

ANNUAL REPORT

1985

T.P.

Gabriel Dumont Institute
of Native Studies and Applied Research



Association of Metis and Non-Status Indians of Saskatchewan

Executive Director's Transmittal



Christopher Lafontaine

I am pleased to present this annual report to the Board and Membership of the Gabriel Dumont Institute.

1985 was a year of successes, of challenges, of remembering the past and preparing for the future. Programs have been delivered in many AMNSIS areas and plans include the development of local area infrastructures to develop programs in all areas.

By the end of 1985, SUNTEP had graduated 43 teachers with Bachelor of Education degrees or teaching certificates. In all, 112 students graduated from SUNTEP and STEP programs. 83 of these graduates earned professional certificates, technical school certificates or university degrees. These students represent our greatest strength in preparing for the future.

The Gabriel Dumont Institute is an educational and cultural force, and will continue to be such a force well into the future. Our strength is our people, our commitment to one goal and the desire for education for our children and for the future.

We look forward to the establishment of the key Educational Institutions needed for Self Government. These institutions include a plan to encompass kindergarten to grade twelve, a community college, technical institute and university; a new education system as directed by the mandate passed at the 1984 conference.

Acceptance by the Chairperson of the Board



Alice Setka

I am pleased to accept this report from the staff of the Gabriel Dumont Institute of Native Studies on behalf of the Board and membership. 1885 was an historic step in our people's struggle for self-determination. In 1985, on the 100th anniversary of the battle of Batoche, we were more determined than ever to move forward, as equals, in Canadian society. Nowhere is this movement more important than in the areas of education, training for employment, and our cultural growth as a people.

The Board understands the challenges faced by our Institute, and is encouraged by the unstinting support that it has received, from its staff members, from the leadership of the Association of Metis and Non-Status Indians of Saskatchewan, and from its members.

In 1986, we will increase our activities in all AMNSIS areas by providing support to them through the signing of affiliation agreements, and by expanding training and cultural programming throughout the province.

Our children are our pride, and we must ensure that they will march boldly ahead, sure of their culture and themselves, into the future.

Gabriel Dumont Institute Board of Governors

1. **Alice Setka**, Chairperson, Eastern Region II Representative
2. **Allan Morin**, Vice-Chairperson, AMNSIS Board Representative
3. **Dave Ross**, Secretary, Western Region IA Representative
4. **Philip Chartier**, Treasurer, Northern Region II Representative
5. **Alvin Campeau**, AMNSIS Board Representative, Eastern Region II
6. **Jim Favel**, AMNSIS Board Representative, Northern Region III
7. **Vital Morin**, Area Representative, Northern Region III
8. **Euclide Boyer**, Area Representative, Western Region I
9. **Grace Hatfield**, Area Representative, Western Region II
10. **Bev Shauf**, Area Representative, Eastern Region IIA
11. **Janet Holmgren**, Area Representative, Northern Region I
12. **Nap Lafontaine**, Area Representative, Eastern Region III
13. **Ron Quintal**, GDI Student Association Representative
14. **Jacque Bouvier**, Gabriel Dumont Institute Student Representative
15. **Priscilla Settee**, Saskatchewan Native Women's Association Representative
16. **Norma Green**, Saskatchewan Native Women's Association Representative
17. **Ed Nofield**, AMNSIS Board Representative
18. **William Dumais**, Area Representative, Eastern Region I
19. **Margaret Jefferson**, Area Representative, Western Region III
20. **Teal Lowery**, University of Regina Representative
21. **Dean Art Knight**, University of Saskatchewan Representative
22. **Andre Nogue**, Federal Government Representative
23. **Lorne Sparling**, Provincial Government Representative

Gabriel Dumont Institute Staff January 1986

Christopher Lafontaine, Executive Director
Maggie Dubois, Executive Secretary

Administration

Erma Taylor, Administration Co-ordinator
Mavis Bear, Clerk Steno III
Janette Heath, Clerk Steno II
Donna Biggins, Clerk Steno II
Maureen Desjarlais, Receptionist

Finance

Myrna Martyniuk, Accounting Manager
Annette Gerard, Accounting Clerk
Ethelene LaPlante, Accounting Clerk

Research

Linda Finlayson, Research Co-ordinator
Don McLean, Research Officer
Dennis Morin, Research Officer
Donavon Young, Research Officer
($\frac{1}{2}$ time; $\frac{1}{2}$ time SNEDCO)

Extension and Communications

Keith Turnbull, Director of Communications
Clarence Campeau, Extension Worker
George Raymond, Extension Worker
Hubert Anderson, Student Liaison Officer

Curriculum

Joanne Pelletier, Curriculum Officer
Calvin Racette, Curriculum Officer

Library

John Murray, Head Librarian
Win Sebelius, Librarian
Dorothy Hanson, Library Technician
Deena Lawson-Brown, Library Technician
Tara Schular, Library Technician

Saskatchewan Penitentiary

Tony Desjarlais, Native Program Co-ordinator
Lawrence Tobacco, Native Elder

SUNTEP Director

Brian Aubichon (acting)

SUNTEP Prince Albert

Dave Adams, Co-ordinator
Michael Knotts, Faculty
Neil Sherwin-Shields, Faculty
Linda Lysyk, Faculty
Shirley Warren, Clerk-Steno II

SUNTEP Regina

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

SUNTEP Saskatoon

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

STEP Director

Terry MacPhail

Business Administration—Fort Qu'Appelle

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

Radio/T.V. Electronics—Esterhazy

Greg Kotowich, Co-ordinator
Myrna Drost, Clerk-Steno II
Gennarina Lafontaine, Program Counsellor

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

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

Early Childhood Development—Saskatoon

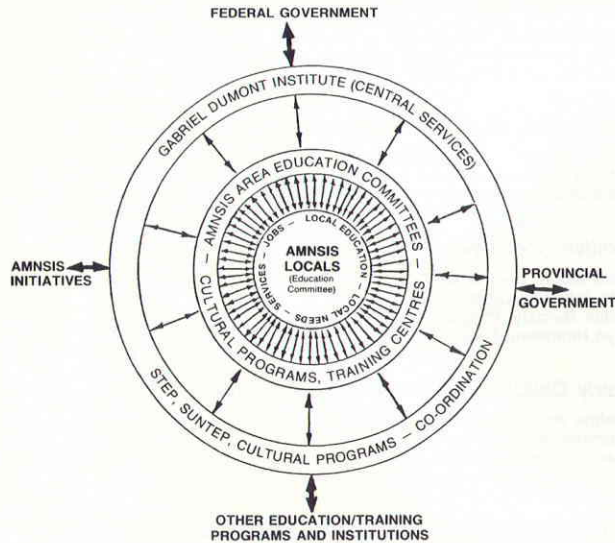
Velma Woloshin, Co-ordinator
Lorraine Amiotte, Clerk-Steno II
Laurie Atkinson, Faculty
Lillian Sanderson, Program Counsellor

