

LEGISLATIVE ASSEMBLY OF THE
NORTHWEST TERRITORIES
7TH COUNCIL, 47TH SESSION

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2. BUREAU OF INDIAN AFFAIRS

Cultural Education Program

A few Salishan students in the Cultural Education Program at the Educational Center this year. Some were given an opportunity to receive a certificate of completion in the program. The following is a list of the students who have completed the program.

(Information regarding exact dates (more detailed information may be found at the end of this summary)

A) Native Language Course

Number of students involved	- 275 (approx.)
Number of hours per week per class	- 7 1/2 (approx.)
Number of weeks	- 35 weeks
Teachers	- Mrs. Sorehead and Mr. Goodale (part-time)

Content

Sp. dialects and new orthography
 Structure and grammar
 Creative writing
 Ethno pre-history and history
 Folklore and story telling by native people

B) Cultural Inclusion Show Courses

1) Komatik Making

Number of students involved	- 95 (approx.)
Number of hours per week per class	- 10 (approx.)
Number of weeks	- 7
Teacher	- Kekock
Projects	- komatik

Content

Different designs
 Types of patterns
 Coloring (types and skins)
 Sewing
 Construction (Jesse and Holly clothing)

2) Carvings (alone)

Number of students involved	- 95 (approx.)
Number of hours per week per class	- 10 (approx.)
Number of weeks	- 5
Teacher	- Frances and Mrs. Richardson
Projects	- various wood carvings

Content

Kind of gear
Use of tools
Design
Boasting, and design
Polishing

3) Harpoon, Balchin

Number of students involved	55 (approx.)
Number of hours per week in class	10 (approx.)
Number of weeks	7
Teacher	Appolon
Project	Harpoon

Content

Kind (spear and fishing)
Instruments used
Use of harpoons
Use of walrus tools (wholly only)

4) Hunting

Number of students involved	55 (approx.)
Length of time	2 to 3 day outings
Teacher	Hiko Michael and Father Jeffery, Ken Henry and Ian Sotbe
Projects	Caribou and seal hunting

Content

Weather knowledge
Use and maintenance of a rifle
Primus stove (gas and kerosene)
Coltern stove
Cooking with out a stove (camp fire)
Natural fuels
Care of sleeping bags
Knowledge of ammunition
Knowledge of rope
Knowledge of oils and gases
Use of knives
Knowledge of reindeer foods
How to use snow for shelter
Extra clothes & blankets
Skinning and cleaning of game
Dressing of game
Loading and reloading for tools

5) Arctic Activities

1. kind and construction of igloos
2. map reading
3. latitude and longitude
4. basic survival
5. different kinds of igloos
6. material to use
7. tools used to build igloos
8. two methods of heating
9. how to operate a handline
10. layout of a sleeping platform
11. ventilation of an igloo
12. making of boots
13. making of mittens
14. preparation of reeving (canvas)
15. method of drying clothing
16. preparation of self before entering an igloo

* Much of the clothing included by the game from the Home Economics Department.

C) Outdoor Education

Number of students involved	30 (approx.)
Number of hours per week	7
Number of weeks	30
Teachers	Kasson, MacRury, Strain & Woodcock
Projects	Ski-Doon drives, camping, hiking, etc.

This course was designed as part of our co-curricular program and in most cases was a pre-requisite to our hunting course. Students would learn to prepare and live in the cold for short periods of time before going on long hunting trips which in most cases takes them at least 50 miles from Frohisher Bay.

D) Ski-Doon Maintenance and Repair

This course works in conjunction with our Interval Combustion Engines course and is a pre-requisite for at least a few members of any hunting party.

Content

- Oils and gases
- Design and repair of small engines
- Body construction of ski-doos
- Maintenance and repair of all parts
 1. in shop
 2. on the trail
- Methods of improving them when necessary
- Driving a ski-Doon

E) Camp Management Courses

Number of students involved
Length of time
Teachers

Projects

- 15 (approx.)
- 2 to 3 days
- Mr. Louque and Father Jeffery
(members of Camp Management)
- Transporting materials
(100 miles north by road
trip)
- b) Camp buildings

These students assisted in transfer materials from Frobenhor Bay to Sylvia
Cranwell Lake, after which they built cabins and did some hunting.

At present we are planning to expand this program to build more cabins next
year, also fishing, boat handling and fishing, fox and wolf trapping.

These courses have been restricted to boys this year however, it is hoped to
include girls next year.

F) Fabric and Dress

Number of students involved
Number of hours per week per class
Number of weeks
Teacher
Projects

- 15 (approx.)
- 3^{1/2}
- 25
- Mrs. Miklavik
- various native clothing

1) Duffie socks

Preparation of pattern
cutting of fabric
Sewing
Shirring

2) Wocks and Duffie pants

Measuring for size
Pattern layout
cutting duffie
finishing seams
Applying sleeves
Zippers
Decorations
Hem and finish

3) Casshade Boots

Aligning and ordering the duffie sock paper pattern

cutting
Construction of sewing machine
Shirring duffie and shirring
Application of cut ordered paper pattern
finishing paper

Related Study

Complete different types of completed
projects to give students a sense of accomplishment.

4) Stitches and Shaping

Practical lessons
Fabric and lightening
Pressing, ironing, pinning and cutting
Braiding, braid and braid finishes, waistbands and hems

The course work applies mainly to the "Life Skills" classes; however, similar projects work is incorporated in much as possible in the regular program taught to the various classes by our Home Economic teachers. For example, the regular "sewing" classes make simple projects such as coffee socks and skirts. The cooking classes prepare such foods as mackinac, curibou, etc. as well as make hammock (the boys who go hunting take foods prepared by the cooking classes).

6) Building Boat

Number of students involved	215 (approx.)
Length of time	varies (Life Skills - 1. hour work)
Number of weeks	8 weeks
Teacher	Mr. L. Stubbs
Project:	

1. Furniture Making

Designing, construction and finishing

House building (a typical 570 sq. ft. Inook house was built)
All aspects of house building

- 1) Flooring
- 2) Walls
- 3) Roof
- 4) Windows
- 5) Doors
- 6) Finishing

2) Fibre/plastering

A wooden kayak was made and a form prepared in order to make fibre/plaster kayaks.

3) Boat Building

A cabin cruiser was built. It is hoped to use this boat for our proposed fishing course.

I. Kenneth Mallock

This is a part of our Kennell reading course.

II) Art. (Economic, Commercial) and Social Studies

As can be seen by the attached information in respect to these courses, they too are adopted to meet our needs, the latter being more meaningful and relevant to the world.

Note

More information in respect to the above mentioned courses may be obtained by perusing the following outlines.

CULTURAL STUDY COURSES

The courses offered at the Center for Educational Center are made as practical and as complete as possible. It is expected that the majority of the students will continue their education where it overlaps or leads into industry or into fishing and hunting.

In view of this and in addition to the regular junior and senior high programs, the Department of Education is attempting to prepare these young people for life in the Territories or other parts of the country with the emphasis being on preparation not necessarily for employment, but as a process to help them have a better and more fuller life in the areas of their skills, interests, and aptitudes.

One way we have attempted this is by offering some concentrated cultural inclusion courses, as well as adapting the Alberta curriculum to better meet our needs.

A few of our courses are explained below:

A) English Language Course

- 1) Name of Instructor - Mr. W. Sorenstad
- 2) Length (hours) and duration (weeks) of course.

Grades 7, 8 and 9 as well as Life Skills.
32 forty-minute periods out of 48 in a 6 day cycle.

- 3) Approximate number of students involved - approx. 175
- 4) Content - see attached aims and objectives
- 5) Special projects - see appendix B
- 6) Recommendations for the future

- a) Eskimo history could perhaps be included with the Social Studies program in grades 7, 8 and 9 and in the Life Skills program.
- b) Preparation during the summer be done for next year's curriculum.

Additional Observations

Mr. Nowdlak left for Pangnirtung in January. A replacement for Mr. Nowdlak has not been found to date, thus placing additional concern, preparation and work on my part. Hopefully, a replacement can be found to help with preparation of work materials as well as to orientate himself with the program this summer.

B) Komatik Making

taught by Kakek on by Mike Michael, the course lasted for 10 hours per week for seven weeks. During this course the students built one large komatik and repaired and replaced three or six smaller ones. Three more eight students involved. When the teachers worked on komatiks as part of his larger responsibility and is mentioned below.

Carving

Taught by Housen and Henry Bentinck, the course lasted for five weeks, for ten hours per week. These men also had to teach the students the basics of stone carving. Some students worked very good projects. The course involved twelve students. In the future it is intended to offer this course as part of our art course.

Harpoon Making

The course was taught by Aopawit and lasted 10 hours per week for seven weeks. There were thirteen students involved.

Ski-doo Maintenance and Repair (Hunting)

Mr. Mike Michaels was hired to take students on hunting trips and repair and maintain the necessary equipment. He worked at the school for four weeks, averaging four hours per day as well as spending Saturdays on hunting trips. Mr. Michael took three groups of five students on three day hunts. He also had the students build two komatiks and repair and maintain the school ski-doo's. Approximately twenty-five students were involved at different times.

Game Management Outings

Through an arrangement with the Game Management Department, local Hunters and Trappers Association, we have been able to send out students with these men. They have helped to build several cabins being placed on the hunting grounds north of Frobisher Bay. This program involved ten students. One group was out for two days the other was out for six days.

Recommendation

Our views and recommendations in respect to projecting these courses are expressed in an earlier paper which is attached as appendix A.

