

This narrative history of a Residential School was researched and produced by the Government of Canada as part of its response to litigation and the Indian Residential Schools Settlement Agreement. The National Centre for Truth and Reconciliation has not verified the content of this document. It is provided here for reference purposes only. Documented incidents of sexual and physical abuse are based on the documentary record and do not take into account survivor testimony.



You are welcome to contact the NCTR if you wish to add, comment on, or challenge any versions of the history presented herein.

**Akaitcho Hall**  
**Residence Narrative**  
November 8, 2005

**This School Narrative summarizes documents that provide an over-view of the history and administration of the school.**

**NAME OF SCHOOL AND VARIANTS**

- 1958 Akaitcho Hostel (AHU-000016[002-002])  
Yellowknife Hostel (AHU-000014[000-000])  
1959 Akaitcho Hall (AHU-000004[000-000])

**RELATED DAY SCHOOLS**

Sir John Franklin Federal Day School and Vocational School  
Variant Names: Yellowknife Federal Composite High School and Vocational School  
(AHU-000013[000-000])  
Yellowknife High School (AHU-000014[000-000])

The school consisted of grades 10-12 and a vocational program (AHU-000022[000-000]). The school was built and managed co-operatively with Akaitcho Hall. Akaitcho Hall was the residence for all grade school and vocational students attending Sir John Franklin who were in need of accommodation. The Principal of the school was the general overseer of operations at the school and Hostel while the Hostel Administrator directly managed the hostel. (AHU-000014[000-000]; (AHU-000012[002-015])

**CHRONOLOGICAL HISTORY**

- 1958 Yellowknife School and Hostel completed July 7, 1958. (AHU-000017[000-000])
- 1958 Akaitcho Hall opened for the 1958-59 school year. The first student resident arrived on August 29, 1958. Services offered in the hostel included: Student Council, guidance and counseling, and gym activities. (AHU-000005[000-002])
- 1959 The document titled "Sir John Franklin School, Yellowknife Statement of Duties" states the following about the role of the hostel in relation to the school:

The hostel is an essential part of the composite arrangement in Yellowknife. It is, however, not an integral part of the school. It exists for one purpose only: to provide a place where out-of-town students can live; and generally afford a "home" while they are attending school. It is not designed for and would not be provided for Yellowknife students and their relationship to it must be governed at all times by the interests solely of the out-of-town students. (AHU-000012[002-015])

- 1960 Inspection of Food Services Report details the condition of the kitchen and dining facilities as well as commenting on food preparation, diet, hygiene, and living conditions. The report states that there are four students residing in each room. Recreational activities provided in the residence are basketball, pool, ping-pong, and hockey. At this time there were two boys' supervisors and one girls' supervisor. (AHU-000002[001-001])
- 1965 The Food Services Report states that there is a staff of approximately 20 at Akaitcho Hall. The hostel received a favourable report on diet and food preparation with some recommendations. (AHU-000011[001-002])
- 1965 Seven dormitory supervisors, classified as Teachers' aides, were employed at the hostel. (AHU-000006[000-000])
- 1966 The Food Services Report delivers a favourable report on the diet and food preparation at the hostel with minor recommendations. (AH-173218G)
- 1969 Akaitcho Hall has a Residence Student Committee appointed by the Residence Superintendent, Mr. Boxer. The committee consists of "30 boys and girls of which 14 are white, 8 are Indian, 4 are Eskimo, and 4 are Metis." There is also a sub-committee on rules review which consists of "3 boys and 3 girls which are as follows: 2 Indians and 4 Whites." (AHU-000009[000-000])
- 1970 Letter indicates that the residence in Yellowknife is still operational.<sup>1</sup> (AH-00531)

## **MANAGEMENT OF SCHOOL**

### Dates managed by Church

This residence was not managed by any religious organization.

### Dates managed by Federal Government

- Circa 1955 An undated article details the plans for the 1955 student residence construction program in the NWT. In reference to the planned construction of hostels in communities including Yellowknife it states:

At Yellowknife the plans call for a non-denominational hostel to be operated by the Government to accommodate children from outlying areas who will attend the Federal vocational school and high school."

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<sup>1</sup>We do not have specific information indicating the closing date of this institution. This document is the latest dated document in our current collection indicating that Akaitcho Hall was open at this time. Further research is currently in progress.