Early Childhood Development—Buffalo Narrows

Annie Chartier, Clerk-Steno II
Arlene Johnsrude, Faculty
Donna Kingfisher, Program Counsellor

Planning for our People

The AMNSIS/Dumont education and training planning network. The Gabriel Dumont Institute is the educational, training and cultural arm of the Association of Metis and Non-Status Indians of Saskatchewan.



We exist because the local people need a basic educational service. As such, the local is the "hub" of the wheel. Good 2-way communication is required for planning between the locals and the AMNSIS areas. The AMNSIS area is the regional organization, co-ordinating services to locals in the areas of education, training and cultural events. The Gabriel Dumont Institute provides the co-ordination, planning and other services required at the provincial level. Two-way communication is required between the Gabriel Dumont Institute and the areas.

Research Program

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

Historical Research

The major piece of historical research completed in 1985 was the book *1885: Metis Rebellion or Government Conspiracy* by Don McLean. The book was published by Pemmican Publishers and promoted jointly by Pemmican Publishers and the Gabriel Dumont Institute.

As well, a paper was completed outlining the history of the Non-Status Indians of Saskatchewan, and research was conducted for the 1987 Constitutional negotiation process.

In the area of oral history, a number of tapes were transcribed from Cree to English and are being used as case study material for theoretical papers applicable to Native Studies.

Work has commenced on the development of a Native Studies resource book. Indexing of the Metis Historical Collection archival materials is continuing in co-operation with the Library.

Indigenous Language Research

Activity for short and long-term plans in the area of Indigenous Language development continues in spite of the lack of funding in this area.

Program Development Evaluation

The Research Unit has undertaken a number of program planning and development assignments over the past year. While needs assessment is a great need in all AMNSIS areas with respect to educational needs and priorities, it has been essential to maintain the current level of training programs. Toward this end the following development activities have been carried out:

- **Native Social Work Program**—expansion of Native Social Work to a provincial program similar to SUNTEP.
- **Human Justice Program**—development of a provincial program to train corrections workers, courtworkers, institutional workers and security personnel.
- **Alcoholism and Drug Abuse Counsellors**—Training for these workers will be incorporated as part of the overall Native Social Worker training strategy.
- **Co-ordinated program planning**—Institute program planning processes have now been co-ordinated with government budget cycles with formalized forums to discuss Institute plans with appropriate government departments.

Library/Resource Centre

- **STEP Phase I Evaluation**—A comprehensive evaluation was completed on STEP Phase I programming which included the Human Resources Development Program delivered in Ile-a-la-Crosse and Lloydminster, the Native Studies Instructors Training Program—Saskatoon and the Recreation Technology Program delivered in Regina.
In addition, program evaluation criteria has been developed jointly with Canada Manpower and the Department of Advanced Education and Manpower to facilitate future Institute evaluations.
- **Student Financial Services**—A number of documents concerning the student financial support issue were prepared, including a student financial survey.

Government Relations

Responses to major government documents were prepared by the unit, including Native Education Program Policy—Department of Advanced Education and Manpower, and the report on the Indian and Metis Education Consultations—Department of Education.

The Research Co-ordinator also represents the Institute on the Northern Labour Market Committee (NLMC) which involves resource work on a variety of sub-committees.

Considerable staff hours have been committed to responding to strategy papers dealing with the Canadian Jobs Strategy and its Six Directions.

In spite of limited staffing, the unit has maintained an energetic production level. The unit has been expected to fulfill a variety of requests ranging from historical research to writing proposals for new programs. In addition, long-term planning and development is being undertaken jointly with other units to formalize the status of the Institute and facilitate the development of AMNSIS areas with respect to area/regional programming within the context of Aboriginal Self-Government.

Plans for 1986-87

1. Program planning, for programs of Native Social Work, Human Justice, Journalism and development of graduate studies programs.
2. Evaluations of existing programs.
3. Native studies text book completion.
4. Indigenous language development.
5. Provision of research/resource services to the community.
6. Developing a publishing capacity in the Institute.

Program Activities

The main purpose of the library/resource centre is to provide an informational distribution network for use by students, faculty, staff, local communities, AMNSIS, and non-native institutions.

In 1985, the library program was very active, providing reference services to 600 people, and loaning over 8,000 books and other materials from its central library alone. It provided 474 interlibrary loans, and processed 9,880 books and other materials for all of the library programs.

The central library/resource centre of the Gabriel Dumont Institute co-ordinated and provided services to nine support libraries in the SUNTEP and STEP programs, with over 25,000 books and documents.

A major activity in 1985 was the Automation Project, which will, in time, make the library collections much more easily accessible.

The major successes in 1985 included the completion of libraries for STEP (phase 2) Centres, the processing of a huge backlog of books and government documents, the automation of many of the functions of the library, and the training of 35 staff in library and audio-visual functions.

The main challenge is to access funds for staff and their professional development, and for the operation of the Archives.

These challenges necessitate innovative ways to meet the expectation of students and faculty users of the library.

The library staff were very resourceful in utilizing programs such as Katimavik, Winter Works and other employment projects to assure a high level of activity in the library. In particular, appreciation is extended to the Katimavik program for its outstanding assistance, and for the high level of spirit and morale of its participants.

Plans for 1986-87

1. Future plans include maintenance and the completion of the automation project including the cataloguing of the contents of the Archives (Metis historical) collection, and computer literacy training for all staff in the centres.
2. Other future activities include the development of new libraries as required by new training programs, and increased travel to all locations to aid decentralized library personnel in carrying out their duties.

Curriculum Development

The curriculum unit develops materials which accurately portray the history of aboriginal people—materials which combat stereotypes and foster a positive self-image.

