

- A G E N D A -

for the

Ninth Meeting
of the

SUB-COMMITTEE ON ESKIMO EDUCATION

to be held on

THURSDAY, MAY 8TH, 1958
commencing at 9.30 a.m.

in the Board Room of

Eldorado Mining and Refining Limited,
(Ninth Floor-----Kent-Albert Building)

1. Review of Minutes of the Eighth Meeting held in Ottawa on April 11th, 1957.
2. Review of Action taken on recommendations of last meeting respecting:
 - (a) Survey of Curriculum needs for northern schools.
 - (b) Advisory Committee on Curriculum.
 - (c) Need for seasonal schools.
 - (d) School hostel accommodation.
 - (e) New Federal schools.
3. What has been accomplished so far respecting courses of study for Eskimo schools.
4. Coppermine School Tent Hostel. - Value of the experiment.
5. Progress made with Vocational Training Programme and plans for the future.
6. Eskimo Educational Programme for 1958 and plans for 1959-60.
7. Long term planning for schools in Eskimo Territory. - Should trading centres be focal points for schools? (So far several centres lack federal day schools.) - In an overall programme what use might be made of such devices as camp lessons, itinerant teaching, tent hostels, permanent hostels, local boarding of children, etc.?

CONFIDENTIAL

MINUTES OF THE NINTH MEETING OF THE SUB-COMMITTEE ON ESKIMO EDUCATION HELD IN THE BOARD ROOM OF ELDORADO MINING AND REFINING LIMITED, NINTH FLOOR, KENT - ALBERT BUILDING
ON MAY 8TH, 1958.

Members of Sub-Committee Present -

Mr. J. V. Jacobson	-Sub-Committee Chairman
Cannn H.G. Cook	-Superintendent, Anglican Indian School Administration.
Rev. Father Paul Piche, O.M.I.	-General Superintendent, Indian and Eskimo Welfare Oblate Commission.
Mr. R. F. Davey (A.M. Session)	-Superintendent of Education, Indian Affairs Branch, Department of Citizenship and Immigration.
Mr. L.G.P. Waller (P.M. Session)	-Chief School Inspector, Indian Affairs Branch.
Mr. E. N. Grantham	-Sub-Committee Secretary.

In Attendance -

Mr. A. Stevenson	-Arctic Division
Mr. C.M. Bolger	-Arctic Division
Mr. D. Grant	-Arctic Division
Miss M.F. Gaynor	-Education Division
Miss M. Sutherland	-Education Division
Mr. W.O. Gidman	-Education Division.

1. Minutes of the Eighth Meeting of the Sub-Committee on Eskimo Education held in Ottawa on May 8, 1958.

The Minutes of the last meeting of the Sub-Committee on Eskimo Education held on May 8th, 1958 were reviewed as were those parts of the Minutes of the Eighth Meeting of the Committee on Eskimo Affairs which dealt with Eskimo Education.

The question was asked as to what action, if any, had been taken regarding hostel facilities for Protestant school children from the Central Arctic. Although Baker Lake had been considered as a possible centre, upon further review Churchill, Manitoba seemed to have more available facilities and to offer better opportunities for future expansion of educational and training programmes for Eskimos.

Canon Cook reported that his mission organization had been giving much thought to the Baker Lake situation and had wondered if any consideration had been given to Churchill, Manitoba as a centre for school children of the Keewatin District and other Central Arctic areas.

There was considerable discussion respecting Churchill as an Eskimo educational centre. Views were expressed that the change in and nature of the environment might be detrimental to Eskimo children. However, it was felt that such matters should create no difficulty. Eskimo children must face up to life under widely different conditions sometime and it would be under the surveillance of the hostel management. A hostel project could

be developed much more economically at Churchill. It is the logical location from the point of communication by air. With the depletion of game to the north it is becoming all the more necessary to emphasize the immediate need for such educational facilities for preparing native children eventually for employment. It would be impractical to wait until northern communities are set up before establishing schools. Churchill should receive careful consideration as an Eskimo educational centre. It would be much better to bring the children to Churchill for schooling to begin with as it is easier for young children to adjust to new surroundings. This would be much better than to start them out at a place like Baker Lake only to be faced with a shock adjustment period when older. Churchill would be a great advantage for an expanding educational programme as conditions would favour better educational and training opportunities for Eskimos located there. They could be educated in conjunction with white children which would have the advantages of regular use of English and of gaining a mutual understanding of one another. Mr. Davey mentioned that the programme for Indians at Churchill had created no problem as the Indian children were attending school along with the white children.

The Sub-Committee recommended that consideration be given to the possibility of establishing a school hostel at Churchill as one of the possible centres to meet the educational needs of Eskimo children from the District of Keewatin and other Central Arctic areas.

The Committee on Eskimo Affairs had endorsed the suggestions that an Advisory Committee be established to study the planning of curricula and that a representative of the Education Division go to Labrador to examine the Moravian Mission's educational programme. The Committee had also agreed that a school at Lake Harbour be deferred until the community's future was clearer.

II. Curricula for Eskimo and other Northern Schools

(a) Survey of Curriculum needs for Northern Schools:

Miss Gaynor, Chief of the Curriculum Section of the Education Division reported that:

- (1) The Curriculum staff were on field assignments a good part of the year and were able through personal interviews and discussion with people in a number of communities to get suggestions and ideas on curriculum needs.
- (2) The mail survey had not been carried out because this survey was considered to be best organized by the Advisory Committee on Curriculum.
- (3) It was agreed that the Committee should be kept relatively small. Those capable of making worthwhile contributions will be called upon from time to time - people with experience in the North with the Eskimos. One very important question will be "What type of education is best suited for the Eskimos?".

(b) Advisory Committee on Curriculum:

The functions and membership of this Committee, which will act as an advisory body to the Sub-Committee on Eskimo Education were discussed.