C) Febrics and Dross

This course is being taught by Martha Tikavik, a local Eskimo lady and Michelle Day home economics teacher, Gordon Robertson Educational Center.

Mrs. Tikavik teaches the cultural aspects of the course, spending about three and half hours per week with the classes.

The program outlined above is designed primarily for the 'Basic Skills' student and is intended to provide a practical, hands-on experience in the field of garment construction. The program is designed to be completed in approximately 10 to 12 weeks of instruction.

Project: Make a Duffle Vest:

Measuring for cut, and pattern construction.
Cutting Duffie. Sewing and finishing.
Sewing seams - hand and machine
Embroidery
Applying sleeves, zipper, decorations, neck and fur trim

Duffie socks - Skills to develop:

1. Preparation of a simple paper pattern.
2. Cutting fabric -- using proper grainline for longer wear on duffie.
3. Hand sewing -- construction of sock.
4. Simple embroidery -- cross stitch and simple decorative stitching.

Related Laundry:

Study amount of shrinkage in different methods used to wash duffie.

Moccasino boots:

Skills to develop:

1. Altering and enlarging the duffie sock paper pattern.
2. Cutting -- moccasino
-- finding grainline in canvas
3. Operation of sewing machine
(a) hand
(b) electric
4. Embroidery designs and stitches
5. Application of embroidered braid trim and fur stripes.

Related Laundry:

Compare effects of washing completed boots vs. drycleaning completed boots.

Slacks or skirt:

Suggest: either cotton or flannel

Skills to develop:

- (a) Use of commercial pattern
- (b) Basic fabric straightening, pressing, darning, and cutting of fabric.
- (c) Single constructions: basting, seam, and seam finishes, waistband, hem.

Skills to develop in class:

- a) Knowledge of take a class pattern.
- b) Design techniques of different leg styles.
- c) Laying fabric and pattern straight.
- d) Cutting techniques.
- e) Sewing seams in knits.
- f) Waistbands and hems.

Related Laundry:

Study laundry and ironing techniques for both cotton and manmade fabrics.

Consumer Education:

Comparative Shopping:

Teach buying versus catalogue buying and sewing in terms of seam finishes, labels, shrinkage control and price. Learn to find tricks when reading ads and realize it is the consumers duty to report poor quality goods.

It is hoped, that more of this work will be done with the academic classes in the future as well as continuing on and expanding it with the "Life Skills" students.

D) Soapstone Carving and Antler etching or carving

This course is made up of members from seven classes involving about 70 students from grades 7 through to 10. Two and half hours per week for six weeks are spent on the course.

The major aims and objectives of the course are as follows:

1. To provide opportunities for the majority of students to develop in character and personality by using their sometimes innate creative ability in carving on 3D art forms.
2. To give practice in logical thinking through the fore planning of items to be carved/engraved and through this to be aware of the interaction of positive & negative masses.
3. To improve skills in the use of tools both of the types normally used and of proper sculptors chisels files etc.
4. To develop an appreciation of the skills shown by a good craftsman.
5. To develop an awareness in the student of good and or poor craftsmanship, design and construction of a multi-unit sculpture.
6. To give aptitude in the correct use and care in the handling of tools.

7. To give instruction and practice in the grinding, sharpening and sharpening of tools to give the designed texture or edge.

8. Finally to give a brief historical outline of the development of the common type carving tools.

Projects attempted included: soapstone through to caribou antler rings, soapstone carvings showing a variety of forms (??) preferred animals such as seals, walrus ducks etc) Etching or engraving on soapstone (pendants) and rings -- geometric designs carving snow goggles out of caribou antler and also antler buckles.

It is hoped to incorporate some ivory carving as part of the art course next year.

E) COURSE NAME - Building Construction

Instructor - Mr. I. Hobbs

Length of course - eight week - 100 hours - new time table

No. of students - ten - thirteen per cycle
total students in program for the year -
forty-two current figure (boys)
original L.S. enrollment - sixty-seven boys
age of students fifteen - twenty-two years.

Content - General

To relate western technology as it affects or may affect the native culture.

Approach: a) through specific group projects
b) through individual projects

Individual projects

Worked out between student and instructor. Example - student express need for a safe deposit box for personal use at Student Residence. Design worked out, student builds. Similarly - suitcases are an item most students feel there is a need for.

The above concept reveals an awareness of new travel methods and an acute awareness of the problems involved in large communities (i.e. use of safe deposit box for personal effects).

Group Projects - greatest emphasis here

a) The native people are moving more and more into settlements. They no longer live in igloos except temporarily on hunting trips therefore I felt that house construction would be a valid area to study. This is best done by building a house. Although the nature of our programming made it impossible for all students to participate in all phases of the house construction, they did participate in some part of it. From this they learn the use of tools and concepts connected with the wood working, industrial application or interest by product. The house will not be finished this term but this is due to the weather conditions rather than to the students. I have found that the students are very keen to work on this type of project and are proud of their work.

b) Fibre Glassing

We have constructed a wooden "plug" for a kayak, and from this are making kayaks. Again western technology precludes making of kayaks etc. with skins. Fibreglass is a product which is very adaptable to the north. It is easy to repair, easy to work with limited knowledge and facilities.

c) Boat Building

This project started with a group of five students who did not fit into any program the school had to offer. I took these boys on as a special class rather than see them sent home to settlements. They originally came into the shop five periods a day every day. The group is now down to two boys who have progressed sufficiently to be able to fit into our present Life Skills' program. This particular boat was selected for the following reasons:

- 1) availability of material
- 2) ease of construction for novices
- 3) seaworthiness

d) Komatik Making and Food Boxes

We did a limited amount of komatik making and repairing as this area encroached on the cultural inclusion program. I found that many of the younger students knew very little about this subject and felt that it should be included in the program.

To do this I first talked to the cultural inclusion instructor (Eskimo) to learn how to make komatiks. Then with this knowledge and the help of older students we build and repaired komatiks; and food boxes

I found that all these projects were interesting to most of the students. In fact they seemed to continually be bringing in their friends to "show off" their handiwork.

I also found that a good deal of carry-over from the Life Skills program to the academic program took place. Students from grade 7 up wished to participate by either working on the above mentioned major projects or making their own small komatiks; food boxes; harpoons.

I also found that some students wished to carve with wood as a new medium as opposed to stone.

Lastly - on the academic side - some girls have been taking shop courses enabling them to experience some of the problems involved in adopting western culture as their own.

Recommendations for future:

- 1) This type of program ~~must continue.~~
- 2) Continue to involve Eskimo people as teacher's aides. There must however, be a ~~qualified teacher in charge.~~
- 3) There should be someone appointed to co-ordinate the concept of cultural inclusion in our programs, then tie this in with what is, or should be done in settlement schools so as to provide a coherent and meaningful Program which ties in with the program of Gordon Robertson Educational Center.

F) Name of Course - Fine Art

Taught by - F. S. Gonda

Length of course -

- 1) Junior High and High School - two and half hours per week
- 2) Life Skills Art - one hour and twenty minutes per week.

Number of students -

Junior High - seventy
Senior High - fourteen
Life Skills - eighty

Junior and Senior High Art

The Alberta Course of studies is used throughout. where ver possible the curriculum is adopted to meet the special conditions in the north.

Similar based areas are covered as listed under life skills art below:

Life Skills Art - Year One

The art program is designed to meet the needs of students with limited experience in formal education but who do have a plethora of experiences in a number of areas which could find expression through exposure to art activities. The life skill student is one who may find it difficult to express himself in the English language and so the program will reflect this by placing most of the emphasis, at least in this first year on the practical aspects of the various art processes. Theory, for the most part will be handled on an individual basis.

Some General Aims Could Well Be:

- 1) To develop a kraner visual and tactile awareness of the physical world; the world he is now exposed to as well as his own. This is being achieved by introducing the student to a wide range of soft-ware such as slides of northern subject matter, filmstrips, reproductions, films, and the student's own work. It is also important to help the student interpret his present environment as compared to the quite different lifestyle he left last fall.

- 2) Another aim is to develop a better understanding of what is fitting in two and three dimensional design and in the use of the various media available. Stress will be given to a study of the variety of northern art forms. The student will also be exposed to the variety of materials available to produce art products and the limitations and possibilities existing in the particular material.
- 3) To foster the disciplined use of this awareness and understanding in creativity and critical appreciation. This aim is important from the standpoint of having the student become aware of Eskimo art as being a valid art form. Contrasting northern art with art from other cultures and traditions may further make the student aware that northern art can stand up to the best that is being produced or has been produced.

Some Other General Ways of Achieving the Above Aims:

- 1) Exercises in seeing and perception.
- 2) Exercises in using the elements of two and three dimensional art.
- 3) Some study of the principles of design and the creative application of these principles.
- 4) Exercises in the disciplined use of art media and techniques.
- 5) The study and appreciation of traditions and contemporary art with the stress being on northern art in its diverse forms.
- 6) An introduction to the vocabulary of art.

Organization of the Course

The course consists of three parts. These are: Theory, practical work and art appreciation. These three areas are studied concurrently. Quite often on an individual basis as classes are by and large small. Also, experience has shown that it is sometimes better to explain a point in theory by using a problem a student may be having in his project progress.

Practical Work

The following format has for student motivation has proved successful with the students.

- 1.) Deliver a clear statement of the nature of the project being undertaken. Often, because of the language problem a demonstration is necessary.
- 2) The use of appropriate examples in the form of prints, slides and the students' own work.
- 3) Relating the project to previous ones from which it has developed in order to make the student aware of his own progression.
- 4) Showing the tools, media etc., to be used are functional to the end sought.
- 5) Making all material readily available.