Program Activities

The following projects were undertaken, completed or had follow-up work done during the 1985-86 fiscal year:

- *A Metis Wedding* (children's book).
- *Metis Crafts: Quill and Bead Earrings* (audio visual kit).
- *Metis Crafts: Finger Weaving* (audio visual kit).
- *Study Print Series*. (Nine sets of 71 historical photographs including descriptive paragraphs).
- A rewrite and expansion of *Metis History Booklet series*.
- *Grade 12 Core Curriculum Project* (five booklets on Metis Development and the Canadian West).
- *Gabriel Dumont: Metis Legend* (audio visual kit).
- Aiding in selection and reviewing of library materials.
- "Our Children — Our Future" poster.
- Compilation of *Beaver Magazine* articles for data base
- Supervision of *historical photograph* indexing.
- Representation on the Indian and Metis Curriculum Advisory Committee.

Of the 12 activities listed above, *A Metis Wedding*, *Metis Crafts: Quill and Bead Earrings*, *Metis Crafts: Finger Weaving*, *Study Print Series*, *Gabriel Dumont: Metis Legend*, and five of the *Metis History* booklets have been completed. We are in the process of marketing and distributing these materials. All other projects are in various stages of completion. The *Grade 12 Core Curriculum* project will be completed March 1, 1986 and will be available for distribution after that date. "Our Children — Our Future" poster will be completed in time for the 1986 Cultural Conference. The purpose of the *Beaver Magazine* project is to develop a data base for research and curriculum development purposes. Other ongoing activities are performed as required.

In summary, 1985 was a very productive year for the curriculum unit.

Plans for 1986-87

1986-87 plans will be the completion of several projects, including a series of booklets entitled *Metis Development and the Canadian West*, as well as the production of several audio visual kits, the continuation of the *Metis Historical Book Series*, and production of posters promoting Metis culture.

Special Projects

The following major activities were undertaken by Special Projects, a division which began operations in April, 1985:

Response to CEIC's new Canadian Jobs Strategy

At the invitation of the Honourable Flora MacDonald, the Minister of Employment and Immigration, AMNSIS was requested to participate in a national consultation process dealing with the proposed new national labour market and training strategy of CEIC. In July, 1985, we prepared a major document on behalf of AMNSIS entitled *A comprehensive strategy to link education and training to Native Socio-Economic Development*.

The "Seventh Direction"

A paper was prepared which defined the principles and terms of a proposed tripartite (CEIC/DAEM/AMNSIS), block-funded, occupational training agreement.

A Native-Specific Labour Market Model

A concept paper suggesting the theme, process and organizational mechanics of a proposed national conference on Aboriginal education and training supports to Aboriginal economic development was prepared for submission to the NEDP. The purpose of the proposed conference was to provide a forum for Aboriginal leaders, workers and educators and for other strategic decision-makers in educational and economic development policy fields to review the findings and recommendations of the NEDP Education/Training Task Force.

Native Management Training & Economic Development Studies Program

Submitted by the Gabriel Dumont Institute to the Native Economic Development Program (NEDP), it calls for the provision of funding to the Gabriel Dumont Institute for an initial development phase to be followed by long-term funding to 1990.

The main components of the proposed program are:

1. 16 course, 2 year program, leading to a *Diploma of Associate in Administration*.
2. 32 course, 4 year, *Bachelor of Administration*.
3. A two-year graduate program leading to a *Masters* degree in *Native Economic Administration*.
4. Active recruitment and upgrading programs.
5. Extension services to promote use of existing services, and to provide administrative workshops.

Education Extension and Communications

Native Journalism Certificate Program

This proposal was developed in response to a request from Wheta Matowin Communications Corporation for the Gabriel Dumont Institute to establish a two-year University of Regina certificate program.

Work Program for the Development of an AMNSIS Position on MNSI Self-Government in Education and Training

The AMNSIS Program Directors/Board held a workshop on August 29, 1985 in Saskatoon. Program Directors were instructed to begin a review process in their respective program areas that would, ultimately, see the development of negotiating positions for self-government.

A series of material was developed as part of the project, including the following:

- Native Rights in Education and Training: Background Information and Questions for the 1985/86 AMNSIS Community Consultations on Self-Government
- Metis and Non-Status Indian Education and Training and Political Self-Determination: Linkages, Strategies and Implications
- A brief for a tripartite meeting in Ottawa describing the Gabriel Dumont Institute as an experiment model of an Aboriginal Self-Government.

Plan System Eleven/ATECS

A model of a planning/development/implementation system that would integrate Gabriel Dumont Institute's services and decision-making with proposed Area Training and Education Committees (ATECs) was prepared.

Plans for 1986-87

The services of this area will be incorporated, with research, into a policy planning and development branch, which will continue to plan, develop and implement a multi-year plan for Aboriginal education.

The program continued to be very active, as it tried to accomplish its main purpose—to foster external communications between the Institute and Metis and Non-Status Indian Communities.

Program activities

- Recruiting for STEP and SUNTEP programs.
- Providing information about the Institute to numerous organizations and individuals, through school career days, displays at conferences and presentations to various groups, and through meetings and phone calls. Over 1,000 such contacts were made in 1985.
- Fieldworkers were trained as literacy tutors, and a pilot literacy program was established in Ile-a-la-Crosse.
- Articles and book reviews were written for *New Breed* magazine and other publications, including *AWASIS*, the journal of the Indian/Native Education Council.
- Gabriel Dumont Institute pamphlets, student handbooks, scholarship pamphlets and forms, application forms, posters and other publicity materials were revised or new ones produced.
- Preparation of press releases, media liaison continued.
- The unit prepared the 1985 annual report of the Institute and several other reports to AMNSIS and the Institute's board.
- The extension program played a large role in the planning of the cultural/educational conference in 1985, and is again active in planning the conference for 1986.
- Analyses of several government programs and policies were prepared, in cooperation with the Research Unit and other programs. Proposals for funding were prepared for the Secretary of State and other cultural institutions.
- The student liaison officer provided communication between the decentralized student populations and the Gabriel Dumont Institute. In particular, he assisted students experiencing problems with finances.
- Services were established at the Saskatchewan penitentiary, including Native Counsellor and Native Elder programs.