It was suggested that the functions of this Committee should be:

- (1) to review aims and objectives of education in the Northwest Territories especially in so far as Eskimo Education is concerned.
- (2) To suggest specific problems in curriculum revision;
- (3) To suggest research needed and ways and means of getting this research done.

(c) Membership of the Advisory Committee on Curriculum:

After considerable discussion it was recommended that:

- (1) The members of the Sub-Committee on Eskimo Education would constitute the Advisory Committee on Curriculum with power to add to their numbers;
- (2) The Chairman of this Advisory Committee should be the Chief of the Curriculum Section;
- (3) The First meeting of this Advisory Committee should be at the call of the Chairman.

III. Seasonal Schools

The views on seasonal schools expressed at the 1957 Meeting of the Committee on Eskimo Affairs were brought to the Sub-Committee's attention. The Sub-Committee was also informed by the Chairman of the success of seasonal schools in the Mackenzie District where such type of school had been quite successfully carried out during the summer of 1957 for four months at Lac la Martre and Fort Wrigley. During the summer of 1958 seasonal schools are being conducted from May 1st to August 31st at four additional locations.

People are in at these places during the summer - an off-trapping season. The teachers are university students and are all well qualified teachers.

The Sub-Committee recommended that the administration give some consideration to the use of seasonal schools in the Arctic Education District.

IV. New Federal Schools

The Sub-Committee was advised that new federal schools are planned for 1958 at Payne Bay, Fort Chimo and Povungnetuk in the Province of Quebec, and in the Northwest Territories at Clyde River, Igloolik, Eskimo Point and Spence Bay. A fourth classroom is being added to the federal school at Aklavik East 3 and the new two classroom school at Cambridge Bay destroyed by fire last winter is being rebuilt. The new federal Yellowknife Composite School with eight teachers and two vocational instructors will open on September 2nd. This school will have hostel accommodation for 100 students some of whom could be from the Eskimo community. This may also be so in the case of the new Fort McPherson federal school which will have six teachers, accommodation for 100 pupils and is also to open on September 2nd. The Frobisher Bay federal school may be increased from four to ten classrooms for the reopening of the school in the fall if present plans are approved. Meanwhile, the 200-pupil hostel for Frobisher Bay has been delayed until it is known what the new requirements will be resulting from the development of the international airport. The present two-room school at Great Whale River may be expanded to four rooms by using other rooms available in the present school buildings.

V. What has been accomplished so far respecting courses of study for Eskimo Schools.

A progress report was presented by Miss Gaynor. This report was on the work either completed or underway in the developing of a curriculum for Northern schools. Following a full discussion of the report it was agreed that it should be attached to and form part of the minutes of this meeting.

VI. Coppermine School Tent Hostel Experiment.

The Sub-Committee reviewed at some length the operation of the Coppermine tent hostel including an assessment of the situation by the local Anglican Missionary. Also considered was the question of whether or not the Coppermine project is worthwhile continuing.

It had been originally recommended by an Educational Advisor, the late Mr. H.R. Low, as early as 1951 that an experimental approach be made to the education of Nomadic pupils in the Coppermine area by providing hostel accommodation for a selected group of about 20 pupils for a limited period of five or six weeks at Easter while their parents were in the vicinity of the Coppermine Settlement. By having the children in the hostel they would receive the benefits of proper care in the form of food and lodging to enable them to derive the fullest possible advantages of the school during this limited period. Such an experiment in education at Coppermine it was felt, would afford an ideal opportunity to determine the problems involved and to assess the advantages of operating a hostel in conjunction with the school.

At the first meeting of the Sub-Committee held on September 26th, 1952 the idea was advanced for a tent hostel to accommodate about 50 children. At the second meeting in 1953 the Sub-Committee recommended that such hostel should proceed. The hostel eventually went into operation April 1st, 1955 for a 5-month period and has continued to operate annually on this basis.

It was finally decided to have the hostel operated each year from April 1st to August 31st. The hostel is now in its fourth season of operation. The time had arrived to assess the worthwhileness of the experiment. Difficulty had been experienced in obtaining the full quota of pupils for the hostel within a radius of fifty miles of Coppermine with the result that children had to be air-lifted from as far away as Holman Island. The Coppermine people generally spend eight months of the year right in the settlement.

Ever since the hostel experiment was launched, the five-month school effort has been compared with the much longer school term provided by the Aklavik residential schools. The people of the Coppermine district have conditioned themselves to the type of education offered at Aklavik. 'School' to most of them means only the ability to speak, read and write English. Those who get the best jobs can speak English. Children returning from Aklavik do this; children from the Coppermine hostel do not. It has been very difficult to convey the true intention of the hostel project to the local Eskimos. Although the original intention was explained to the natives by stating that the children should be kept in touch with their own way of life, whilst learning the simple rudiments of an elementary education during a limited period each year, it has been difficult to say how much of this was grasped. The Coppermine-Reid Island - Holman Island Eskimos have had the broader Adkavik experiences to draw on with the result that the Coppermine

accomplishments have come to mean little to them. However, offsetting any general approval of the scheme has been the less worthy opinion that at least there have been three meals a day available in the hostel. Away from Coppermine and in the Holman Island area the hostel scheme has been even less understood and Aklavik education has been held in even higher esteem.

Although the children who have spent as much as two terms at the hostel have not had enough schooling to learn to speak English, to read and write it and to do simple arithmetic, from the standpoint of social education there has been observed a lasting benefit even after one term's residence. The academic attainments of the hostel children may very soon be lost after their return home but in other ways the good effects of the hostel life have left lasting impressions on the children.