- 6) Challenging the student with subject matter that elicits his desire to create and at the same time establishing a classroom climate which is not prohibitive to creativity.

Subject Matter

Tentatively, the course is divided into the broad areas listed below.

- 1) Fundamentals of good design
- 2) Projects involved with drawing and picture making (painting).
- 3) Crafts
- 4) Three dimensional design
- 5) Art appreciation

Progression by Year

In arranging the practical work for students in the life skills program some consideration is given for progression each year they are involved with art activities. Four sequence factors are considered below:

- 1) A progression from the simple to the complex in the use of elements.
- 2) A progression from easily controlled media to more difficult ones.
- 3) A growth in student awareness of elements, principles and disciplines through renewed involvement in these in a diversity of projects.
- 4) A trend from breadth of experience in the first year to depth of experience in year two and three - a trend to specialization.

Other Recommendations

- 1) Next term time allotted for Life Skills Art has been increased by forty minutes per six day cycle to a total of 120 minutes.
- 2) To be relevant the cultural inclusion program i.e. (carving, harpoon making etc) should not be something added on to the regular curriculum) If the Eskimo way of life is to be promoted then this philosophy should be basic to the entire curriculum.
- 3) Any cultural inclusion program in the area of the Arts should be part of the time allotted to art.

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G) Name of course - Social Studies - Life Skills

Name of instructor/instructors - Guthrie, Wilson, MacRae, Newton

Length (hours) and duration (weeks) of course.

Two and half hours per week for forty weeks

Approximate number of students involved - eighty - hundred.

Content

a) The Early History of the Eskimo

1) Pre-Contact

- a) Eskimo Population and Distribution
- b) Their Needs and How They Were Met
- c) The Environment - Climate, Soil, Vegetation, etc.
- d) How the Eskimo Successfully Adapted to the Environment

2) The Waling - Fur Trade Era

- a) The Coming of the Europeans
- b) How the Life Style of the Eskimo changed - New Needs
- c) Relationship of the Eskimo to the European Traders and Missionaries

b) The Present Period

1) Early Government Activity

- a) The Introduction of a New Ideology and a Different Technology:
Its Effects
- b) Formal Education
- c) A Wage Economy
- d) How the Eskimo's Relationship With His Environment Changed

2) Present Situation

- a) Technology
- b) Education
- c) Economics
- d) The Church

3) The Future

- a) Adapting to the New Environment
 - i) Credit buying - planned spending
 - ii) Advertising
 - iii) Food
 - iv) Clothing
 - v) Communication
 - vi) Transportation

b) Relationship of the Eskimo to Government

- i) Local Government
- ii) Territorial Government
- iii) Canadian Government
- iv) Native Organizations
- v) Aboriginal Rights

Mention Specific Projects

- a) Talks by local people on the history of the Eskimo
- b) Mock council discussions with discussions on topics pertaining to northern hamlets.
- c) Interviews with members of hamlet councils territorial councils federal government authorities and native organizations personnel.
- d) Personal inventories outlining skills necessary for wage earners and concerning attitudes essential for a wage economy.
- e) A survey of Frobisher Bay employers concerning employment opportunities, salary scales, housing, vacations, etc.
- f) Using UTR to dramatize events of the past.
- g) Having native leaders in to speak on aboriginal rights.

Appendix A

GORDON ROBERTSON EDUCATIONAL CENTER

Report by Mr. K. MacRury

OUTDOOR EDUCATION

A proposed program of outdoor education for the students of the Gordon Robertson Educational Center, Frohisher Bay, N.W.T.

Part I - Reasons for an Outdoor Education Program

There are three valid reasons why an outdoor education program should be instituted for the students of this Center. There are good recreational reasons. There are valid educational reasons and there are important psychological reasons why the students of the Center should have the opportunity to participate in an outdoor educational program.

a) Recreational Reasons For an Outdoor Educational Program

The students of the Center have been offered a recreational program which is quite comprehensive and covers many areas. They have been involved in such team sports as basketball, volleyball, curling and in such individual sports as shooting, bowling, and swimming as well there is a developing art and craft type of program which is also of a recreational nature. It should be clear though that all these recreational activities are of the white southern type. Before the start of the outdoor program in the co-curricular afternoon there was very little of the traditional and Eskimo type of recreation built into the school or the hostel program. A well developed outdoor education program would help to alleviate this situation, especially for the boys; perhaps more so than for the girls.

b) Educational Reasons for an Outdoor Education Program

Contrary to popular opinion it has been found that many of the students do not know a great number of things about the out of doors. The outdoor educational program would attempt to teach them many of the things which are necessary to know if they are to enjoy a recreational experience in the out of doors. Some of the things which would be covered which would be of an educational nature might be the method of lashing kamatiks which many of the students do not know. The method of loading a kamatik which again many of the students do not know. We could also cover in the program such things as the selection and purchase of proper clothing. Into this could come some consumer education, also the students would be taught repairs and maintenance on the ski-boots. They would be taught this in several areas. Such as the normal upkeep and preventive maintenance which is necessary when your machine perhaps break down somewhere else from home and you do not wish to abandon it. The students would also be taught food preparation, operation of Coleman stoves, setting up of camps and hunting methods. Most of these things would be taught by older Eskimo Advisors who would be selected and paid by the school. We feel that these are valid educational objectives, perhaps more so than some of the things which are presently being taught in school. I believe it is definitely a fact that things which a student would learn in this setting would definitely be used by him on his return to his home settlement where many of the other things which we are attempting to teach him might be used but in no ways is it definite.

7) Psychological Reaction for an Outdoor Education Program

In this section I would like to quote a Dr. Mark Fried of the Center of Community Studies of the General Hospital. Dr. Fried, speaking of people who are moved from one area to another, "It is quite peculiar to speak of their actions as expressions of grief. These are manifest as feelings of painful loss, of continued longing, the general depressive tone, frequent symptoms of psychological or social distress, the sense of helplessness, the occasional expression of both direct and displaced anger, and tendencies to idealize the lost place." The responses he declares are strikingly similar to mourning for a "lost person." I feel that many of our students, coming from the smaller settlements into Frobisher Bay, being relocated from a home where they live with their parents, into a large residence which may contain more people than live in their entire settlement, and sometimes do suffer from severe psychological strain and an outdoor educational program might in some small measure be able to alleviate this situation. It would give the students an opportunity to participate in something with which they are perhaps more familiar and would get them out into the open into the out of doors, away from the Residence, away from the school, where the problems are engendered.

Part 2 - Program to Date

a) Co-curricular

Under the co-curricular program which started the 1st of January and which involves all the students of the school, who participate on each Wednesday afternoon in some activity which they particularly want to be involved in, Mr. Stibbs and Mr. MacBury started an Outdoor Club. This club began with the idea of taking students, a small group of students to begin with, out each Wednesday afternoon on short trips in the country around Frobisher Bay. We began with three students from Residence. But since then more ski-dees have been made available. We have repaired ones that were here which were not available at the beginning so now that we three school ski-dees, Mr. Stibbs has a ski-dee and I provide my own ski-dee. Also, since then Mr. Webster who owns a ski-dee has also joined the club. Therefore on Wednesday afternoons now, we have six ski-dees available, three staff members, and we are involving eleven students, nine of whom are from Student Residence and two from town. On each Wednesday afternoon the club plans certain outings and at 12:30 sharp we leave to go to a certain destination or to follow a certain route, returning to the school sometime later in the afternoon or evening. As the days have lengthened this time of returning to the school has also lengthened until it is now approximately seven or eight o'clock by the time we return to the school. We usually cook a meal out each day, at least tea and bannock, and have this on the trail. The students seemed to enjoy the outings very much, look forward to it very eagerly, and we feel are learning quite a bit about outings of this type which could have a good carry-over to hunting trips and other types of trips which they may be involved with at a later date. Since the 1st of January when the co-curricular program began we have missed only three Wednesdays when we have not gone out. Two of these were because of wind and snow conditions where the chill factor was below minus 40. The other time was a Wednesday when the ski-dees were not available because of a hunting trip.

... hunting trip... The first trip was a... morning trip down the bay... The students left on a Tuesday... on the Thursday... during this trip they did not shoot any game but it was felt by John... who had the representation, and was with the trip that the students did gain a lot from the experience and they learned quite a bit. The second trip was a... hunting trip, coach of... Again the trip was lead by... Mike Michael, the teacher representative was Mr. Ian Stibba and there were three students involved on this trip. The hunt was successful in that they did shoot two caribou and Mr. Stibba felt that the students thoroughly enjoyed the trip and also learned a lot from Mr. Mike Michael. It is expected that the hunting trips will continue as long as our... period which will probably be from now until the end of the year. If a trip could go each week involving four or five... each... trip a few of a... at the residence will be able to participate.

Overnight Camp

During the Easter holidays, the student's residence has been running an overnight camp. The students are taken out by ski-doo and komatik to the camp area evening at approximately 10 or 11 o'clock when activities at the residence are finished. They stay overnight at the camp and then brought back to the residence for breakfast the next morning. This is most enjoyable for the students and for the first time girls have been able to participate in an aspect of an outdoor educational program.