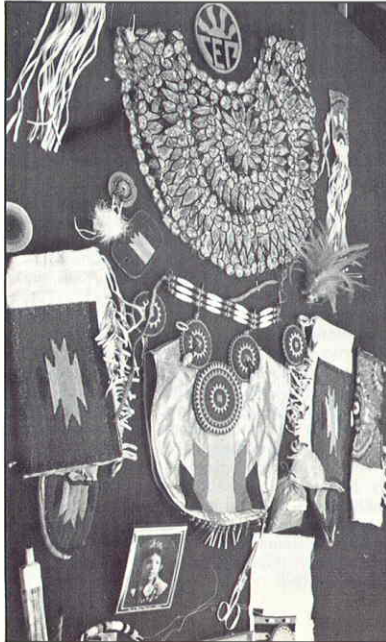
The Extension program had to adjust to a smaller staff complement in 1985. By December, the staff was reduced to four—the program director, two fieldworkers, and the student liaison officer.

In spite of this, a great deal of activity was generated by the unit. The Gabriel Dumont Institute has become known as a serious educational and cultural organization, thanks in part to the activities of the Communication and Education Extension Unit.

SUNTEP

Plans for 1986-87

In 1986, present activities will continue, and Communications will become a more integral part of all aspects of the Gabriel Dumont Institute external network. Emphasis will be placed upon developing a central registry of current and potential students. A "Speakers Bureau" listing of aboriginal resource people will be established. Public relations will emphasize the successes of the Institute, its students and programs. Finally, new and innovative services will be considered and designed to meet the service needs of Metis and Non-Status Indian students.



SUNTEP
cultural display

Now in its 6th year of operation, SUNTEP has graduated 43 students either with a Bachelor of Education or a Standard "A" teaching certificate. At present, 129 students are enrolled in three centres—Prince Albert, Saskatoon, and Regina. 23 of these students are expected to graduate with their Bachelor of Education degree by the fall of 1986. To date, almost 100% of graduates are employed.

The program suffered a setback during the year with the resignation of Rita Bouvier, who had been Director of SUNTEP since its beginning in 1980. By the end of the year, the lengthy search for her replacement was completed, with the hiring of Carol Lavallee. She will begin her duties May 15, 1986. In the interim, Brian Aubichon will continue to serve as Acting Director, as well as Saskatoon Co-ordinator.

Emphasis on cross-cultural education, community liaison, professional development, communication skill enhancement, and evaluation procedures highlight the activity of the SUNTEP program in 1985. Expansion of SUNTEP to include secondary education graduate studies and readiness programs will be developed in 1986.

SUNTEP Statistics

Students: 129

Graduates: 43 with B.Ed. or teaching certificate

Employment level: approaching 100%

SUNTEP Saskatoon

The year's highlight was the joint spring graduation of six Prince Albert and eleven Saskatoon students. All but two of these graduates are now teaching, the majority in rural areas.

Saskatoon acquired a new year one group of very fine students; eleven of the fifteen who started in the fall are still hanging in there, despite the less than adequate financial support in many cases. Our success in providing an adequate support system does not and can not overcome the severe financial difficulties faced by the student body, especially the first year students.

SUNTEP Saskatoon provided two "orientations", the first for their own new students, and the second for the 4th year Prince Albert SUNTEP students who will be taking classes at the University of Saskatchewan in Saskatoon.

In January, students were involved in a Cultural Arts Workshop. The 3rd year students incorporated the Cultural Arts of Aboriginal peoples into school programs. Native studies units were prepared and taught in Saskatoon schools as part of the SUNTEP field placement program.

The Cultural Sharing Days was open to all students and their families as well as representatives from New Breed, the Bulletin, the Star Phoenix, AMNSIS, co-operative schools, separate and public school boards, assistant Dean of Education, Indian and Northern Ed., ITEP, Gabriel Dumont Institute and many more individuals too numerous to mention here. The event was enjoyed by about a hundred guests, students and families.

Students participated in many conferences and activities throughout the year. At the administration level, SUNTEP staff played a part in numerous educational and academic committees and played an active role in the operation of the Gabriel Dumont Institute.

SUNTEP Prince Albert

SUNTEP students impressed the administrators and teachers in Prince Albert schools with their responsibility in the classroom. 44 students were enrolled in Prince Albert SUNTEP in 1984, and by April 1985, all of them still remained. Every one of the seven graduates of the program has found employment. Many have received more than one job offer.

In October, 1985, students began to raise money for a journey to New Mexico, to explore the natural wonders and cultural achievements of Native people in Montana, Utah, Arizona, New Mexico and the Dakotas. The trip took place during spring break in February 1986.

SUNTEP Prince Albert received encouragement and support from AMNSIS and the Board and staff of the Gabriel Dumont Institute. In particular the staff and students appreciated the strong support of the (former) Director of SUNTEP who inspired them with her personal energy and commitment. It is support such as this which has made the program the success that it is.

However, SUNTEP Prince Albert has also overcome some challenges. The most serious problem is the matter of inadequate student financial resources, leading to reduced student applications. Inadequate funding for the centre is a problem as it costs more to run because of its distance from the universities. Also, school divisions in the Prince Albert area required convincing that a commitment to provide field experience to students training in Prince Albert was valuable.

In March of 1985, the SUNTEP centre burned down causing many problems for students and staff. By May, however, the program had moved to a new centre and was again in full operation.

In spite of these difficulties, SUNTEP Prince Albert remains a "going concern", and is looking forward to another successful year in 1986.

SUNTEP Regina

SUNTEP Regina has 14 graduates teaching in schools—6 are in the Regina Public School System and one is with the Separate School System. Seven more graduates are employed in education—related jobs, while a further seven graduates are employed, but not as teachers. One student is pursuing a Master's Degree in Education.

Seven SUNTEP Regina graduates have received academic awards at the University of Regina.

The highlight of the year was the Graduation in June. During the year there were numerous field trips and classroom activities.

Thirteen new students entered the first year of the program in September of 1985. SUNTEP Regina was particularly active in bringing groups and individuals into the centre. Teachers from other schools, guest lecturers, educational committees and others all added to the wealth and diversity of activity within the SUNTEP centre. In particular, emphasis was placed on cross-cultural education and Native Studies.

SUNTEP Regina looks forward to continuing success in 1986.



SUNTEP Regina students.

STEP

The Saskatchewan Training for Employment Program

Program Overview

The STEP program has been in operation for just over three years. In the last year there have been a number of government decisions which have impacted on expansion and development. These directional shifts will change the very nature of the training delivery capacity of the Gabriel Dumont Institute in the short and long term.