Under more favourable conditions and free from unfair criticism, a similar experiment might work very successfully in another part of the Arctic - in an area far removed from the influences and experiences of a situation akin to that at Aklavik. The experiment might be continued at locations such as Pond Inlet and Arctic Bay. The suggestions have been advanced that (1) the tent hostel be closed when the new permanent hostels open at Aklavik in 1959 and (2) the tent hostel be replaced by small permanent cabins for operation over at least eight months of the year.

The suggestion was advanced by Canon Cook that the Coppermine project should continue to operate as a tent hostel by recruiting "teenage" pupils and concentrating more on instruction in English. The hostel could be operated for another year on a new basis to prove or disprove the value of the project - (There is at least one year more before the new Aklavik hostels open.) A teacher or teachers could continue to handle the regular day pupils but one or two additional teachers would concentrate on the hostel pupils.

It was considered that it might be a worthwhile experiment to try out a tent hostel elsewhere to see what the results might be. However, there was also some doubt as to the worthwhileness of such efforts. It might be that something like the tent hostel could serve a good purpose for a pre-training course preparatory to entering regular day school.

The Sub-Committee recommended:

- (a) that the Coppermine tent hostel be operated for another season by concentrating on "teenage" pupils and the teaching of English.
- (b) that the possibility of establishing tent hostels elsewhere be further studied.

(The Sub-Committee was unable to come to a definite decision as to the most suitable locations for any other tent hostels.)

- (c) that consideration be given to having the tent hostel replaced by small permanent cabins (informal hostels) for operation over at least eight months of the year.

VII. Progress made with the Vocational Training Programme and Plans for the Future.

A brief review of the broad aspects of vocational training was made by the Chairman. Training should be directed towards the development in individuals of the skills and knowledge necessary to fit them for regular employment.

In the Northwest Territories not only must provision be made for the various types of training required but arrangements are necessary to provide facilities for the following distinct groups in,

- (a) larger settlements.
- (b) smaller communities.

To achieve these objectives it is proposed to develop two vocational schools, one at Yellowknife and one at Frobisher Bay, equipped to teach technical and skilled trades. To these will be directed not only selected trainees but also candidates who have satisfactorily taken a basic trade training at one of the shops operated in conjunction with the schools at Aklavik, Hay River, Fort Smith, Fort Simpson, Great Whale River and Chesterfield Inlet.

At smaller settlements night classes, special projects, correspondence courses, and training-on-the-job would be available.

For the youth of the Territories there will be industrial arts and vocational courses offered at school level both for school students and other teenagers.

In conjunction with the administrative staff at Ottawa, Fort Smith and Frobisher Bay, there will be required job placement officers, supervisors of local training and job projects, as well as instructors in the schools and institutes.

As well as trade and technical courses it is intended to foster commercial and clerical training in a similar manner.

For specialized training, which is not deemed expedient to provide in territorial establishments, there will be available bursaries or scholarships for education in universities, teacher training colleges, technical institutes etc.

To provide an orderly development the following stages are proposed:

Stage 1 - 1954-57 -

Training in outside establishments.
Nurses Aide Training at Fort Smith.
Training on the Job.
Night Classes at several points.
DEW Line Training at Leduc.

Stage 2 - 1958-60 -

Construction of two vocational schools - Yellowknife and Frobisher Bay.
Construction of shops at larger schools.
Enlargement of Training at smaller settlements.
Trades training provided in the Territories.
Development of cooperative training with employers.

Stage 3 - 1961-63 -

The directing of greater numbers of the human resources to suitable training.

The enlargement of available training at all the establishments.

The further expansion of night classes, correspondence courses, local industries to all settlements however small where such assistance would be of benefit to the residents.

This stage should conclude with providing what is known as 'area vocational training' available to most age groups, both sexes and to most localities and adjusted to provide all necessary types of training.

This report concluded with a discussion of a chart which showed the various types of training for each of the next five years. It also showed at which points training will be opened each year. In addition the chart has divisions which indicate the courses offered by years at the institutes and the auxiliary training shops.

To implement vocational training a variety of methods are being used:

1. Training-on-the-job.
2. House building projects.
3. Transition Training.
4. Training schemes worked out with employers.
5. Agricultural Projects.
6. Short Courses.
7. Special courses for females - food preparation, etc.
8. Special courses for males - prospecting, cooking, warden duties, etc.
9. Apprenticeship.
10. Nurses Aide Training at hospitals.

By these methods it is hoped that any individual who requires training to become self supporting by means of an occupation may be given such assistance as is necessary no matter in what part of the Territories he has his domicile.

VIII. School Programme for 1959-60 and on a Long Term Basis.

The Chairman reported on the situation so far. At Aklavik East 3 the new 25-classroom federal school together with the two 250-pupil hostels will come into operation in September 1959. A new two-classroom school may be constructed at Rankin Inlet. A new 4-classroom school is planned for Tuktoyaktuk.

However, in spite of the number of schools already established, there are still many Eskimos who lack schooling. In upwards to twenty Eskimo communities school is still being conducted on a part-time basis by missionaries as has been the case for the past thirty years or more. Federal schools so far are reaching only some 20 to 25 per cent of the children of school age. Day schools are considered better than residential ones, yet to have pupils in residence may be the only effective way of providing full time education for children from remote areas. Opposite to this method is the programme of itinerant teaching or of camp lessons, as a means of reaching children in camps far removed from settlements.

It is estimated that there will be almost 4,500 Eskimo children of school age by 1965. Eskimo births are in excess of 400 annually. At least ten new classrooms a year would be necessary to just maintain the present percentage of children in school.

Two situations exist today, namely, (1) the lack of school facilities for a great part of the Eskimo population and (2) the limited number of children that are able to receive schooling at existing federal day schools under present arrangements. Other means and methods of expanding educational services have been advanced such as the establishment of federal schools with teams of teachers at trading centres, such schools

to be the focal points of the educational programmes of the areas, the use of camp lessons for outlying camps, itinerant teaching for camps some distance from settlements, tent hostels, permanent hostels, local boarding of children while parents are away hunting and trapping, small informal hostels for children up to 10 years of age, encouraging the establishment of more permanent communities with the mothers and families being encouraged to remain while the men are away hunting.