Part 3 - Results and Evaluation of the Program to Date

It is felt by the staff which have been involved with the outdoor educational program that to date the program has been nothing but success. Some of the results of the program to date have been; the students have learned something about fixing ski-doo on the trail, they have learned something of prevented maintenance which is taught the two days we were storned bound to stay indoors, they have learned how to make, build and use komatiks, they have learned how to pack komatiks, what to take, what is needed and what is extra that has to be taken. The students have learned how to dress, which many had not known before they came here. The staff also have learned a great deal from the students. In many instances it has been a partnership learning experience where whoever knew something or whoever learns something teaches it on to the other members of the group. No more have the teachers been the teachers and the students have been the teachers. I believe a good indication of the success of the program so far is the fact that now we have students coming to us almost everyday wanting to be involved with program, wanting to go on our outings, wanting to be part of the co-curricular outdoor club. Our only regret in that we are not able to take these students into our group and our program. As pointed out before we have now the use of six ski-doo's but at the same time we have 11 students and three staff members. That is a ratio of fourteen persons to six ski-doo's which is better than two to one. Even this is a little heavy to would like to see a ratio of two people to one ski-doo.

... probably... more... the
... of the... the
... year, and to feel it is a... experience to therefore
we would propose that the program be expanded next year to involve all the
students who wish to be involved. I don't believe this should be a requirement
such as when they have to take math or English but many of the students probably
most of the students would want to be involved in this program. I believe that
they should have the opportunity.

2) Greater Teacher Involvement

It seems reasonable to assume that if the teachers and their students in a
completely different context from the normal school situation they would gain
insights and understandings of their students which they would never receive
from seeing them day after day in the classroom. I feel that many of the teachers
would like to be involved in a program such as ours and if they were given the
opportunity would be most willing to help with the program and be involved. If
provisions can be made for the teachers to have perhaps half a day a month, or one day
a month, or one day every two months, they would then be able to participate in
the program.

3) We would like to propose that the outdoor educational program be made available
as a regular scheduled, timetabled class which the students would register for at
the beginning of the year. This could be run on a semester system where one group
could sign up the first of the year and another one at the middle of the year or
it could run as a full year course. We would propose to give the greatest number
of students chance to participate that it should probably be run as a semester
course. Depending on the number of students interested, we would suggest that there
be programmed 3 daily outings per week. This would leave two days free for the
instructor for preparation and maintenance of the equipment which is most necessary
if the program is to be a success. We have found to date that for our daily
outings it usually takes at least eight or nine hours of preparation for an outing
which may not last any longer than four or five hours. The problem of scheduling
the outings would have to involve the administration in the timetabling and in the
time alignment for a student. This proposal merely wants to make clear that the
outdoor educational course be offered on a regular time table schedule and not as
a hit-or-miss sort of affair.

4) We would propose that the hunting trips could be limited to one day hunting,
usually involving Saturday. This would set down on the amount of time which the
equipment would have to be absent from the school to one day, if they were Fridays
and it could be used in the fall before the snow on the ground, is deep enough for
ski-dogs, and during the winter perhaps we could use it as a base camp for outings.
Also we could perhaps involve more of the female students who could use the camp
as an overnight camping spot.

Proposed Program

The proposals outlined above if implemented fully would probably require one full time staff member as well as an Eskimo advisor of the caliber of Mike Michael. This may be unrealistic to hope for next year, however the program would be run on a more limited basis probably with a staff member detailed to the program half time.

b) Buildings

We would need two buildings to run a full program, one of these would be situated outside of Probinhor as mentioned above for use as a base camp and as an overnight camping spot. We would also require, perhaps more urgently, a building which would be situated somewhere near the school in which we could keep such equipment as the ski-dogs, komatiks, gasoline and oil, also sleeping skins when we acquire them and also many of the food stuffs which could be frozen and left frozen. They would therefore keep hotter than continually taking them out, having them freeze then bringing them back into the school where they thaw again. This is not too good also on the ski-dogs for it causes condensation in the gas tank and you run into problems with freezing carburetors. The building which we would need should be near the school should be of a size, approximately 12 X 20 having doors at both ends, so that a ski-dog could be driven in and driven out from the other end. We would not require anything too fancy probably one of the abandoned houses from the village could be purchased for this purpose.

c) Ski-dogs and Komatiks

In an expanded program, we would require more ski-dogs and more komatiks. At present the school owns three ski-dogs and one komatik. With less than a thousand dollars, this spring, April and May, we could probably purchase three good second-hand ski-dogs which we could use as part of our training program to over-haul, rebuild and get into good condition for next winter. In the line of komatiks, the purchase of the necessary materials for four five komatiks should be made and the students could then can build these next fall as part of their training program.

d) Clothing

If we were to build the outdoor educational program into a ten month program, we would require some clothing which would be used specifically during the fall period. This clothing would entail hiking boots perhaps rubber boots and also some other small equipment such as fishing rods and back packs which could be used by the students in fall outings. We are sufficiently supplied with winter clothing at the present. It would appear that for approximately twenty-two hundred dollars that is \$1,000 for ski-dogs, \$200 for komatik materials, \$1,000 for fall clothing and equipment, we could swing into a full ten month program. This would not include the maintenance expenses on the ski-dogs and also gas. The spare parts for the ski-dogs for a year would probably run in the neighbourhood of \$600 to a \$1,000 and on a full program where the ski-dogs are being used five days a week and counting on six ski-dogs, gas might run to five thousand dollars for the year. I would not propose at this time to purchase canvas and get involved in a fall hunting program. I believe that if we develop a good hiking and land program next year for the fall then probably the next fall we could get into the canoe and bay hunting.

PRIMARY OBJECTIVES:

- To teach proper care and handling of the skins
- To teach proper care and handling of the skins
- To teach Game Management of Redoubt area trapping

SECONDARY OBJECTIVES:

- To teach skin-to-skin sewing
- To teach correct travel procedures in groups
- To teach ksaatik leading and setting of line traps
- To teach proper clothing to wear

BACKGROUND:

This school run course is open to students in the age group 1-16 with most students being 15 years of age. This age was selected primarily because most applications for the course were in this age group. Older students were not chosen because they will have the opportunity of going out with the Department of Game Management crews where the stipulation has been made that students be 16 or older.

When this course was suggested to Mr. Al Birque, Area Game Management Officer, he was very much in favour of such a course being given to students. He pointed out that many local trappers lose a great deal of financial return from trapping due to improper trapline management and care and handling of skins. Some of these men set traps then check traps only two or three times in five months. Because of their absences, many caught furs are eaten by wolves, other furs and ravens. Many that are not eaten entirely are damaged by leeches or ravens so that the pelt is worthless for sale. Other traps have the bait stolen or are covered by hard packed snow or are sprung but catch nothing. These traps are therefore useless and the cost and effort of putting them out is in vain.

Once the animal is caught it often happens that due to improper handling the pelt is greatly reduced in selling price. This loss may be caused by dirt getting on a pelt or oil from clothes or hands or tearing the skin while skinning or stretching, or stretching the skin improperly.

If a man is going to run a trapline, we at our Centre and the Department of Game Management feel that he should receive the maximum income for his expenditure of time and money. This course will endeavor to teach the students the best way to do this.

Personnel involved with the course include the following:

- Mr. Al Birque - Area Game Management Officer
- Mr. Matt Jeffrey - Teacher at the Centre and Advisor on trapping procedures
- Mr. Malcolm Farrow - Teacher
- Mr. Glenn Solis - Teacher
- Mr. Allan Eadie - Residence Administration, Ushivik Residence
- Mr. Ken MacRae - Centre Organizer
- Mr. Jim MacRae - Centre Organizer
- Mr. Kim Cawley - Student Ass. Staff Secretary

We started this course yesterday
 3/11/62

\$4500

PROCEDURES:

The ten students on the course will be divided into teams of two and each team will have 10 traps of No. 10 (fox) and the class as a whole will set 6 traps of No. 4 (wolf).

These traps will be set on a circuit of approximately thirty (30) miles which will begin and end at Probieher Bay. The trapline will run almost due east to Igloo Lake, down the ravine to Burton Valley, across to Burton River then turn north to the large lake at the north end of Burton Valley, then west across the Pangnirtung Trail to a point on the height of land above the Sylvia Grinnel River then south to Probieher Bay parallel to the Sylvia Grinnel River.

The students on the first trip out will have a dry-run of the circuit to look for signs and to familiarise themselves with the area. This should prevent all the traps from being set in one area such as the beginning or end of the line which might happen if we tried to set the traps the first time around.

Each team will have ten stakes with their team number on them and five of these will have small flags attached. When a trap is set the stake will again be numbered with it's sequence number, the first one set will be 1, the second one set will be 2, etc. This will prevent the mixing of a trap when checking the line. The small flags attached are part of an interest experiment for the Game Management Officer. He wishes to check if these might attract the foxes. The results of the experiment will be determined from accurate records which will be kept (see records form attached).

The traps will be set on the second time around the circuit and from that time on they will be checked each Saturday, weather permitting or as soon as possible afterwards. One afternoon each week will be used to prepare the skins taken, to see related films or hear short talks on the subject.

COURSE OUTLINE: All dates tentative (weather permitting)

October 30 - Monday - First Class:

- Outline the course to the students
- Introduce course personnel
- Select teams
- Talk by Mr. Al Burque on Game Regulations
- Show circuit on map

November 4 - Saturday - First Cutting:

- Look at map before leaving
- Travel circuit - look for fox signs
 - look for likely spots
 - familiarize students with land

November 7 - Tuesday - Second Class:

- Prepare traps
- Prepare markers and explain use
- Prepare bait

November 11 - Saturday - Second Cutting:

- Set traps and bait
- fill out records

November 14, Tuesday - Third Class. (Advisor - Matt Johnson)

- Prepare stretchers
- Talk about skin-skin use
- Demonstrate Tolman stove

November 18 - Saturday - Third Outing:

- Check traps - stress regular visits
- Records to be completed
- Replace bait
- Tag all catches with trap number taken in

November 21 - Tuesday - Fourth Class (Stress proper handling)

- Skin foxes taken on last trip
- Flushing
- Stretching
- Put to dry

Continue as above through to December 16 with regular visits to the traps on Saturdays and regular afternoon classes to skin and prepare the take.