In the last fiscal year monies were provided for continuation of three STEP Phase I programs, the five programs in STEP Phase II and one program under STEP Phase II. (See Chart #1)

Federal/Provincial bi-lateral decisions did not provide for significant new programming in the 1985-86 fiscal year under institutional training, therefore a total of three STEP facilities had to be closed—in Melfort, Lloydminster and Regina.

1985 saw little expansion, but allowed for internal development which strengthened the STEP community model of educational delivery. Training continues to be offered in Buffalo Narrows, Ile-a-la-Crosse, Saskatoon, Fort Qu'Appelle and Esterhazy.

In July 1985, the federal government unveiled the Canadian Jobs Strategy which represents a major shift in training delivery policy, and the mechanisms by which training will be provided. It replaces the Skills Growth Fund program.

Since July 1985, the Gabriel Dumont Institute has been gaining a greater in-depth understanding of the Canadian Jobs Strategy (CJS). This has been a learning process, not only for ourselves, but also for the administrators of the program, the Canada Employment and Immigration Commission. The full impact on the educational delivery capacity of the Gabriel Dumont Institute is only now being realized. We are looking cautiously to the Canadian Jobs Strategy's ability to meet aboriginal people's needs.

Comparison of Skills Growth Fund & Canadian Jobs Strategy

The goal of both strategies is to move individuals from a state of unemployment to employment. However, the method and means to accomplish this are quite different.

Skills Growth Fund	Institutional, accredited Training emphasized	On-site Training was reduced and jobs were based on certified skills
Canadian Jobs Strategy	Institute training de-emphasized	On-site training is emphasized

Result: reduction in accredited training, job mobility and long-term employment.

The Canadian Jobs Strategy is an employer-focussed private sector driven program. In other words, the choice of the type of training most needed by the

Metis and Non-Status Indian population is taken out of the hands of the Metis and Non-Status Indian people.

Metis and Non-Status Indian peoples require Adult Basic Education, which is vital given the high drop-out rate from the primary and secondary school system. The need for *accredited* training leading to the ability to effectively compete in the mainstream and Metis and Non-Status Indian labour market has been repeatedly stated. The Skills Growth Fund had emphasized accredited training.

While the Canadian Jobs Strategy is viewed as complementary to the above mentioned approaches, useful to meet the needs of specifically regional or geographical areas and development, it will not replace the educational and training needs of Metis and Non-Status Indian people for certified and accredited training.

While there were no doubt problems in 1985, the successes of the students in STEP programming have shone through. We have continued to advance positions aimed at solving the problem of inadequate student funding levels and mechanisms. More focus has been given to job placement, upon graduation, and these strategies will be strengthened in the coming year. The majority of students have either found jobs or continue their post-secondary education.

The appreciation of the Institute must be given to the staff of the STEP program, who in a year of uncertainty have shown their dedication to the needs of the students, to each other and to quality program delivery.

The unfaltering support and pride of the various areas, and locals in which STEP programming have been positioned are also recognized and appreciated.

Summary

The goal for the next fiscal year is, through negotiations with the senior levels of government, to secure the special approaches necessary to meet the educational and training needs of the Metis and Non-Status Indian population.

The terms and conditions of the Canadian Jobs Strategy must be bypassed where necessary and integrated where possible to complement and facilitate the advancement of the real educational needs of our people.

This is a realistic goal, and it is important that the continuation of a full range of STEP programming be realized in the future, if the needs of aboriginal people for accredited training are to be met, whether such training be for 52 weeks, 80 weeks or longer.

STEP Statistics

- Overall success rate: **52%**
- Present total number of students: **71**
- Total number of student graduates with certificates or diplomas: **40**
- Total number of students completing feeder program: **29**
- Total number of students completing programs successfully: **69**

Chart #1

Name of Program	Location	Status of Program	Length of Program	Accrediting Institution	Type of Program	Retention/Success Rate†
Native Studies Instructor	Saskatoon	Completed Aug. '84	1 year	U of S	Feeder	50%
Human Resource Dev.	Ile-a-la-Crosse	Completed May '85	2 years	U of R	Feeder	43%
Human Resource Dev.	Lloydminster	Completed May '85	2 years	U of R	Feeder	37%
Recreation Technology	Regina	Completed May '85	2 years	Kelsey	Cert.	35%
Agricultural Mechanics	Melfort	Completed Oct. '85	1 year	WIASS	Cert.	26%
*Early Childhood Development	Saskatoon	Complete May '86	1 year	Kelsey	Cert.	75%
			2 years	Kelsey	Dip.	(11) 9
*Early Childhood Development	Buffalo Narrows	Complete May '86	1 year	Kelsey	Cert.	100%
			2 years	Kelsey	Dip.	(12) 11
*Business Administration	Fort Qu'Appelle	Complete May '86	2 years	S.T.I.	Dip.	(25) 12
Radio/TV Electronics	Esterhazy	Complete June '87	76 weeks	S.T.I.	Cert.	(11) 2
					2nd intake	(12) 12
*Native Social Work	Ile-a-la-Crosse	Complete May '87	2 years	U of R	Cert.	(25) 27

* Indicate those programs for which second intakes are being recruited for and considered.

† Note: Numbers in brackets () indicate original enrollment. Numbers beside () indicate present enrollment.

Feeder Program—indicates those programs highly successful in having students continue on to other accredited training.

Chart #2 Suggested Training Priorities 1986-87

Northern Training		Possible Funding Sources	Length of Training	Type of Program
Native Social Work	Leadership/Service Delivery	CEIC/IT NEDSA Special ARDA	2 years	Certificate
Early Childhood Development	Leadership/Service Delivery	CEIC/IT NEDSA Special ARDA	1 or 2 years	Cert./Diploma
Science Skills Development	Health Care/Nursing	CEIC/IT NSIM NEDSA Special ARDA	2 years	Feeder Program
Human Resource Development	Counselling/Administration	CEIC/IT NSIM NEDSA Special ARDA	2 years	Feeder Program
Business Administration	Leadership/Service Delivery	CEIC/IT NSIM NEDSA Special ARDA	2 years	Feeder Program
Southern Training				
Native Social Work	2nd yr. special, ie, alcohol and chemical depend.; child welfare	CEIC/IT	2 years	Certificate
Part-time Native Social Work	Leadership/Service Delivery	NSIM	3 years	Certificate
Native Journalism	Leadership/Employment	CEIC/IT	2 years	Certificate
Native Management Studies	Leadership/Employment	NEDP	2 years	Certificate
Data Processing	Employment	CJS/CEIC	Variable	
Heavy Oil Development	Employment	CJS/IT	Variable	
Radio/TV Electronics	Employment	IT	76 weeks	Certificate
Business Administration	Leadership/Employment	CEIC/IT	2 years	Certificate
Early Childhood Development	Leadership/Employment	CEIC/IT	2 years	Certificate
Human Justice Program	Leadership/Employment	Correctional Services of Canada	2 years	Certificate

Finance and Administration



Year 1, Early Childhood Development Program, Saskatoon.