There was considerable discussion on these various methods for bringing educational facilities to Eskimo children. The Sub-Committee recommended that (1) local boarding facilities should be expanded wherever feasible; (2) permanent communities may not be advisable if the country is unable to sustain concentrated groups of people. Such would mean a drastic change in their way of life. If such settlements were set up presumably it would be necessary to organize hunting - the settlement would become the base of operation. The possibility of such communities should, however, be further explored.

It was mentioned by the Chairman that (3) the idea of small informal hostels to accommodate 12 to 20 pupils had been widely discussed at the last Meeting of the Northwest Territories Council - the cottage hostel idea with a house mother in charge of cabins grouped around a housekeeping unit along the line of a Children's Village. The cost would be lower than regular residential schools.

The Sub-Committee recommended in favour of exploring the idea of small hostels on an experimental basis.

(4) Schools having teams of teachers could serve a very useful purpose by being established at settlements where trading posts exist. One teacher should remain in charge of the school and the other teacher should be free to attend to camp lessons and to visit camps. Camp lessons might be supplemented by radio. It would be well to explore the possibility of using Eskimos who are the products of residential schools as teachers' aides. This would also help to overcome the language problem.

The Sub-Committee recommended that schools be established, on an experimental basis, at a number of points, where normally day schools would not be justified, as a base of operations for carrying out itinerant teaching programmes and camp lessons.

CURRICULUM SECTION

REPORT ON PROGRAM OF CURRICULUM SECTION

Curricular planning must take into account:

1. What is to be taught - the content or course of study. This must grow out of the present environment of the pupil and be related to the future environment in which he is likely to live.
2. How the content is to be taught - the instructional methods and techniques. Unless this aspect of curricular planning is emphasized, the best curriculum on paper will not result in a better education program for the student.

The curricular program for schools in the Northwest Territories is being spread over a ten-year period. This ten-year period has been divided into five shorter two-year periods.

During each two-year period particular areas of the total program will be emphasized, as indicated below:

PERIOD	AREAS FOR DEVELOPMENT
1957-59	Language - oral, written, spelling, writing Reading The teaching of English as a second language Music Arts
1959-61	Science and Social Studies
1961-63	Health, Physical Education
1963-65	Mathematics
1965-67	Homemaking, Shop, Handicrafts

MACKENZIE EDUCATION DISTRICT:

At the present time, the Alberta Curriculum is used as a guide and is adapted by teachers to local circumstances and special needs. This, however, is a temporary measure until a curriculum more suited to the needs of the area is developed.

The curricular program was started in the Mackenzie area last fall for the following reasons:

- (1) The Mackenzie Education District includes communities which are predominantly:
 - a. Eskimo--Coppermine, Cambridge Bay, Tuktoyaktuk
 - b. Indian--Jean Marie River, Fort Norman, Fort Franklin
 - c. Mixed--Aklavik with three ethnic groups; and other centres which have Indian and White ethnic groups.
 - d. White--Yellowknife

(2) This area covers communities which are representative of many different levels of economic and socio-cultural changes.

(3) All the teachers were present at the Yellowknife Summer School for Teachers when the curriculum program was outlined. They had this opportunity to discuss it and decide how best they could take part in it. Four teacher committees on Curriculum were set up at the summer school to keep the work in progress during the year.

(4) This area has two school superintendents who can provide help and guidance to these curriculum committees between visits from the Chief of the Curriculum Section.

(5) Transportation is more easily arranged for this area so that the Chief of the Curriculum Section can maintain the necessary liaison between the staff working on Curriculum in Ottawa and the teachers working in the field.

ARCTIC EDUCATION DISTRICT:

Three centres, Chesterfield Inlet, Frobisher Bay and Pangnirtung have been doing some outstanding experimental work on curriculum this year. The curriculum program for the Arctic Education District will be stepped up and more teachers will be involved in the work as soon as a District School Superintendent is appointed. Meanwhile, suggested programs and teacher guides are being developed especially for these schools.

Provision has been made for exchanging and testing newly developed curricular materials between the Mackenzie and the Arctic Districts. It is expected that out of these concurrently operating programs, a basic curriculum suited to all the schools throughout the North will emerge. However, any curriculum will always have to be adapted by the teacher to the interests and needs of the pupils in a particular community.

PROGRAM OF THE CURRICULUM SECTION

May 1, 1957 - May 1, 1958

Ottawa, 7 May 1958

I. FIELD TRIPS

1. Mountain Sanitorium, Hamilton - Miss Sutherland spent three weeks at this hospital to assist the teachers of Eskimo children in developing an educational program more suited to their needs and interests.
2. Eastern Arctic Patrol - Mr. Gidman was on the patrol from Montreal to Churchill, returning at the end of July. Mr. Van Sickle completed the patrol from Churchill to Montreal, returning at the beginning of October.
3. Mackenzie Area - Miss Gaynor was in the Mackenzie area from August 15th to the end of October for the 1957 summer school and to organize the program for the teachers' curriculum committees at Aklavik, Hay River, Fort Smith and Yellowknife. She also visited centres where seasonal schools were held and settlements in the Mackenzie Delta area. Miss Sutherland was on the summer school staff and then visited several settlements down the Mackenzie up as far as Aklavik.
4. Resolute Bay - Miss Sutherland spent five weeks at Resolute Bay assisting Leah in planning a program of instruction for the Eskimo children at this settlement.
5. Eastern Arctic - In February Miss Gaynor spent one week at Fort Chimo and two weeks at Frobisher Bay, assisting the teachers in developing a local curriculum.