The hostels would be built and owned by the federal government who would pay all costs for the education of Native and Inuit students as it is stated that "they are a federal responsibility." (NWT 000539[000-000])

Dates taken over by Government of the Northwest Territory

- 1969 A government memorandum states: "On November 15 you were advised of the seven Northern Administration Residences would be transferred to the Territorial Government by April 1, 1969." [NWT-000221[000-000]]

**SCHOOL BUILDINGS**

- 1957 The contract for the construction of the school and hostel in Yellowknife was awarded to Burns and Dutton Concrete and Construction Co., Ltd. from Edmonton, Alberta. (AHU-000023[000-000])
- 1957 A Memorandum from the federal government details the construction program for the student residences intended to replace the Church-owned residences. A list of hostels that are in various staged of planning and construction states:

Yellowknife-1 hostel, non-denominational, for 100 children of all racial groups in the northern part of the Territories, requiring high school or vocational training. (NWT 000023[000-000])

- 1958 Akaitcho Hall consists of two buildings. The Dormitory (90'x140') is of one-storey construction and has 37 rooms facilitating 120 resident students, an infirmary, and staff quarters. Thirty-five rooms, the dining room, playroom, and staff quarters are housed in the Hostel (60'x180'). (AHU-000014[000-000])
- 1958/59 The proposed school program for Sir John Franklin (Yellowknife Composite High School and Vocational School) includes a description of the hostel facilities:

Hostel - This is in two different buildings (service building and dormitory) with connecting corridors. The hostel service building has the following facilities:

- Kitchen and refrigeration space
- Dining room and recreation room (These rooms are separated from each other by movable folding partitions to enable these two rooms to be combined or to vary in size)
- Staff dining room and lounge (These 2 rooms are separated by folding partitions to enable them to be used as one large room)
- Medical examination room



- Quiet study room
- Nurse's office
- Hostel Supervisor's office
- Laundry and sorting room
- Janitor's workshop
- Sewing room
- Staff bedroom
- Staff common room

The hostel dormitory building consists of twenty-six bedrooms for students and trainees (4 to each room). There are movable partitions in the corridors to enable separation of the students' rooms by sex into different areas in this dormitory. A typical student's room has four maple bunk beds, clothes closets with metal folding doors, individual built-in study desks with individual book shelves and lamps. Areas of the dormitory include:

- Girls' and Boys' infirmary
- Girls' and Boys' lounge
- Bedrooms for male and female supervisor

Standard facilities such as boys' and girls' washrooms, staff washrooms, heater rooms and locker rooms are provided in each of the different buildings. (AHU000013[000-000])

1959 The plaque on the entrance of the schools reads:

Akaitcho Hall

Built by the Government of Canada in co-operation with the Government of the Northwest Territories. (AHU-000004[000-000])

1959/60 The Education Program for this school year states this about "The residence - Akaitcho Hall (Yellowknife)":

This consists of a Service Building with hostel offices, recreation rooms, medical rooms, laundry, kitchen, dining room, staff bedroom, staff common room and student study room - together with boys' room and girls' dormitories each with washrooms, infirmaries, lounge and supervisor's room.

It is also states that it is capable of accommodating 100 pupils. (NWT 000416[000-000])

## **LAND**

- 1958 The Federal Hostel in the town of Yellowknife is in the Mackenzie District of the Northwest Territories. (NWT 000714[000-000])
- 1958 The Yellowknife High School and Hostel (Sir John Franklin and Akaitcho Hall) were constructed on the same property and in close proximity to each other. (AHU-000014[000-000])

## **PHOTOS, PLANS AND OTHER MEDIA**

Item #	Date	Description
AHU-000002[001-001]	1960	Sketches of Girls' Dormitory, Kitchen, Dining Room and Recreation Area
AHU-000014[000-000]	1958	Photographs of Hostel and School construction

## **GENERAL ENROLLMENT STATISTICS OVER TIME**

Year	Number of Students
undated	200 residents
1959	65 residents
1960	enrollment number limited to 104
1961	114 residents: Indian:31, Eskimo:39, Other:44
1965	170 residents, ages 15-21
1966 - March	170 residents
1966	average number of residents 297, capacity 250

## **STUDENTS FROM OTHER RESERVES**

Students from, at least the following bands and/or locations resided at Akaitcho Hall student residence:

Aklavik  
Eastern Arctic  
Fort MacPherson  
Fort Norman  
Fort Resolution  
Fort Simpson

Good Hope

Hay River

Fort Smith

Yellowknife "B".

Tuktoyaktuk

There may be alternate ways of spelling these names.

## **RELIGIOUS GROUPS**

- 1965 A Memorandum, from the federal government, on a training program for administrators and supervisors of pupil residences states:

The staffs of all the large pupil residences in the Mackenzie District, except Akaitcho Hall, are employees of the churches, Roman Catholic and Anglican.