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

Program Activities

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

Program priorities for 1986-87 and 1987-88

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

Auditors' Report

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

We have examined the balance sheet of Gabriel Dumont Institute of Native Studies and Applied Research as at March 31, 1985 and the statements of revenue and expenses, surplus, and changes in financial position 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, 1985 and the results of its operations and the changes in its financial position for the year then ended in accordance with accounting principles described in note 1 to the financial statements applied on a basis consistent with that of the preceding year.

Regina, Canada,
May 17, 1985.

Clarkson Gordon
Chartered Accountants

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

BALANCE SHEET

MARCH 31, 1985

	1985									
	CORE SERVICE	S.U.N. T.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.E.P. I	SKILLS GROWTH FUND S.T.E.P. II	ADMINIS- TRATION	LES FIDDLER MEMORIAL FUND	1985 TOTAL	1984 TOTAL
Assets										
Current:										
Cash			\$1,620	\$11,348				\$702	\$ 13,670	\$ 45,039
Accounts receivable	\$ 62,550	\$399,747			\$112,138	\$ 844,047	\$ 43,476		1,461,958	270,287
Interfund accounts receivable	186,288	79,295			75,313		338,950		679,846	351,740
Accrued interest receivable			56	391				19	466	358
Prepaid expenses	12,578				17,397	18,132	2,726		50,833	8,775
Deposits on equipment and library						341,064			341,064	
Total current assets	<u>261,416</u>	<u>479,042</u>	<u>1,676</u>	<u>11,739</u>	<u>204,848</u>	<u>1,203,243</u>	<u>385,152</u>	<u>721</u>	<u>2,547,837</u>	<u>676,199</u>
Fixed (note 2):										
Equipment	50,735	17,588				258,051	15,968		342,342	124,392
Leasehold improvements	37,025	25,297				98,358	32,680		193,360	220,289
Total fixed assets	<u>87,760</u>	<u>42,885</u>				<u>356,409</u>	<u>48,648</u>		<u>535,702</u>	<u>344,681</u>
Total assets	<u>\$349,176</u>	<u>\$521,927</u>	<u>\$1,676</u>	<u>\$11,739</u>	<u>\$204,848</u>	<u>\$1,559,652</u>	<u>\$433,800</u>	<u>\$721</u>	<u>\$3,083,539</u>	<u>\$1,020,880</u>
Liabilities										
Current:										
Bank overdraft	\$151,164	\$ 42,525			\$105,423	\$ 505,096	\$ 28,711		\$ 832,919	\$ 122,153
Accounts payable and accrued liabilities	29,283	387,490			99,425				571,811	267,751
Interfund accounts payable						338,950	340,896		679,846	351,740
Total current liabilities	<u>180,447</u>	<u>430,015</u>			<u>204,848</u>	<u>844,046</u>	<u>425,220</u>		<u>2,084,576</u>	<u>741,644</u>
Deferred revenue	<u>32,931</u>								<u>32,931</u>	
Surplus										
Appropriated			\$1,676	\$11,739				\$721	14,136	38,813
Unappropriated	135,798	91,912				715,606	8,580		951,896	240,423
Total surplus	<u>135,798</u>	<u>91,912</u>	<u>1,676</u>	<u>11,739</u>	<u>715,606</u>	<u>715,606</u>	<u>8,580</u>	<u>721</u>	<u>966,032</u>	<u>279,236</u>
Total liabilities and surplus	<u>\$349,176</u>	<u>\$521,927</u>	<u>\$1,676</u>	<u>\$11,739</u>	<u>\$204,848</u>	<u>\$1,559,652</u>	<u>\$433,800</u>	<u>\$721</u>	<u>\$3,083,539</u>	<u>\$1,020,880</u>

On Behalf of the Institute:

_____ Director

_____ Director

(See accompanying notes)

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

STATEMENT OF SURPLUS

YEAR ENDED MARCH 31, 1985

	1985								1985	1984	
	CORE SERVICE	S.U.N. T.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.E.P. I	SKILLS GROWTH FUND S.T.E.P. II	ADMINIS- TRATION	LES FIDDLER MEMORIAL FUND	CHILD CARE DEVEL- OPMENT	TOTAL	TOTAL
Unappropriated:											
Balance, beginning of year	\$107,450	\$ 51,922			\$(75)	\$103,188	\$(22,062)			\$240,423	\$ 98,256
Excess of revenues over expenses (expenses over revenues)	28,348	14,232	\$ 130	\$ 1,781	75	612,418	30,642	\$ 227	\$(1,057)	686,796	144,567
Appropriated during year	135,798	66,154	130	1,781	Nil	715,606	8,580	227	(1,057)	927,219	242,823
Balance, end of year	<u>\$135,798</u>	<u>\$ 91,912</u>	<u>Nil</u>	<u>Nil</u>	<u>Nil</u>	<u>\$715,606</u>	<u>\$ 8,580</u>	<u>Nil</u>	<u>Nil</u>	<u>\$951,896</u>	<u>\$240,423</u>
Appropriated:											
Balance, beginning of year		\$ 25,758	\$1,546	\$ 9,958						\$ 38,813	\$36,413
Appropriated during year			130	1,781				\$ 494	\$ 1,057	1,081	2,400
Appropriated funds expended during year		(25,758)						227	(1,057)		
Balance, end of year		<u>Nil</u>	<u>\$1,676</u>	<u>\$11,739</u>				<u>\$ 721</u>	<u>Nil</u>	<u>\$ 14,136</u>	<u>\$38,813</u>

(See accompanying notes)