II. SUMMER SCHOOLS

Miss Gaynor spent July in Winnipeg on the staff of the Manitoba Department of Education summer school. She gave two courses:

1. the teaching of English to the non-English speaking,
2. creative writing in the elementary school.

Yellowknife - The regular biennial summer school for teachers in the Mackenzie area was held last year at Yellowknife. Both Miss Sutherland and Miss Gaynor were on the staff of the summer school.

Institute for Teachers in Hospitals. Fort Smith--Sept. 1st-15th, 1957.

III. CONFERENCES

International Reading Association Conference, Chicago.

Miss Sutherland attended the International Reading Association Conference which was held in Chicago at the beginning of July.

IV. PUBLICATIONS

1. Activity Book -containing ideas and suggestions for teachers in the elementary grades. This book was prepared primarily for use in the Mackenzie area but has been sent to all our schools.
2. Reports of the 1956 summer school on Indians and Eskimos which was held at the University of Alberta.
3. Report of the 1957 summer school, Yellowknife, N.W.T.
4. Curriculum Bulletins - These are outlines of the subject content to be covered during the school term. As the high school program in the Mackenzie area is similar to that in Alberta, this bulletin keeps teachers informed about the changes made in the high school programs which supplement the printed curriculum.
5. Book covers for school texts - Each school in the Territories was supplied with Kraft book covers, six per pupil. These covers emphasized conservation themes. The designs used were taken from posters submitted by our pupils in conservation poster contests over the past two years.
6. Community Histories - A number of schools have sent in a history of their community, illustrated with photographs and childrens' drawings. As this information will be particularly useful in the enterprise and social studies programs throughout the grades, we are having these multilithed for distribution to the schools.
7. Resource Units -
 - a. Conserve Our Resources - Suggestions for teaching conservation
 - b. Four units on the Land and Peoples of the North, one at each Grade 1-2, 3-4, 5-6, 7-8 level.

V. ADULT EDUCATION

1. Intensive courses in English for Eskimos - A plan was prepared on the organization of intensive English courses to give adult Eskimos a working knowledge of English within a period of approximately eight weeks. The implementation of these courses depends on:
 - a. suitable housing and messing facilities being available for Eskimos brought in to the selected centres;
 - b. one or more teachers specially trained for this work.
2. Adult Education Handbook - It is proposed to put out this current year a handbook on Adult Education, Philosophy, Methods, and Materials to serve as a guide to teachers and other workers undertaking adult education programs. An outline of the content of the book has already been prepared.

VI. CURRICULUM MATERIALS CENTRE

1. Books and other printed materials - The professional and reference libraries at both Fort Smith and Ottawa have been expanded this year. In any curriculum program it is essential to have a good library for reference purposes.

Our holdings of childrens' books, both fiction and non-fiction, have also been increased. Accession lists are now being sent out periodically to all teachers and they may

borrow both professional and children's books from either of these centres.

When a school librarian is added to our staff, we will then be able to set up a travelling library service to our schools. This will greatly increase the number and variety of books available to children in each settlement.

2. Audio-Visual materials - Blocks of films have been circulated to each settlement in the North again this year. The Ottawa office has taken care of shipments to the Eastern and Central Arctic area. Our holdings of film strips and school films have been increased again this year with coverage given to each aspect of the school program. Records, film strips and film loops for the teaching of English as a second language have been added and these are now in circulation to the schools. A library of film slides, dealing chiefly with the settlements and people of the North, is being built up and catalogued. Other audio-visual materials such as pictures, charts, maps, tapes, and school broadcast records have been added to our materials centres and are now being catalogued so that greater use can be made of them.

VII. SPECIAL SERVICES

1. At Fort Smith high school, it was decided to introduce the Grade IX oral French course as provided for in the Alberta Junior high school curriculum. We have provided the teacher with records and textbooks for experimental purposes and are trying out an approach with this group similar to that used in the teaching of English as a second language.
2. A course in Eskimo for Departmental personnel going to the field was developed this year by Mr. Williamson, Mr. Manning and Mr. Stewart of the Arctic Division, with the assistance of Miss Gaynor.

Expansion of Educational Facilities for Eskimos

Less than 25% (748) of school age Eskimos are in full-time schools. An additional 9% (300) attend school occasionally in part-time mission schools. Most of those enrolled full time attend school irregularly unless they are in residential schools. When our present plans for expansion have materialized, we will have space for an additional 300 Eskimo children. New schools, chiefly to accommodate Eskimos, are planned for Eskimo Point, Spence Bay, Aklavik, Payne Bay and Povungnetuk, with the expansion of facilities at Frobisher Bay and possibly other points such as Great Whale River. Appendix A gives a detailed analysis of all Eskimo children attending school in full-time schools or part-time mission schools. Appendix B gives a breakdown of the total school age Eskimo population according to registration districts and projects these figures to 1965.

The average number of Eskimos born each year for the past ten years was 415. The death rate for this period averaged approximately 185. An increase in educational facilities is therefore necessary even to keep abreast with the population trend.

Much thought has gone into planning means through which we can best extend educational privileges to the Eskimo children. Some of these are as follows:

1. Tent Hostel - The Coppermine Tent Hostel was opened in April, 1955, with an enrolment of 28 children, most of whom were from points within a 60 mile radius of Coppermine. On the date of opening there were only 10 children in the Federal Day School classified as day children and whose parents were resident in Coppermine. In 1956, the hostel accommodated 36 children. During the period September 1954 to 1956, a total of 59 children attended the Coppermine Federal Day School from one to twenty-four months. These figures show that the majority of children in and around this settlement were classified as being eligible for hostel accommodation. Because the academic achievement of the pupils in this hostel does not compare favourably with the achievement of pupils in the ten-months residential schools, people of Coppermine area are not giving the tent hostel their full support. This is an unfair comparison, but it is being made and as a result, Canon Sperry, the local Anglican Missionary, had been doubtful whether he could recruit a full complement of children this year for the hostel. We now know that 30 have been recruited. To offset the criticism mentioned above, we could extend the length of the term of the tent hostel to eight months. At the same time the tent accommodation might be improved or replaced by cabins. If this were done, the educational programme which would result might well be both more popular and more efficient. We are considering this but it is a major commitment to continuing this type of hostel and we are not yet ready for a decision. The views of the Sub-Committee would be helpful.