Akaitcho Hall was owned and operated by the federal government and was not under the operation of a religious organization. (NWT 000546[000-000])

- 1966 Otto Tucker's report on the relationship of the Church and State summarizes the history of discussions between the federal government and Bishop Piche regarding Piche's desire for a Roman Catholic wing in the hostel. The correspondence reveals the reason that Akaitcho Hall was non-denominational and not operated by a religious group:

...church operated hostels were simply to be those which in effect replaced residential schools that had previously existed; as Yellowknife did not have a residential school at the time the new program was introduced and since the churches had agreed to the non-sectarian principle for Akaitcho Hall, Bishop Piche's request could not be granted. (NWT 006010[000-000])

## **WRITTEN AGREEMENTS**

There are no written agreements for this residence as it was owned and operated directly by the federal government and was later transferred to the territorial government

## **DOCUMENTS REFERRING TO SCHOOL INCIDENTS**

To date, we are unaware of any convictions for abuse at Akaitcho Hall or of any convicted abusers present at the residence.

The following suggestions of abuse, listed chronologically, comprise all known identifiable complaints and/or allegations received by government officials and all available information regarding the follow-up and outcome.

#### Incidents (Sexual)

1962 A federal government memorandum states that a claim of sexual abuse had been made against a boys' supervisor at Akaitcho Hall. The document states:

Several months ago Mr. Templeton [a government administrator] received a verbal warning from a prominent Yellowknife citizen. One of the boys' supervisors at Akaitcho Hall was reputed to be guilty of Immoral conduct towards or with boys at Akaitcho Hall dormitory. Did the Administration know about this and if so what would be done about it? ...

Mr. Templeton took this matter up with Mr. McBeath, the School Principal [of Sir John Franklin School] and with Mr. Boxer [the Hostel Administrator]. Both men were much shaken and taken completely by surprise. After carrying out checks and an investigation, which I understand was done as discreetly as possible, a report was made to Mr. Templeton. The report completely exonerated the supervisor in question.

During a recent trip Mr. Gillie [Administrator of the Mackenzie] heard a further rumour regarding the same supervisor at Akaitcho Hall. Reference was made to a police investigation, and this reference came from Mr. McCowan [a government administrator] in Hay River. Mr. Gillie made further checks in Yellowknife and on return to Fort Smith mentioned the matter to me. In reviewing all information we had it appeared that the flare-up of rumour in Hay River could possibly have emanated from the questions which Mr. McBeath and Mr. Boxer would have been forced to have made last spring. On checking with Inspector Doey, R.C.M.P., I verified that no such situation had come to the attention of the R.C.M.P. in Yellowknife and that no police investigation has been made.

The supervisor in question is not named in this document. (AHU-000001[000-000])

### **ADDITIONAL INFORMATION**

#### **Medical Information**

1958 Medical and dental examinations were performed. The Hostel Superintendent, was given the authority to arrange emergency medical and dental treatment. (AHU-000021[000-000])

#### **Policies**

1959 The Hostel Superintendent is authorized to provide a weekly allowance of \$2.00 to students who are indigent and in need. (AHU-000018[000-000])

1959/60 The Akaitcho Hall Regulations manual details the roles and responsibilities of each staff position and the rules and regulations to be followed by the resident students. The regulations include student work duties, dormitory and cafeteria conduct and rules, and general personal conduct guidelines. The weekday and weekend daily schedules state the programs and required tasks for each day of the week. (AHU-000020[000-000])

1965 All students in residence at Akaitcho Hall are over the age of 16 and therefore are not “legal children”. The hostel administration recognizes that it does not have the legal authority to force students that want to remain in Yellowknife for the summer to return to their home communities. The hostel also does not have the legal authority to force students to remain in residence at the hostel. (AHU-000007[000-001])

#### **Other**

1966 Akaitcho Hall had problems recruiting and keeping staff to such an extent that it threatened the operation of the hostel. “During the past two years we have been plagued with a steady turn over of supervisory staff at Akaitcho Hall and for long periods have operated without adequate staff.” (AHU-000010[000-000])

#### **PRINCIPALS/ADMINISTRATORS**

1959 The Superintendent has immediate and direct control of the operation of the hostel and of its internal management in all respects. He is to report to the Chief Superintendent of Schools through the Principal (of Sir John Franklin School), and the Principal has general overview of the hostel operation. (AHU-000012[002-015])

Name	Position	Tenure Dates
A.J. Boxer	Administrator/Superintendent	1958, 1959, 1961, 1965, 1966, 1969

Documentary evidence gives no indication that Mr. Boxer’s tenure as hostel Superintendent was not continuous from the opening date of Akaitcho Hall until the latest document in which his name appears. Almost no documents are available for Akaitcho Hall after 1969.