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

STATEMENT OF REVENUE AND EXPENSES

YEAR ENDED MARCH 31, 1985

	1985									1985 TOTAL	1984 TOTAL	
	CORE SERVICE	S.U.N. T.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.E.P. I	SKILLS GROWTH FUND S.T.E.P. II	ADMINIS- TRATION	NATIVE STUDIES INSTRUCTOR PROGRAM	LES FIDDLER MEMORIAL FUND			CHILD CARE DEVEL- OPMENT
Revenue (Schedule 1)	\$956,075	\$1,428,106	\$130	\$1,781	\$1,229,461	\$1,185,414	\$656,697	\$77,878	\$227	\$5,535,769	\$3,332,022	
Expenses:												
Operating costs (Schedule 2)	186,719	222,162			419,549	88,460	184,256	28,179		1,129,325	697,363	
Batoche '85											15,525	
Computer services	5,679									5,679	4,344	
Consulting services						54,744	50,331			105,075	24,893	
Contracts					104,814					104,814		
Courses					85,453			6,563		92,016	31,006	
Cultural augmentation		2,023								2,023	1,589	
Curriculum	1,369									1,369		
Depreciation and amortization	49,709	17,331				93,180	36,673			196,893	126,188	
Education and craft					4,717					4,717	3,057	
Education conference	61,106				1,138					61,106	69,892	
Housing						4,232	217	164		1,138		
Insurance	1,224	1,480			18,626					7,317	4,381	
Lecturers										18,626	8,311	
Library materials maintenance	4,267	680								4,947	1,801	
Library resource materials	62,351	54,883				112,103		2,266		231,603	54,986	
Material development	11,293	6,239			52,740					70,272	15,942	
Miscellaneous	4,444	3,719			26,821	2,601	6,292	980		44,857	8,163	
Moving											7,640	
Orientation		734								734		
Outside facilities					1,392					1,392	1,370	
Promotion and publicity							14,849			14,849	10,525	
Recruitment	11,687	2,095				18,932	2,303			35,017	37,080	
Salaries and wages	414,172	465,217			372,405	174,484	194,328	34,662	\$ 1,057	1,656,325	1,354,271	
Secretarial											14,276	
Staff benefits	33,041	38,572			30,855	12,069	25,283	2,887		142,707	108,426	
Student books					22,705			282		22,987	9,808	
Travel and sustenance	80,666	52,091			88,171	12,191	111,523	1,895		346,537	242,461	
Tuition		546,648								546,648	334,157	
Total expenses	927,727	1,413,874			1,229,386	572,996	626,055	77,878	1,057	4,848,973	3,187,455	
Excess of revenue over expenses (expenses over revenue)	\$ 28,348	\$ 14,232	\$ 130	\$ 1,781	\$ 75	\$ 612,418	\$ 30,642	Nil	\$ 227	\$ (1,057)	\$ 686,796	\$ 144,567

(See accompanying notes)

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

STATEMENT OF CHANGES IN FINANCIAL POSITION

YEAR ENDED MARCH 31, 1985

1985

	CORE SERVICE	S.U.N. T.E.P.	CON- SULTING	ART CARRIERE MEMORIAL FUND	ABORIG- INAL RIGHTS FUND	S.T.E.P. I	SKILLS GROWTH FUND S.T.E.P. II	ADMINIS- TRATION	NATIVE STUDIES INSTRUCTOR TRAINING PROGRAM	LES FIDDLER MEMORIAL FUND	CHILD CARE DEVEL- OPMENT	1985 TOTAL	1984 TOTAL
Source of cash:													
Operations—													
Revenue over expenses (expenses over revenue)	\$ 28,348	\$ 14,232		\$ 130	\$ 1,781	\$ 75	\$ 612,418	\$ 30,642		\$227	\$(1,057)	\$ 686,796	\$ 144,567
Charge to operations not affecting cash in the current year—													
Deferred revenue	32,931												
Depreciation and amortization	49,709	17,331					93,180	36,673					32,931
Total cash provided by operations	110,988	31,563		130	1,781	75	705,598	67,315		227	(1,057)	916,620	270,755
Change in operating account balances—													
Accounts receivable	(41,476)	(305,476)	\$ 11,140	(14)	(118)	(69,689)	(764,326)	(39,257)	\$ 17,413	(5)	29	(1,191,779)	(176,732)
Prepaid expenses and deposits	(12,578)					(8,622)	(359,196)	(2,726)				(383,122)	(180)
Interfund accounts receivable	(119,828)	11,879	6,639			(11,661)	10,599	(247,848)	22,114			(328,106)	(291,270)
Accounts payable	14,735	280,493				90,413	(29,903)	(46,986)	(4,692)			304,060	207,504
Interfund accounts payable	(49,109)	(9,959)	(13,540)			(105,182)	246,885	291,555	(32,543)			328,107	291,270
Disposal of equipment (net of accumulated depreciation)	1,319	22,226										23,545	4,389
Disposal of leasehold (net of accumulated amortization)		1,767										1,767	
	(95,949)	32,493	4,239	116	1,1663	(104,666)	(190,343)	22,053	2,292	222	(1,028)	(328,908)	305,736
Use of cash:													
Purchase of equipment	26,807	6,968					280,295	13,014				327,084	87,451
Purchase of leasehold equipment	4,017	4,426					66,800	10,900				86,143	315,378
	30,824	11,394					347,095	23,914				413,227	402,829
Increase (decrease) in cash	(126,773)	21,099	4,239	116	1,663	(104,666)	(537,438)	(1,861)	2,292	222	(1,028)	(742,135)	(97,093)
Cash (overdraft), beginning of year	(24,391)	(63,624)	(4,239)	1,504	9,685	(757)	32,342	(26,850)	(2,292)	480	1,028	(77,114)	19,979
Cash (overdraft), end of year	\$(151,164)	\$(42,525)	Nil	\$ 1,620	\$ 11,348	\$(105,423)	\$(505,096)	\$(28,711)	Nil	\$702	Nil	\$(819,249)	\$(77,114)

(See accompanying notes)

NOTES TO THE FINANCIAL STATEMENTS

MARCH 31, 1985

1. Accounting Policies

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

Fund Accounting

The accounts of the Institute are maintained in accordance with the principles of fund accounting in order that limitations and restrictions placed on the use of available resources are observed. Under fund accounting, resources are classified for accounting and reporting purposes into funds with activities or objectives specified. Separate accounts are maintained for the Core Services, S.U.N.T.E.P., Consulting, Aboriginal Rights, Art Carriere Memorial Fund, S.T.E.P. I, Skills Growth Fund S.T.E.P. II, Administration, Native Studies Instructors Training Program, Les Fiddler Memorial Fund and Child Care Development Funds.