It is possible that a similar experiment carried on in the Eastern Arctic might meet with much more success, even if operated on a five-month basis. It is, however, probably wise to replace the tents with more permanent cabins. We propose, therefore, that this experiment be continued at one of the following locations: 1. Arctic Bay; 2. Pond Inlet; 3. Igloolik. These sites are selected because they are isolated and therefore should not be influenced unduly by any of the ten month residential schools or hostels.

2. Expansion of Local Boarding Facilities - The limiting factor in using this plan is that only a few of the Eskimo people residing in the settlement have houses large enough to accommodate extra children. If they are willing to accommodate other children, it often causes congestion which may be detrimental to the health of the children concerned. To make local boarding more effective it would be necessary to devise some way in which suitable Eskimo parents could enlarge their living quarters so as to be able to accommodate one or two children in addition to their own. Two ways of accomplishing this have been suggested:

- (1) Build the accommodation for them and charge the occupant a small rental for it.
- (2) Lend the Eskimo a sufficient amount to enlarge his living quarters so that he could accommodate extra children. This could be done through the Eskimo Loan Fund.

3. Encourage the Establishment of More Permanent Communities - Mothers and children could be encouraged to remain in the settlement during the time the men were hunting or trapping. In this way the level of their economy should be improved. When families are taken on the hunt, a great deal of the food resulting from the hunt is consumed on the trail. The presence of young children is bound to slow up the hunting process and curtail the amount of meat which can be hauled back to the settlement. If the men could be encouraged to participate in organized hunts under the guidance of the Northern Service Officer or Game Warden, the children could remain in the settlement and attend school.

4. Establishment in the Community of Small Informal Hostels - If this were done, we would have to provide the necessary building accommodation. This could be a single building constructed in a "T" formation, the centre of the "T" (24' x 40') providing housing for the supervisor, the dining room and recreation room, while the wings in the form of 512's could accommodate the children. One couple could supervise six girls and six boys under 12. If a suitably qualified couple could be found in the settlement, they would be preferred, otherwise it would be necessary for us to procure a supervising couple elsewhere. To accommodate twelve children, we should have approximately 80 square feet per child for sleeping and recreation accommodation. The cost of the project would be:

(a) Capital Cost - Building (hostel)	--	\$40,000	
Warehouse	--	5,000	
Furnishings	--	5,000	\$50,000
<hr/>			
(b) Operation and Maintenance Cost			
Salary for supervising couple	--	5,000	
Food for year: (\$600 x 12) cost of food)			
(\$400 x 12) freight)		12,000	
Clothing (\$100 x 12)	--	1,200	
Fuel Oil, 10,000 gals @ 60¢	--	6,000	
Kerosene, 350 gals. @ 60¢	--	210	
Gasoline, 325 gals. @ 60¢	--	195	24,605
<hr/>			

Per pupil operating cost: $\frac{\$24,605}{12} = \$2,050.00$

This cost is unacceptably high and the method cannot be recommended by the administration unless some reduction is possible.

In heavily wooded areas in the Mackenzie, the cost for such a hostel would be considerably less. The building could be made of logs, and wood instead of oil could be used for fuel. In all such hostels, the maximum age of children admitted would be ten years. In this way the older children would be left to attend the larger hostel centres, and we would avoid the criticism which comes from taking very young children a long distance from their parents.

5. Place Teams of Teachers, or Single Teachers, in Every Centre in the North Which is Served by a Trading Post - Details concerning this plan are attached (See "a" and "b"). If this plan is followed, we will then be bringing education to most Eskimo children.

DEPARTMENT OF NORTHERN AFFAIRS & NATIONAL RESOURCES

Northern Administration & Lands Branch: Education Division

Appendix 'a'

Number of Eskimo Pupils enrolled during the years 1949 to 1957 inclusive in the various types of schools located either in the Northwest Territories or in the Provinces and which were responsible for Eskimo Education, either on a full-time or a part-time basis:

TYPE AND LOCATION OF SCHOOL	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958
<u>FEDERAL SCHOOLS</u>										
Aklavik Old, N.W.T.	---	---	2	15	16	34	44	52	44	55
Aklavik E.3, N.W.T.	---	---	---	---	---	---	---	---	21	16
Reindeer Station, N.W.T.	---	---	---	---	---	---	---	---	10	15
Tuktoyaktuk (Port. Brabant) N.W.T.	---	21	27	16	14	24	19	43	45	58
Coppermine, N.W.T.	---	38	33	19	23	21	39	37	33	40
Cambridge Bay, N.W.T.	---	---	---	---	---	---	---	---	33	42
Chesterfield Inlet, N.W.T.	---	---	---	40	31	22	35	95	98	56
Baker Lake, N.W.T.	---	---	---	---	---	---	---	---	35	40
Coral Harbour, N.W.T.	---	27	21	29	30	27	18	37	36	92
Cape Dorset, N.W.T.	---	---	17	4	---	84	44	51	65	54
Lake Harbour, N.W.T.	---	7	---	---	---	---	---	---	---	34
Frobisher Bay, N.W.T.	---	---	---	---	---	---	34	53	94	24
Pangnirtung, N.W.T.	---	---	---	---	---	---	---	18	18	71
Fort Chimo, P.Q.	12	7	20	7	19	19	22	16	11	122
Sugluk, P.Q.	---	---	---	---	---	---	---	---	42	14
Port Harrison, P.Q.	---	62	43	39	38	23	23	23	19	15
Great Whale River, P.Q.	---	---	---	---	---	---	---	---	11	43
Fort Smith N.W.T.	---	---	---	---	---	---	---	---	---	14
COMPANY SCHOOL	---	---	---	---	---	---	---	---	---	51
Rankin Inlet, N.W.T.	---	---	---	---	---	---	---	---	51	3
<u>RESIDENTIAL SCHOOLS</u>										
Aklavik R.C., N.W.T.	42	57	45	54	76	84	93	97	85	91
Aklavik Ang., N.W.T.	49	58	51	52	55	55	60	57	61	55
Fort Resolution R.C., N.W.T.	---	---	---	---	---	---	9	7	---	---
Fort George Ang., P.Q.	8	10	10	7	8	7	10	8	7	3
Fort George R.C., P.Q.	---	---	---	4	7	2	2	---	---	---
Moose Factory Ang., Ont.	---	---	---	1	4	2	2	1	1	---
Edmonton United Church, Alta.	---	---	---	---	1	1	3	3	3	---
Sturgeon Lake R.C., Alta.	---	---	---	---	---	---	---	1	1	---
Portage La Prairie United Church, Man.	---	---	---	---	---	---	1	1	---	---
Shingauk Ang., Ont. (Sault Ste. Marie)	---	1	2	2	2	2	1	---	1	---
Fort Francis Indian, Ont.	---	---	1	---	---	---	---	---	---	---
Birtle Presbyterian, Man.	---	---	---	---	---	---	---	1	1	---
Joussard R.C., Alta.	---	---	---	---	---	---	---	1	---	---
<u>HOSPITAL SCHOOLS</u>										
Aklavik Ang., N.W.T.	---	---	---	---	---	---	16	11	15	19
Aklavik R.C., N.W.T.	---	---	---	---	---	---	---	---	---	8
Fort Smith R.C., N.W.T.	---	---	---	---	---	---	7	3	2	6
Edmonton Charles Camsell, Alta.	---	---	---	---	43	47	42	47	51	40
Hamilton Mountain Sanatorium, Ont.	An undetermined number of Eskimos have made use of the educational facilities at this sanatorium; also at Parc Savard and Camsell for years left blank.									
Parc Savard, P.Q.	---	18	30	45	62	---	---	---	---	---
Winnipeg King George, Man.	6	8	---	---	---	---	---	---	---	---
Pangnirtung Ang., N.W.T.	---	---	---	---	---	---	---	---	8	5
Moose Factory Indian, Ont.	---	---	---	---	---	---	10	14	---	---
<u>PART-TIME SCHOOLS</u>										
Holman Island R.C., N.W.T.	---	---	---	---	---	---	---	---	---	---
Bathurst Inlet R.C., N.W.T.	---	---	---	---	10	4	6	---	12	---
Cambridge Bay Ang., N.W.T.	---	---	---	---	---	---	22	24	---	---
Gjoa Haven R.C., N.W.T.	---	---	---	12	22	10	12	24	18	---
Spence Bay Ang., N.W.T.	---	---	---	---	---	---	22	26	27	---
Spence Bay R.C., N.W.T.	---	---	---	---	---	---	---	10	13	---
Thom Bay R.C., N.W.T.	---	---	---	---	---	---	---	---	---	---
Pelly Bay R.C., N.W.T.	---	25	25	25	32	27	28	36	35	---
Igloolik R.C., N.W.T.	48	124	127	86	85	75	41	27	27	---
Repulse Bay R.C., N.W.T.	18	18	8	17	13	13	8	12	22	---
Coral Harbour R.C., N.W.T.	36	---	---	---	---	---	---	---	---	---
Baker Lake Ang., N.W.T.	11	20	24	24	22	22	21	28	---	---
Baker Lake R.C., N.W.T.	21	34	30	26	22	12	11	21	---	---
Cape Dorset R.C., N.W.T.	36	33	---	---	---	---	---	---	---	---
Chesterfield Inlet R.C., N.W.T.	32	53	55	---	---	---	---	---	---	---
Garry Lake R.C., N.W.T.	---	---	---	---	16	16	18	12	---	---
Padlei Evangelical, N.W.T.	23	26	---	---	---	---	---	---	---	---
Maguse River Eskimo Mission, N.W.T.	---	26	24	20	22	18	22	27	10	---
Eskimo Point Ang., N.W.T.	---	---	---	---	---	21	23	---	22	---
Eskimo Point R.C., N.W.T.	19	39	21	14	21	23	33	16	32	---
Lake Harbour Ang., N.W.T.	18	---	---	---	---	---	---	13	14	---
Pangnirtung Ang., N.W.T.	39	38	49	30	40	42	35	34	---	---
Pond Inlet Ang., N.W.T.	---	9	9	26	38	25	21	29	42	---
Arctic Bay R.C., N.W.T. (closed)	---	---	---	---	---	---	---	---	---	---
Resolute Bay (Eskimo), N.W.T.	---	---	---	---	---	---	---	12	15	---
Pond Inlet R.C., N.W.T.	7	---	---	---	7	6	7	6	6	---
Fort Chimo Ang., P.Q.	Not	in	Operation	---	---	---	---	---	---	---
Fort Chimo R.C., P.Q.	---	---	---	---	---	---	---	---	---	---
Koartak R.C., P.Q.	---	---	23	23	18	10	20	19	16	---
Wakeham Bay R.C., P.Q.	---	14	14	14	14	10	14	12	13	---
Sugluk Ang., P.Q.	---	---	---	---	---	---	---	38	39	---
Sugluk R.C., P.Q.	---	51	51	---	22	21	35	17	---	---
Povungnetuk R.C., P.Q.	---	---	---	---	---	---	---	---	73	---
Ivuyivik R.C., P.Q.	12	13	36	30	30	11	25	25	21	---
Great Whale River Ang., P.Q.	13	13	---	---	---	---	---	---	---	---
Moffet Inlet Ang., N.W.T.	No	---	---	---	---	---	---	---	---	---
Paulatuk R.C., N.W.T.	---	---	---	---	---	---	---	---	---	---
Clyde River, N.W.T.	---	---	---	Facilities	---	---	---	---	---	---
Perry River, N.W.T.	---	---	---	---	Available	---	---	---	---	---
Totals:	450	850	798	681	863	820	924	1,092	1,299	
Years:	(1949)	(1950)	(1951)	(1952)	(1953)	(1954)	(1955)	(1956)	(1957)	