December 16 - Saturday - Seventh Outing:

- Check and take up all traps
- Remove all markers
- Tag any catches with trap number taken in

December 19 - Tuesday - Eighth Class:

- Repair and oil traps and put away
- Skin foxes taken on last visit
- Flush, stretch, put to dry

December 21 - Thursday - Ninth Class:

- Have skins graded (Game Management, Hudson Bay Co)
- Sell all skins taken
- Distribute monies received to the students (any lost traps or gear must be paid for)

December 22 - Friday - Round table review of the course by personnel involved. If judged successful a repeat course will be offered after the holidays.

EQUIPMENT REQUIRED:

With the supply purchased last year by the school we will need the following equipment to run a full Outdoor Education Program at the Centre this year. This equipment will be required not only for our trapping course, but also by the students who will be included on Game Management Projects, hunting trips and hostel activities during the year:

4 sleeping bags @ \$95.00	\$ 380.00
Material for 6 parkas to be made by Home Ec Dept.	250.00
6 pair wind pants @ \$14.00	84.00
8 pair lined boots @ \$14.00	112.00
2 Coleman stoves @ \$16.00	32.00
6 pocket knives @ \$3.25	19.50
50 traps @ \$1.50 No. 1½	75.00
6 traps @ \$2.50 No. 4	15.00
	<hr/>
	\$ 967.50

TRAP SET RECORD

TRAP NO.	TEAM NO.	LOCATION OF TRAP	BAIT USED	FLAG	
				Yes	No
1	3	Top of hill	Fish	X	
2	1	Stream bed	Meat		X
3	3	Side of Hill	Fish	X	
4	4	Top of knoll	Fish	X	
5	2	etc.	Meat		X
6	5				
7	2				
Continue to 50	etc. (5 teams)			25 with flags	25 without flags

Always no hope to get involved in things

OFFICE OF THE DIRECTOR

As you are aware, the Department of Education is currently engaged in a project to study the needs of the State of Michigan for the year 1967-68. This project is being conducted by the Michigan State Board of Education, and the results of the study will be used to determine the State's needs for the year 1967-68. The project is being conducted in three phases: (1) a study of the State's needs for the year 1967-68, (2) a study of the State's needs for the year 1968-69, and (3) a study of the State's needs for the year 1969-70. The project is being conducted in three phases: (1) a study of the State's needs for the year 1967-68, (2) a study of the State's needs for the year 1968-69, and (3) a study of the State's needs for the year 1969-70.

The following are the major projects in the following categories:

1. Data Collection - This project is currently in progress and will be completed by the end of the year. It involves the collection of data on the State's needs for the year 1967-68, 1968-69, and 1969-70.
2. Working Project - The establishment of a working project for the year 1967-68, 1968-69, and 1969-70.
3. Organized Governor Hunt - An organized hunt for the Governor of Michigan for the year 1967-68, 1968-69, and 1969-70.
4. Training Course - A training course for the year 1967-68, 1968-69, and 1969-70.
5. Field Training - A field training course for the year 1967-68, 1968-69, and 1969-70.

We would like to invite the members of the State Board of Education to participate in these activities. Please contact the Michigan State Board of Education for more information. We will be requesting lists of students later in the year when we start our own earnings.

Ken Mackay
for principal.

The following students have dental appointments today:

1:30 Jaybed'io Alagook
Timak Perry
2:15 Matt Paypak
3:00 Joe King
Ashovak Acukla
3:45 Paltau Saggak

1:30 Sunic Angnakadluk)
Orugaloo Hornirk) Examinations only
Mina Maniapik)

BRISKETEAIL

Senior Boys League starts today - First game

ULLINAIT vs ANARUIT

Junior Badminton tonight at 7:30 p.m. New members are still welcome to attend.

For your information

CONGRATULATIONS to Jontak Kachook and Mannaio Akpaliapik who have been chosen to attend the Folk School located in Holsteinburg, Greenland. The School at Holsteinburg attempts to preserve the culture of the Greenlanders. This is carried out by writing old legends, discussing the old way of life and carefully recording the old way of life. They also are involved in writing history, re-acting old games, writing poetry and are involved in Art work. The language of instruction is Greenlandish. These two students will be leaving for Ottawa on about October 30, from which they will depart for Holsteinburg via Saundorstrom Fjord on about November 4 in order to prepare for the opening of school on November 8. The course will continue until sometime towards the end of May. It is anticipated that the Danish Government will arrange to have the students observe the Greenland Government in action in Godthab as well as arrange a tour of Greenland sometime during the month of May. Once the students arrive in Greenland, they will be guests of that Government.

*For your information
Since you dismissed this
matter I think we should
perhaps you would be interested
in seeing about my concepts*

UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN

Date: 10/10/72

Professor Day, et al.
9 October 1972

Superintendent of Education
MICHIGAN DAY, H.J.T.

Dear Sir:

RE: Cultural Inclusion Courses

In my letter ref. no. 72-100-24, dated 9 June 1972, I outlined to you what we did in respect to Cultural Inclusion Courses during the 1971-72 school year.

Since I was asked on so many occasions from your office to discontinue the \$2,000 which was allocated for Cultural Inclusion Courses this year, I am hereby confirming my withdrawal of the \$2,000 plus a letter from your office and myself, dated 10/10/72, to the Superintendent of Education and my wife.

I shall not be able to operate the Cultural Inclusion Courses which I am envisaged due to lack of funds. In fact, the only Cultural Inclusion Course I am operating at this time is to honor to the parks field, course which is not to work in teaching to one of the life skills classes. (This particular class is a must, as Martha is fulfilling a vacancy in the Home Economics position which is not filled).

Considering that we have already used a lot of the money which was earmarked for hunting courses last spring which I should say, was successful, I am therefore not planning to start any further Cultural Inclusion Courses which will require more money until sometime in 1973 except for the trapping course which is now being planned in collaboration with the Game Department of the Government. Following this, the hunting season will be in full swing and we shall not have to depend on other people for the operation, as we shall have our own set-back. My wife and I are not interested in the hunting season, but we will be able to give you a great advantage. In respect to furpelt making, making of hats, driving, and making and the telling of leather leggings and so on, I don't believe we'll be able to consider, except with our regular staff.

In addition to this, we have no building program (houses, boats or kayaks) this year, as we do not have a Woodwork Teacher. I think this is a real shame as this problem could be so easily remedied, if it wasn't for the regulations regarding the licensing of teachers. We could hire a good tradesman or make funds available so that local people could be hired. Mike Michael, Matt Jeffery, Appaloosa and others who worked for us last year, could very easily be utilized again this year and work side by side with our Industrial Arts Teachers, thus being able to offer four formal areas instead of three. However, I suppose this is something which will eventually be worked out: in some of the Provinces, this type of arrangement has been possible for years.

I am disappointed in respect to this situation, as we had hoped to try and implement some of the ideas expressed by Mr. Ken Manly in his paper on "Outdoor Education" which was submitted to you last Spring. We got the Cultural Inclusion Program started last year, however, in my opinion, we didn't even scratch the surface. It only involved the "Life Skills" groups except for a bit of participation by the Grade 8 girls and the few Junior High Students who were involved in the hunting course. I believe all students should be involved in an Outdoor Program and all Eskimo children (not a bad thing for the whites either) involved in a Cultural Inclusion Program.

In general, our courses are far too academic and must be more more practical. As quoting Don Sellar of the Edmonton Journal in his article on our Centre some time ago:

"School officials here say their main objective is to teach practical things at Gordon Robertson in the belief that sometimes it's better to be able to fix a wounded snowmobile on the trail than quote Shakespeare to the bleak landscape".

If this is one of our objectives, then I believe we are falling back this year and giving lip service only. Our courses MUST be made more practical and meaningful. We can eventually do this and actually save the Government money by:

1. Offering a Janitorial Course as my past correspondence and discussions;
2. Offering a Catering Course;
3. Setting up a Merchandising Course and purchase from wholesalers;
4. Setting up many on-the-job training courses re D.C.P., D.P.W. (mechanics, building maintenance) Hospital (paramedics, nursing), Hotel (waiters, etc.), H.C.H.F., Maids, Government Offices, Stores, etc. as my recent correspondence.

5. Building and mechanics courses;
6. Hunting, fishing and trapping courses;
7. Experimental courses in raising musk oxen, chickens, etc.;
8. Courses for guides;
9. Salenman/clerical courses;
10. Driver education courses;
11. Other relevant courses.

Some of the above mentioned courses require a considerable amount of preparation and co-ordination with other departments, therefore, could not be started this year, however, all of the courses mentioned earlier in this letter should be continued and expanded where possible.