Accrual Accounting

In accordance with generally accepted accounting principles, 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. Normal maintenance and repair expenditures are expensed as incurred.

Depreciation is recorded in the accounts on the diminishing balance method at 20%.

Leasehold improvements are amortized over the term of the lease.

Depreciation and amortization are charged in the year of acquisition for the full year. No depreciation or amortization is taken in the year of disposal. It is expected that these procedures will charge operations with the total cost of the assets less the estimated salvage value 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. Fixed Assets

Fixed assets consist of the following:

	1985	Net	1984	
	Cost	Book	Net	
		Value	Book	
			Value	
Core Services				
Equipment	\$ 87,075	\$ 36,340	\$ 50,735	\$ 37,931
Leasehold improvements	109,066	72,041	37,025	70,032
	196,141	108,381	87,760	107,963
S.U.N.T.E.P.				
Equipment	31,919	14,331	17,588	37,243
Leasehold improvements	54,033	28,736	25,297	35,572
	85,952	43,067	42,885	72,815
Skills Growth Fund S.T.E.P. II				
Equipment	333,133	75,082	258,051	42,271
Leasehold improvements	142,080	43,722	98,358	60,224
	475,213	118,804	356,409	102,495
Administration				
Equipment	21,697	5,729	15,968	6,947
Leasehold improvements	92,592	59,912	32,680	54,461
	114,289	65,641	48,648	61,408
	\$871,595	\$335,893	\$535,702	\$344,681

3. Commitments

The Institute was committed under term leases as follows:

Regina:	to September 1, 1986 at a monthly rental of \$5,252.
Prince Albert:	to April 30, 1988 at a monthly rental of \$3,562.
Lloydminster:	to May 15, 1985 at a monthly rental of \$2,208.
Saskatoon:	to June 30, 1985 at a monthly rental of \$1,354. to August 31, 1985 at a monthly rental of \$2,700. to October 15, 1985 at a monthly rental of \$4,450.
Melfort:	to September 15, 1986 at a monthly rental of \$1,500.
Buffalo Narrows:	to September 30, 1986 at a monthly rental of \$2,120.
Fort Qu'Appelle:	to September 30, 1986 at a monthly rental of \$2,120.

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

4. Appropriations of Equity

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

5. Contingent Liability

At year end, there exists a potential claim against the Institute arising out of the termination of an employee. No specific amount has been claimed at this date, nor can the validity of the claim or the dollar amount of the claim be determined at this time.

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

SCHEDULE OF REVENUE

YEAR ENDED MARCH 31, 1985

	1985							1984	1984		
	CORE SERVICE	S.U.N. T.E.P.	ART CARRIERE MEMORIAL FUND	ABORIGINAL RIGHTS FUND	S.T.E.P. I	SKILLS GROWTH FUND S.T.E.P. II	ADMINISTRATION	NATIVE STUDIES INSTRUCTOR TRAINING PROGRAM	LES FIDDLER MEMORIAL FUND	1985 TOTAL	1984 TOTAL
Revenue:											
Saskatchewan Department of Advanced Education & Manpower	\$883,630				\$1,227,574			\$76,771		\$2,187,975	\$2,156,495
Saskatchewan Department of Education	3,000	\$ 829,290								832,290	
Secretary of State	44,000									44,000	28,000
Government of Canada – Employment and Immigration						\$1,185,414				1,185,414	325,253
Solicitor General	15,546									15,546	
Sales and royalties	855			\$ 908						1,763	108
Consulting							\$ 17,000			17,000	68,039
Donations									\$185	185	4,443
Fees for services							639,697			639,697	344,429
Gain on disposal of equipment	630	1,785								2,415	
Interest			130	873						1,045	849
Teaching income		48,198								48,198	30,442
Tuition income		548,275								548,275	333,557
Other income	8,414	558			1,887			1,107		11,966	40,407
Total revenue	<u>\$956,075</u>	<u>\$1,428,106</u>	<u>\$130</u>	<u>\$1,781</u>	<u>\$1,229,461</u>	<u>\$1,185,414</u>	<u>\$656,697</u>	<u>\$77,878</u>	<u>\$277</u>	<u>\$5,535,769</u>	<u>\$3,332,022</u>

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH

SCHEDULE OF OPERATING COSTS

YEAR ENDED MARCH 31, 1985

	CORE SERVICE	S.U.N. T.E.P.	S.T.E.P. I	1985 SKILLS GROWTH FUND S.T.E.P. II	ADMINIS- TRATION	NATIVE STUDIES INSTRUCTOR TRAINING PROGRAM	1985 TOTAL	1984 TOTAL
Operating costs:								
Administrative services	\$114,546	\$104,338	\$186,856	\$42,962		\$10,786	\$ 459,488	\$262,378
Bookkeeping								670
Building maintenance			4,902		\$ 17,411		22,313	4,408
Building rent	34,334	80,076	163,997	21,437	64,725	8,712	373,281	281,532
Duplicating	14,586	9,378	12,625	4,562	5,147	298	46,596	21,797
Equipment maintenance	808	1,513		11,473	7,405	520	21,719	8,389
Equipment rent	3,268	6,690	150	2,697	15,004	5,125	32,934	26,000
Janitorial			7,056		20,301		27,357	4,250
Office supplies	11,862	7,414	19,904	2,114	10,729	1,349	53,372	37,080
Postage					8,254		8,254	
Telephone	7,315	12,753	24,059	3,215	35,280	1,389	84,011	50,859
	<u>\$186,719</u>	<u>\$222,162</u>	<u>\$419,549</u>	<u>\$88,460</u>	<u>\$184,256</u>	<u>\$28,179</u>	<u>\$1,129,325</u>	<u>\$697,363</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 by design, development and delivery of specific educational and cultural programs and services. Sufficient Metis and Non-Status people will be trained in the required skills, commitment and confidence to make the AMNSIS goal of self-government a reality."



Gabriel Dumont Institute of Native Studies and Applied Research

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