School Facilities for Eskimos							
Area (Registration Districts)	No. of Pre School Children 1954-1957	School Age Children 1938-1953	No. of Schools	No. of Classrooms	Estimated Population (School Age) 1965	No. of Classrooms required in 1965 at 25 pupils per classroom	Additional Classrooms Required
Aklavik							
Aklavik E.3							
Reindeer Station	205	373	6	26	448	18	0
Tuktoyaktuk							
Coppermine							
Holman Island	79	259	1	2	311	12	10
Reid Island							
Cambridge Bay							
Bathurst Inlet	71	90	1	2	98	4	2
Perry River							
Eskimo Point							
Padlei	71	183	0	0	220	9	9
Baker Lake							
Garry Lake	55	160	1	1	192	8	7
Chesterfield							
Coral Harbour							
Repulse Bay	111	373	3	6	448	18	12
Rankin Inlet							
Spence Bay							
Gjoa Haven	70	218	0	0	262	10	10
Pelly Bay							
Pond Inlet							
Resolute Bay							
Grise Fjord	181	557	0	0	658	26	26
Arctic Bay							
Igloodik							
Clyde River							

Area	No. of Pre-School Children 1954-1957	School Age Children 1938-1953	No. of Schools	No. of Classrooms	Estimated Population (School Age) 1965	No. of Classrooms required in 1965 at 25 pupils per classroom	Additional Classrooms Required
Pangnirtung							
Padloping Island	107	289	1	1	347	14	13
Frobisher Bay							
Lake Harbour							
Cape Dorset	164	443	2	4	532	21	17
Fort Chimo							
Payne Bay	66	139	1	1	168	7	6
Koartak							
Port Harrison							
Wakeham Bay							
Sugluk							
Ivuyivik	244	661	3	4	793	32	28
Povungnetuk							
Richmond Gulf							
Great Whale River							
TOTAL -	1,424	3,745	19	47	4,477	179	140

On the basis of a school at every trading centre in the Canadian Arctic, including one at Pelly Bay (an Isolated area), the establishment of schools at each of the following new centres would be necessary to make the "picture" complete:

.....

Possible Order of Urgency	CENTRE (of Trading Area)	Native Population (Fair Est.)	No. of Families	Approx. No. of Camps	Estimated No. of Children (1-16 Years of Age)
1	Lake Harbour, N.W.T.	245	55	12	100
2	Clyde River, N.W.T.	160	25	7	87
3	Pond Inlet, N.W.T.	254	48	8	140
4	Arctic Bay, N.W.T.	187	34	8	80
5	Padloping Island, N.W.T.	148	25	4	60
6	Igloolik, N.W.T.	407	88	6	229
7	Repulse Bay, N.W.T.	185	43	6	85
8	Bathurst Inlet, N.W.T.	170	33	6	62
9	Gjoa Haven, N.W.T.	174	30	8	82
10	Holman Island, N.W.T.	110	20	4	53
11	Read Island, N.W.T.	106	24	8	40
12	Perry River, N.W.T.	115	20	6	55
13	Padlei, N.W.T. (including Ennadai)	128	32	5	56
14	Wakeham Bay, Que.	175	32	9	65
15	Ivuyivik, Que.	115	25	2	32
16	Pelly Bay, N.W.T.	111	27	3	57
17	Grise Fjord, N.W.T.	50	8	1	25
18	Belcher Islands, N.W.T.	185	30	4	75
Total					1,383

STAFF REQUIRED FOR THE 18 new schools recommended:

<u>NO.</u>	<u>SCHOOL</u>	<u>Teachers Welfare for Regular School Duty</u>	<u>Teachers Welfare for Camp Children</u>	<u>School Choremén</u>
1	Lake Harbour, N.W.T.	1	1	1
2	Clyde River, N.W.T.	1	1	1
3	Pond Inlet, N.W.T.	1	1	1
4	Arctic Bay, N.W.T.	1	1	1
5	Padloping Island, N.W.T.	1		1
6	Igloolik, N.W.T.	1	1	1
7	Repulse Bay, N.W.T.	1	1	1
8	Bathurst Inlet, N.W.T.	1	1	1
9	Gjoa Haven, N.W.T.	1	1	1
10	Holman Island, N.W.T.	1	1	1
11	Read Island, N.W.T.	1		1
12	Perry River, N.W.T.	1		1
13	Padlei, N.W.T. (including Ennadai)	1		1
14	Wakeham Bay, Que.	1	1	1
15	Ivuyvik, Que.	1		1
16	Pelly Bay, N.W.T.	1		1
17	Grise Fjord, N.W.T.	1		1
18	Belcher Islands, N.W.T.	1		1

Each of the following Federal Schools, already established, should have on extra teacher for Camp children.

Fort Chimo, Que.	1
Spence Bay, N.W.T.	1
Cape Dorset, N.W.T.	1
Eskimo Point, N.W.T.	1
Pangnirtung, N.W.T.	1
Chesterfield Inlet, N.W.T.	1
Cambridge Bay, N.W.T.	1
Coppermine, N.W.T.	1
Port Harrison, N.W.T.	1