The salary estimation for running the courses between October, 1972 and April, 1973 (23 weeks) are listed below:

<u>GRADE</u>	<u>COURSE</u>	<u>HRS. PER WK.</u>	<u>NO. WKS.</u>	<u>TOTAL COST</u>
LS (boys)	Harpoon, ulu, komatik making & stone carving	12	23	\$ 1,104
LS (girls)	Parka making, seal skin work and other native clothing	12	23	\$ 1,104
Boys	Hunting	3 to 4 days	20	\$ 2,000
Gr.9(boys)	Cultural Inclusion	4	23	\$ 718
Gr.9(girls)	Cultural Inclusion	4	23	\$ 718
Gr.8(boys)	Cultural Inclusion	3	23	\$ 576
Gr.8(girls)	Cultural Inclusion	3	23	\$ 576
Gr.7(boys)	Cultural Inclusion	2	23	\$ 384
Gr.7(girls)	Cultural Inclusion	2	23	\$ 384
<u>Total</u>				\$ 9,564

I would like to get more people involved

In addition to this, we could require about \$4,000 for steno. supplies, spares, clothing, etc. This money of course can be taken from our O & H budget (i.e. if it will stand it re. it would still be available later on, thus the reason for being so conservative at the moment.

NOTE - If it was possible to get \$14,000 and be given the freedom to do with it as I see fit, I could run the above mentioned program and not have to worry about filling the two vacant positions, i.e. the Home Economics and Industrial Arts Teacher. This, in my view is not only educationally sound, but economically sound as well. (I would rather leave the positions open than get ~~STENO~~ with below average teachers).

In closing, I would like to say that I feel steps should be taken to try and utilize these facilities to the fullest on week-ends, evenings and holidays. At the moment, the utilization factor of our facilities is fairly low. I also believe, where possible, that our regular day courses should be open to the general public. Why shouldn't adults be allowed to take high school courses if they so desire?

In spite of our difficulty, I suggest that this matter be discussed with Hansen, Robinson and MacPherson when they visit Hollister Bay next week. Paul Robinson may be able to assist as he suggested last year, to contact him, if ever we were in financial trouble in respect to such courses re our past conversations.

Anything you can do to assist us with this matter, as well as the matter of transportation and having someone transcribe and translate for me will be very much appreciated.

Sincerely yours,

C. D. King
Principal

CDA/ps

I've been promised 1,000

Saturday Night there will be a Halloween Dance held in the gym. I ask all students co-operation in making this dance a success. Hostel students coming to the dance will be allowed to stay until 12 o'clock. A bus will be provided for transportation back to the hostel. There will be spot dances and prizes for the best costumes. The dance is open to all teachers and hostel supervisors who wish to come free of charge.

Will the following students please see the Public Health Nurse this morning at 10:05:

COPA ABREAK	7A
JUELLIE AKULURJUK	LS 2
GEESHOWNEE KOONOO	"
MANASEH AKPALIPIK	"
ASHAVIK AODLA	LS 5
LUCASCIE EKILAK	8B
GOD FOOTOGGOO	8B
ELTSAPEE KOPALLE	LS 1
ORAGALEE KOWRNIK	LS 2

A short term trapping course will be offered by the school from Nov. 15 until Christmas. If it is successful it will be repeated in the new year. This is specifically intended for the younger students and girls, as the older boys will have an opportunity to go out with the Game Management crews during the year.

We can accommodate 10 students at a time. These students must be available after school and on Saturdays from now until Christmas.

Application forms are available and selection will be made by school and hostel personnel.

Please pick up and return completed forms to the office.

30 October 1972

To All Concerned With The Ukivik Residence

PROGRAMS AT THE UKKIVIK RESIDENCE

As most of you know, we are hoping to improve the existing programs at the Ukivik Residence by adding new areas and improving on what already exists.

However, before doing this, we must first of all evaluate the present situation, agree on a uniform philosophy, recommend changes and suggest how these changes can be implemented.

In order to form a basis for discussion, I have prepared a paper in respect to how I feel we should be heading.

I believe this Centre and the Ukivik Residence must work in unison and be heading towards the same end.

Please be prepared to express your views at Wednesday's meeting.

PLACE	Library, G.R.E.C.
TIME	3:40 p.m.
DAY	November 1, 1972

C.D. King
Principal

For your information

UKKIVIK RESIDENCE

:

THE GORDON ROBERTSON EDUCATIONAL CENTRE

In view of the recent discussions which took place between Messrs. MacPherson, Buell, Pilot, Parker, Hattland, Moore, Earle, Shephard, King and others in respect to the above mentioned subject, I would like to very briefly summarize the feelings which I have already expressed at the various meetings.

First of all, before we can set up guide lines and suggest how the school and centre can reinforce each other, we must consider the function of each and why they exist as well as why we (the staff) are here. Have these buildings been built to provide employment for child care workers and teachers? Should the staff's main concern be for personal gain?

Certainly the answers in both cases are negative. This unit was built so as to provide an education for the young people of this region, thus enabling them to become useful and better citizens and that our main concern should be the welfare of our clients, the students.

In view of this, we can say that the special function of this unit (residence and centre) is to serve the needs of our youth, thus providing them an environment in which the individual adolescent may find the opportunity for wholesome growth and development. This process of individual development must be supplemented by an increasing sense of social and civic obligation and this is where the residence, community and school can work together.

The needs of society and the interests of the individual are best served only when the residence and centre (hereafter referred to as "Unit") develops a deep sense of social responsibility and offers opportunities to challenge the purposeful creative effort of each student.

Our unit must develop within the individual a compelling sense of group responsibility. Only through a recognition of the problem of society does one develop effective citizenship.

Our unit must make it possible for each individual to develop to his maximum capacity. The development of a better society tomorrow will come only through such a unified program of education as will insure to each adolescent every opportunity to develop within himself whatever unique qualities he/she may have through the use of which he may be better able to serve others. In other words, everything we do (education) should be a living experience and made as realistic and practical as possible and that our leaders of tomorrow (students) should be brought up to want to contribute to society i.e. to give as well as to take and not always become dependent on society.

Now let me elaborate on what I have just said. Society exists through a process of transmission quite like biological life. This transmission occurs by means of communication of habits of doing, thinking and feeling from the older to the younger. Without this communication of ideals, hopes, expectations, standards and opinions from those of society who are passing out of the group life to those who are coming into it, social life could not survive. If the members who compose a society lived on continuously, they might educate the new-born members, but it would be a task directed by personal interest rather than social need. Now it is a work of necessity.

The development within the young of the attitudes and dispositions necessary to the continuous and progressive life of society cannot take place by direct conveyance of beliefs, emotions and knowledge. It takes place through the intermediacy of the environment.

I realize that we are dealing with students from a different culture and that our unified program should be geared accordingly. We must recognize the citizens of this region for what they are and provide not only for cultural reproduction, but the improvement of culture. Even though it is often said "Things are different here and in order to fully understand the Inuit and his/her habits, one should live in his/her environment for sometime". This, I believe would be desirable, however, if it isn't possible we must try and find out by other means re advisory committees, consultations/meetings with Inuit elders, etc.

In some cases we may have to guess and I'm the first to admit that in some cases our guesses may be wrong, however, lets hope that the results will not have a deteriorating effect on our students or the system. (In such questionable cases, the white man's criteria would have to be used and I would be tempted to aim high according to his standards).

It is therefore, our duty to set up an environment (24 hours per day) in which play and work shall be conducted with reference to facilitating desirable mental, spiritual and moral growth. This is done through EDUCATION which briefly is that reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experiences. An educative experience then, is one in which instruction is conveyed and ability increased. We then see that EDUCATION is NOT just learning subject matter in reading, writing and arithmetic.

The educative process is a continuous process of growth which takes place at the residence, in the community and at this centre, having as it's aim at every stage an added capacity of growth. Education therefore, is neither a process of unfolding from within nor is it a training of faculties resident in mind itself. It is rather the formation of mind by setting up certain associations or connections of content by means of a subject matter presented from without. Education is that constant reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experiences. An educative experience, then, is one in which instruction is conveyed and ability increased. We then learn only because after the act is performed we note results which we had not noticed before.

Now, if this is the philosophy we want to follow, it follows that the school, community and home (in our case, the residence) all have important parts to play in educating our young people and that it is desirable to have the centre and residence work hand in hand with each other and not be separate entities. This unit, therefore, must be an extension of the home. We must tie this unit with the home as much as possible by having frequent consultations and discussions with parents, Home and School meetings, etc., so as many of our child care workers and teachers should get out to the various settlements to meet the parents if possible.

In order that the students not become too confused, I feel it is desirable for the residence and centre to work towards a common philosophy and approach in regards to rules and regulations so we should not expect students to be able to turn themselves "on" and "off" like machines. Many of the programs which operate in this Centre can be carried over to the residence and vice-versa re ski-doo club, arts and crafts, photography, sports, guidance program, etc. This I believe, is desirable, especially when one considers that the teachers from this Centre can strengthen the residence program and the child care workers from the residence can strengthen this Centre's program re co-curricular program, etc. (At the moment our guidance counsellors are most concerned with the whole situation and are prepared to assist in every way possible - Mrs. Farrow spent much of her time at the residence last week-end - something which is beyond her call of duty).

If we agree that "Education" should be a living experience, made as realistic and practical as possible and that our leaders of tomorrow (students) should be brought up to want to contribute to society i.e. to give as well as to take, we must place more emphasis on "Education" as preparation for life (socially, morally, etc.) and not just preparation for employment. This was drawn to our attention over one year ago by the Department of Education personnel when they referred to our Life Skills program and said: "It is proposed that the Educational Centre will attempt to prepare young people for life in the Territories or other parts of the country with the emphasis going on preparation not necessarily for employment, but as a process to help them live a better and fuller life in the areas of their skills, interests and aptitude". Many of the students who enter our programs will go on to University and to other courses which leads to a sufficient degree of skill that will assure them of employment, but this should not be the main emphasis of our recruitment or our counselling. In other words our whole program, whether it is intellectual, physical, emotional, spiritual or moral should be geared to the student, his needs, his aspirations and his progress.

