290						\$183		3,473	784
M.E.D.F.O.		20,000						33,000	53,000	7,500
Miscellaneous	7,569	99,802	5,105					20,000	132,476	98,445
P.A. District Chiefs			156,565						156,565	189,571
Sales and royalties	29,401								29,401	22,364
S.I.A.S.T.					\$412,306				412,306	
Teaching income		4,661	80,027						84,688	87,088
Tuition income			587,214	3,929					591,143	406,427
	<u>\$934,174</u>	<u>\$396,095</u>	<u>\$828,970</u>	<u>\$138,929</u>	<u>\$412,306</u>	<u>Nil</u>	<u>\$183</u>	<u>\$60,907</u>	<u>\$2,771,564</u>	<u>\$1,952,819</u>

SCHEDULE 3

Gabriel Dumont Institute of Native Studies and Applied Research, Inc.
SCHEDULE OF OPERATING COSTS
 YEAR ENDED MARCH 31, 1989

	Admin- istration	Core Service	SUNTEP	S.T.E.P. I	Native Services Division	Skills Growth Fund S.T.E.P. II	Scholar- ship Funds	Canadian Job Strategy Programs	1989 Total	1988 Total
Administrative services		\$132,837	\$127,422	\$162,343	\$ 50,569			\$ 84,766	\$ 557,937	\$ 514,109
Building	\$214,492	84,474	146,191	126,478				62,515	634,150	576,933
Computer services	4,286	6,741	505	2,270				2,500	16,302	1,691
Consulting services	47,135		175						47,310	31,757
Core services		1,000		169,402	53,198			23,142	246,742	208,234
Depreciation and amortization	80,483	29,617	9,077			\$75,004		1,000	195,181	190,962
Duplicating	5,543	9,249	3,970	5,295	304			4,493	28,854	28,664
Equipment	34,635	1,777	8,225	17,119	1,248			31,621	94,625	111,604
Housing and moving	4,517	643		1,463				815	7,438	3,282
Insurance (562)		3,151	4,743	5,826				10,218	23,376	19,117
Interest — current	18,567							100	18,667	950
— term	20,252								20,252	
Miscellaneous	30,715	2,016	1,332	3,949	248	107		1,210	39,577	46,298
Office supplies	19,906	8,120	7,003	8,278	779			7,048	51,134	77,124
Postage and courier	5,413	4,953	4,593	3,459				2,412	20,830	3,328
Telephone	56,881	9,195	15,638	29,137	185			19,092	130,128	115,896
	<u>\$542,263</u>	<u>\$293,773</u>	<u>\$328,874</u>	<u>\$535,019</u>	<u>\$106,531</u>	<u>\$75,111</u>	<u>Nil</u>	<u>\$250,932</u>	<u>\$2,132,503</u>	<u>\$1,929,949</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, 1989

	Admin- istration	Core Service	SUNTEP	S.T.E.P. I	Native Services Division	Skills Growth Fund S.T.E.P. II	Scholar- ship Funds	Canadian Job Strategy Programs	1989 Total	1988 Total
Public Relations:			\$ 993		\$ 483			\$ 306	\$ 1,782	\$ 1,011
Orientation								2,113	37,239	52,803
Promotion, publicity, graduation	\$ 14,493	\$ 3,227	8,157	\$ 9,091	158			12,184	39,805	27,381
Recruitment	172	1,527	14,597	5,263	6,062					
	<u>\$ 14,665</u>	<u>\$ 4,754</u>	<u>\$ 23,747</u>	<u>\$ 14,354</u>	<u>\$ 6,703</u>	<u>Nil</u>	<u>Nil</u>	<u>\$ 14,603</u>	<u>\$ 78,826</u>	<u>\$ 80,995</u>
Salaries and Benefits:								\$256,249	\$2,351,843	\$2,239,883
Staff salaries and wages	\$268,245	\$542,996	\$639,147	\$455,626	\$189,580			17,387	230,868	199,596
Staff benefits	45,047	61,227	56,202	35,105	15,900			474,962	474,962	414,138
Student wages								18,703	18,703	19,013
Student benefits										
	<u>\$313,292</u>	<u>\$604,223</u>	<u>\$695,349</u>	<u>\$490,731</u>	<u>\$205,480</u>	<u>Nil</u>	<u>Nil</u>	<u>\$767,301</u>	<u>\$3,076,376</u>	<u>\$2,872,630</u>
Travel and Sustenance:										
Staff and students	\$ 30,035	\$ 80,546	\$ 44,424	\$ 91,554	\$ 39,857			\$ 49,033	\$ 335,449	\$ 321,070
Board	56,723								56,723	60,092
	<u>\$ 86,758</u>	<u>\$ 80,546</u>	<u>\$ 44,424</u>	<u>\$ 91,554</u>	<u>\$ 39,857</u>	<u>Nil</u>	<u>Nil</u>	<u>\$ 49,033</u>	<u>\$ 392,172</u>	<u>\$ 381,162</u>

Mission of the Institute

"To promote the renewal and development of Aboriginal culture through appropriate research activities, materials development, collection and distribution of those materials and the design, development and delivery of specific educational and cultural programs and services. Sufficient Metis and Non-Status people will be trained with the required skills, commitment and confidence to make the MSS goal of Native self-government a reality."



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