How can we put this into effect? Is this philosophy too idealistic? Will it work practically? Have the students reached an acceptable stage of maturity to assume the responsibilities necessary for such self government approach? How will the students accept the philosophy?

These are questions which cannot fully be answered at the moment. I personally feel that it will be difficult for many of them to be able to establish an acceptable criteria upon which to base their aims and objectives. I say this partially because, in my opinion, we have not properly guided them in setting an acceptable standard in many of the facets mentioned above. I believe we shall have to set fairly rigid guide lines and insist that they be followed.

In respect to the residence, certain standards and guide lines should be either drawn up or reviewed for the following:

1. Work assignments;
2. Condition of rooms;
3. Smoking;
4. Alcoholic beverages;
5. Obscene language
6. Meals;
7. Employment;
8. Identification of clothing;
9. Littering;
10. Vandalism;
11. Returning to residence from school;
12. Study periods;
13. Room allotment (students and supervisors);
14. Leave (house, overnight and weekend);
15. Study groups (Religious classes);

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16. Church services;
17. Student bank;
18. Allowance;
19. Timetable;
20. Dress, deportment and manners;
21. Organized activities;
22. Visitors;
23. Administrator's working day;
24. Policy in respect to town visits;
25. "Out of bound" areas for girls;
26. "Out of bound" areas for boys;
27. Supervisor/student relationships;
28. Terms of reference for supervisors on duty;
29. Protocol re supervisors/administrator and administrator/supervision, administrator/principal/superintendent.
30. Boy/girl relationships around the residence.

I believe that the guide lines for the above should be drawn up by those who are involved i.e. the residence staff (rational student involvement should be encouraged). Considering that we were lenient in the past, I believe, many of the students will find it difficult to accept the more rigid rules and that we will lose a few dozen, however, I believe many of those whom we are bound to lose will be some of the undesirable types. I furthermore believe that if we are more rigid, that many more students who we believe are now staying at home, because of the present situation will return next year.

In essence, I believe it may be necessary to run the residence military style for awhile, long enough to demonstrate to the students what is expected of them. Once they learn this, it will not be necessary to run such a tight ship and certain privileges can be given and more given later provided they are not abused.

I believe in considering individuals differences and helping individuals to help themselves, as much as possible, however, when the actions of these individuals have a detrimental effect on the operation of the system, then I feel they should be removed immediately. This perhaps is a cruel way to look at it, but lets fact it, we are not running a correctional institution and we are obligated to protect and look after the welfare of the masses, i.e. the other students. We must place ourselves in the position to be able to assure all parents that we are in a position to accept their children and see that they are guided (physically, mentally, spiritually, morally, etc.) the way they want them guided.

I feel we have a big "clean-up" job to do and that we have an administrator who can do it, who should be delegated the necessary responsibility to do an effective job. He should be given all the support necessary, both from his staff and his superiors.

In summary, may I say that our unit (residence and centre) is a mini-society. Every society must have a purpose, a goal and a direction. Every society must have guidelines, rules and regulations which will help define it's purpose and which will help to direct itself towards it's goals.

The purpose of this mini-society is education. It is the total development of it's members, physical, emotional, spiritual, intellectual and moral. It's goal is the complete man. It's direction towards the achievement of that goal must be decided by us (with guidance from others).

The setting of the environment within which the purposes and goals may be achieved is the role of all its members, teachers, supervisors and students alike. However, all this cannot be left to chance. Certain structures must be established, certain procedures must be defined and adhered to and certain guidelines, rules and regulations must be announced, for without all these, confusion is the result and progress is impossible.

In general the residence and this Centre must have certain ~~common~~ goals and we must work towards the same end.

C.D. King
Principal

SPECIAL COURSES INVOLVING NATIVE CULTURES IN TERRITORIAL SCHOOLS

<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>	
<u>Cambridge Bay</u>	Language (Eskimo)	(James Kavana	Rotating program throughout 8 mos. of school year	59 plus K-2	
	Mythology	(Winnie Ohokak			
	Trapping	(C.R. Assistants)			
	Fishing				
	Ski-Doo Repair				
<u>Coppermine</u>	Eskimo Language	Naomi Atatahak	9 months	130	
	Story Tellers	(Annie Kunnana (Robt. Kemaktuk (James Koihok	June 7 - April 15	230	
	Carving & Sewing		May 17 - June 30	75	
<u>Gjoa Haven</u>	Syllabics	T. Anguttitaurug	Nov - March		
	Trapping	D. Aglookuk			
		Nasson Aksalik	March		
		Mark Kununak	March		
		Paul Eleehetok	March		
	Sewing	Mary Takkirug Rebecca Oitsualik	March		
<u>Pelly Bay</u>	Native Crafts Carving, etc.	Fabian Oogaaq	Dec -	Programmed throughout school	
		Cecilia Akkak	Feb -		
		Lea Uqqarqluk	Jan -		
		Zachaire Ittimanqnaq	Nov -		
		Timothy Quyaqsaak	Nov -		
	Eskimo Games Syllabics	Bernard Iqqugaqtug	March -	All students Gr 2 - 6	
		Angelo Nassalik	Nov -		
<u>Spence Bay</u>	Igloo Building	David Tucktoo	3 hrs	All students	
	Sewing	Sarah Qaqqqtinig	3		
	Crochet	Eva Tirqtaq	3		
	Sewing	Alice Aleehce	1 month		
	Weaving	Mona Ittirqaataaq	1 month		
	Tanning	E. Nahaulaitug	2 weeks		
	Syllabics		all year		30
	Caribou Hunts	3 Community Men			10 boys
	Trapping		varied		20 boys
	Eskimo Language & Story Telling				entire school

FORT SMITH REGION

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<u>Nahanni Butte</u>	Slavey Syllabics	C.R. Assistant	2 hrs weekly	16
	Beadwork	C.R. Assistant	2 hrs weekly	16
<u>Wrigley</u>	Manual Arts & Crafts (Snowshoes)	J. B. Williams	3 months	20
	Indian Beading	Sarah Nayally	3 months	20
	Making of Native Drums & Scoops	J. B. Williams	12 hours (2 hrs weekly)	
<u>Fort Liard</u>	Cultural Crafts (Birch Bark)	Alex Behila	20 hours	20
	Tanning Course	Corrine Timbre	50 hours	10
<u>Jean Marie</u>	Cultural Crafts (Birch Bark)	Henry Ekali	7 hours	14
<u>Fort Simpson</u>	Trapping (building of trapping cabin)(Outdoor Education)	Alfred Nahanni	6 weeks staggered	26 (boys)
	Slavey Language	M. Norwegian	Oct - June	40
<u>Fort Providence</u>	Slavey Language	Vital Bonnetrouge	7 weeks	25 (taped) for use of school
	Care of pelts	James Bonnetrouge	3 sessions	12
	Snowshoe construction	Baptiste Gargon	6 weeks	12
	Leathercraft	Leon Squirrel	10 weeks	9
	Outdoor Education (Hunting Trip)	Jim Thorn, Vital Bonnetrouge, Willie Minoza	1 week	10
	<u>Homemaking</u>			
	Native Cooking	Mrs. Coates	3 hrs weekly	20
	Native Sewing & Embroidery	Mrs. Elleze	Sept - June	20
Slavey Language	Mrs. Nadli	Sept -		
<u>Lac La Martre</u>	Native Skills	Henry Bonnetrouge	6 weeks	30
		Joe Fish	190	32
<u>Snowdrift</u>	Native Skills Handicrafts	Elizabeth Nitsiza		
<u>Fort Resolution</u>	<u>Homemaking</u>			
	Moose Hair Embroidery	Christine Balsille	33 hours	Gr. 6,7,8
	Beadwork	Florence Balsille	16 days	Gr. 6,7,8
	Trapping - hunting	Isadore Beaulieu	15 (boys)	

FORT SMITH REGION

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Holman Island

Eskimo Legends - Stories	two instructors		64
Making & Instruction in Use of Fishing Spears	one instructor		20
Making & Instruction in Use of Seal Hooks	one instructor		20
Present & Past as seen by Kalvak - Art Oriented Story Interpretation	Kalvak		64
School is Community Hall Drum Dances & Christmas & Spring Games are held here	Total Community		
Operation Northbound			Most of Community incl School Students
Sealing Camp	Three instructors	1 week	All Sr. Students
Fishing Camp	One instructor	1 week in early Fall 1 period late Spring	15 Boys
Small Animal Trapping, Snaring & Hunting Skin & Pelt Preparation	Two instructors		

INUVIK REGIONSPECIAL COURSES INVOLVING NATIVE CULTURES IN TERRITORIAL SCHOOLS

<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>
<u>Aklavik</u> (Hoose Kerr School)	Story Telling -local legends and history -traditional life patterns	Sarah Ann Gardlund Mary Kendi Others	10 hrs.	125
	Local Handicrafts -sewing duffel socks (girls) -making dog whips (boys)	Maggie Iivatum Sarah Ann Gardlund Mary Kendi	5 hrs.	25
	The Muskrat -life cycle -how trapped, etc.	Sarah Ann Gardlund	5 hrs.	50
	Eskimo Drum Dancing	Katherine Hansen Amos Paul Others	10 hrs.	20
	Beadwork	Margaret Koe	10 hrs.	25
<u>Inuvik</u> (Samuel-Hearne Secondary)	Eskimo Language and Culture	Mrs. M. Teddy Mr. I. Alunik	4 periods per week for semester	27
	Northern Games	Mrs. J. Hall Mr. T. McInnis	Unit in P.E. Program -about 6 weeks	400 (all grades 7-12)
	Special Projects	Students working on projects relating to native languages	Semester	2
<u>Inuvik</u> (Sir Alexander Mackenzie School)	Cross Country Skiing	Locally hired skiers Phys. Ed. and classroom teachers	Early fall and milder spring	300 (grades 4 to 6)

INUVIK REGION

- 2 -

<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>
<u>Inuvik</u> (Sir Alexander Mackenzie School) (Cont'd.)	Northern Games	Local trainer of Eskimo game team		150 older boys
	Field Trips. Study of total ecology	Classroom teacher	School year	Over 700
	Drum Dancing	Eskimo drum dancers	Limited hours	
	Arts and Crafts	Ida Aleekik	Limited hours	
	Culturally based stories	Classroom teachers	School term	
	Experience charts (language and communication)	Classroom teachers	School term	Kindergarten through Grade 3
	Art	Classroom teachers and Art Specialist	School term	All grades
<u>Sachs Harbour</u>	Eskimo Second Language	Father Lemer, O.M.I.	March-June 90-mins. per week	16
<u>Fort Franklin</u> (Chief Jimmy Soldat School)	Native Heritage	Mrs. Dora Gully	4 weeks, 1 hr. per week	41
	Tanning Caribou Hides	Mrs. Dora Gully	4 hours	23
	Junior Conservation Officers Course	Mr. J. Bourque R. Cockney (Game Off.)	12 hours	9
	Community Health	Mrs. Dora Gully	School term	
	Making Snowshoes	Mrs. Susie Tutcho	8 hours	9
	Making Babishe and stringing snowshoes		8 hours	14
	Beading	Mrs. Dora Gully		

INUVIK REGION

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<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>
<u>Fort Franklin</u> (Chief Jimmy Soldat School) (Cont'd.)	Living in the bush	Mr. A. Batsidea		Gr. 3 & 4 Boys
	Stories of Native Folklore	Stories as told children by parents and grandparents		
	Repairing Canoe	William Sewie	6 hrs.	Boys & Girls

KEEWATIN REGION

SPECIAL COURSES INVOLVING NATIVE CULTURES IN TERRITORIAL SCHOOLS

<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>
<u>Baker Lake</u>	Sewing, Carving Basics of print making Hunting trips Igloo Building Syllabics - Prim. grades	Teaching Assistants		School Enrolment Boys - 134 Girls - 122 Total - 256
<u>Chesterfield Inlet</u>	Sewing Carving Woodwork (boys)			School Enrolment Boys - 45 Girls - 31 Total - 76
<u>Coral Harbour</u>	Sewing Carving Carpentry Syllabics Land Trips Skidoo repairs Eskimo Legends and history			School Enrolment Boys - 59 Girls - 58 Total - 117
<u>Eskimo Point</u>	Sewing and knitting Woodwork			School Enrolment Boys - 82 Girls - 92 Total - 174
<u>Rankin Inlet</u>	Sewing Carving Land Trip Re-loading Course	Teacher		School Enrolment Boys - 107 Girls - 90 Total - 197

KEEWATIN REGION

- 2 -

<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>
<u>Sanikiluaq</u>	Sewing Sealskin preparation Carving Trapping (foxes) Story Telling Hunting from Canoes			School Enrolment Boys - 33 Girls - 35 Total - 68
<u>Repulse Bay</u>	Sewing Carving Eskimo Language Survival on Land (hunting-fishing) Help for slow learners	Eskimo persons		School Enrolment Boys - 45 Girls - 33 Total - 78
<u>Whale Cove</u>	Sewing (girls) Land trips (boys)			School Enrolment Boys - 32 Girls - 37 Total - 69

BAFFIN REGIONSPECIAL COURSES INVOLVING NATIVE CULTURES IN TERRITORIAL SCHOOLS

<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>
<u>Cape Dorset</u>	Syllabics	Teacher Assistant and others	1 period per week	165
<u>Pangnirtung</u>	Sewing and Embroidery	Mary Mike Lea Komoartuk Rhoda Vecvec Annie Okalik		75
	Komatik Building	Joseph Manniapik Adame Ooshootapik		30
	Story Telling	Markosee Pitsulack		50
	Igloo Building	Mosessee Keyuakjuk Joanasee Kakee		30
	Syllabics	Tommy Suluk Timothy Kalai Jimmy Muckpa Elaya Keenainak Iplee Napartuk Mika Kudlugotuk		200
	Doll Making	Joanasee Kakee		15
	Net Knitting	C. Wheeler		35
	Eskimo Artifacts	R. Roberts with aid of local Arts and Crafts Centre.		50
	Kamik Making	Malaya Akulukjuk Annie Alivaktuk Aichinak Kilabuk		15
	Sealskin Cleaning	Aichinak Ooshootapik		

BAFFIN REGION

- 2 -

<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>
<u>Clyde River</u>	Stories and Games	Cornilius Kautuq		
	Preparation and Sewing of skins	Kiliaq Envaraq		
	Sewing - duffel canvas	Kiliaq Envaraq		
	Constructing Harpoon, Kudlik, Fish Nets, Igloo	Apitak Sanguyak		
	Hunting Safety - Fire Making	Apitak Sanguyak		
<u>Pond Inlet</u>	Ice Fishing	Noseskyak Charlie Naturak R.C.M.P. Game Management	3 days	25
	Fox Trapping	Jobie Envarak	3 months	25
	Spring Caribou Hunt	Pancloo Sangaya Kyak Timothy Kadlu Ekakenlook C. Nuttirak P. Noblet R.C.M.P.	1 week	14
	Story Telling	Joshua Komangarpik	Weekly	121
	Stories and songs	Sula Kudlak	2 hrs. per day	16 Kindergarten
	Syllabics and new orthography	Leah Jayko	Daily	131
	Wildlife and environment	C. Nuturak Game Management		
	Seal Hunt	(proposed for June)		20

BAFFIN REGION

- 3 -

<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>	
<u>Iqloolik</u> (Attagutaluk School)	Syllabics	Caleb Apak		200	
	Eskimo Stories-Songs	Volunteers		200	
	Boys Skills	Mamatiak and Ammao		30	
	Girls Skills	Nibviattiak and Joanna		25	
	Boys Land Skills	Community Hunters		30	
<u>Grise Fiord</u>	Sewing skins, etc.	Local women		5	
	Seal Hunting	Local Hunters		6	
	Muskox, Polar Bear and Caribou Hunting	Local Hunters		3	
	Syllabics	Local Catechist (?)	1 hr. weekly	11	
	Fishing Expeditions	Parents	4-5 days		
	<u>Hall Beach</u> (Atanaarjuat School)	Syllabics	Johnathan Amakiak	10 months	54
		Carving	Peter Anguratsiaq	6 months	12
Sewing		Peggy Kudlutsiak	6 months	16	
Komotik Building		Peter Anguratsiaq	10 hours	18	
Story Teller		Evalik	10 months	54	
	Fishing Trip	Several Guides	1 day		

BAFFIN REGION

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<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>
<u>Frobisher Bay</u>	Eskimo Syllabics	Joshawa Konga		180
(Sir Martin Frobisher School)	Eskimo Syllabics	Pitsulala and Eeelata		22
	Native Sewing	2 native women, names not available		10
	Hunting	Annawalkaloo		10
	Conversational Eskimo	Jeela Moss-Davies		132
	Komatik Building	Mosesee		20
<u>Gordon Robertson</u>	Eskimo Language (folklore and stories)	Mr. Sorestad Mr. Nowdlak	35 weeks (2½ hrs. per week)	175
	Komatik Making	Kakeek	7 weeks (10 hrs per week)	55
	Carving (Stone)	Mosessie Henry Evaluardjuk	5 weeks (10 hrs. per week)	55
	Harpoon Making	Aopalouta	7 weeks (10 hrs. per week)	55
	Hunting	Mike Michael Matthew Jeffery Ken MacRury Iam Stibbs	2 to 3 days Outings	35
	Igloo Building and use	Messrs. MacRury, Stibbs and Webster	30 weeks (3 hrs. per week)	30
	Ski-doo Maintenance and Repair			30

BAFFIN REGION

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<u>Community</u>	<u>Course</u>	<u>Instructor</u>	<u>Duration</u>	<u>No. of Students</u>
<u>Gordon Robertson</u> (Cont'd.)	Game Management Outings	Game Management	2 to 8 days	15
	Sewing	Mrs. Tikivik	35 weeks (3½ hrs. per week)	45
	Building Construction (house boat, etc.)	Mr. Stibbs	8 weeks (12 hrs. per week)	115
<u>Resolute Bay</u> (Quarmartalik School)	Syllabics	Sophie Brule	Daily - 1/2 hr.	
	New Orthography		Daily - 15 mins.	
	Story Telling (Native)	Johnnie & Minnie Allakiaralik Leah Oosseetseak	Weekly - 1/2 hr.	
<u>Broughton Island</u>	Eskimo Language	Iazaloosie Keyookta Ipalee Navyakvik	3 times weekly	105
	Sewing	Kilabuk Kooneliusee Saila Navyakvik	Weekly - 1-½ hrs.	18
	Industrial Arts (hooks, nets, etc.)	Jüly: Newkingnak Lozaloosie Keyookta		8
	Excursions			