### Akaitcho Hall SR- Index of Documents

Item #	Date	Description
NWT-000539[000-000]	00/00/0000	Article
AHU-000022[000-000]	07/04/1955	Memorandum
AHU-000023[000-000]	05/01/1957	Letter
NWT-000023[000-000]	08/12/1957	Memorandum
NWT-000714[000-000]	02/12/1958	Memorandum
AHU-000017[000-000]	06/25/1958	Memorandum
AHU-000016[002-002]	11/27/1958	Letter
AHU-000005[000-002]	12/09/1958	Memorandum
AHU-000013[000-000]	00/00/1959	Proposed Program
NWT-000416[000-000]	00/00/1959	Report
AHU-000012[000-015] AHU-000012[002-015]	01/27/1959 (context only) 00/00/000	Memorandum Report Extract
AHU-000018[000-000]	02/10/1959	Memorandum
AHU-000004[000-000]	03/10/1959	Memorandum
AHU-000014[000-000]	09/00/1959	Article
AHU-000020[000-000]	10/27/1959	Regulations
AHU-000021[000-000]	11/25/1959	Memorandum
AHU-000002[001-001]	01/05/1961	Food Services Inspection and Sketch
AHU-000001[000-000]	10/23/1962	Memorandum
AHU-000011[001-002]	03/24/1965	Food Services Report
NWT-000546[000-000]	05/11/1965	Memorandum
AHU-000007[000-001]	07/22/1965	Memorandum
AHU-000006[000-000]	07/30/1965	Memorandum
AH 173218G	03/15/1966	Food Services Report

Item #	Date	Description
NWT-006010[000-000]	09/12/1966	Report
AHU-000010[000-000]	12/27/1966	Memorandum
NWT-000221[000-000]	December 16, 1968	Memorandum
AHU-000009[000-000]	03/11/1969	Memorandum
AH 00531	08/17/1970	Letter

## Document Separator

Item No.                      NWT-000539[000-000]



ARTICLE

601-1

210-7

#1

Block 600

GN-003

Members of the Northwest Territories Teachers' Association will be pleased to know that the Government has approved an extensive programme of construction of schools and hostels to provide better educational facilities for children in the Northwest Territories.

For a number of years the Indian and Eskimo population of the Northwest Territories has been increasing, and in the past eight or ten years the rate of population growth has risen substantially. This is in a large measure contributed to the increased medical services being provided and better food and clothing made available for children by Family Allowances. At the same time, a sharp drop in fur prices has made it increasingly difficult for the growing native population to rely entirely on the wildlife resources of the country. Other means of employment and sources of income have had to be found and have made the need for education more important than it has been previously. Due to the scattered character of the Indian and Eskimo population, it is extremely difficult to provide education for most of the children, except at centres where residential facilities are provided. It is felt that hostels operated in conjunction with Day Schools will provide such facilities. These hostels will be built and owned by the Federal Government; those intended primarily for Indian and Eskimo children will be operated by the Roman Catholic and Anglican churches, as, virtually all Indians and Eskimos in the Northwest Territories are of either of these faiths. All schools operated in conjunction with hostels will be operated by the Government through the Department of Northern Affairs and National Resources which, on April 1st, became responsible for Indian as well as other education in the Northwest Territories.

In order to provide the necessary school and hostel buildings, a construction programme is planned extending over a six-year period. Since the provision of more adequate primary education is most urgent in the Mackenzie Valley, most of the construction will take place there during this six-year period. At a later date, similar facilities will have to be provided in other areas where the immediate urgency is not so great.

Day Schools now exist in all the localities where the new hostels will be built. The programme provides for the construction of hostels and schools at Fort McPherson, Fort Smith, Fort Simpson and Aklavik in the Mackenzie District and at Frobisher Bay on Baffin Island. It is expected that some of the initial construction of the new schools and hostels at Fort McPherson and Fort Smith will be commenced in 1955 with the projects to be completed in 1956. In other centres the construction of new schools and hostels will be completed in the following four years.

In addition to providing increased facilities for primary education, it is planned to provide vocational training facilities for children who are capable of learning skilled or semi-skilled occupations. At present there are no such technical or vocational training schools in the Northwest Territories and such schools will be established at Aklavik, Yellowknife and Frobisher Bay between now and 1961. With the training provided in these institutions, Eskimo, Indian and other children will be in a position to take up new employments and to participate in the increasing economic development of the North. The hostels to be operated by the churches at Aklavik and Frobisher Bay for Indian and Eskimo children receiving primary education will also accommodate any children from outside areas attending the training schools or high schools at these

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centres. At Yellowknife the plans call for a non-denominational hostel to be operated by the Government to accommodate children from outlying areas who will attend the Federal vocational training school and high school.

All the new schools and hostels will be financed by the Federal Government which will pay all costs with respect to the education and training of Indians and Eskimos since they are a federal responsibility. The Government of the Northwest Territories will be asked to finance a share of the cost of construction and operation of the hostels and schools in proportion to the attendance of children who are other than Eskimo or Indian. The new programme will provide for the enlargement of existing Federal Day Schools at Fort McPherson, Fort Smith and Fort Simpson with a new Federal School being built at the new site of Aklavik. All these schools, will be attended by the children from outlying points who are resident in the hostels as well as by all the children whose homes are in the settlement. Both the Federal and Territorial Governments feel it is most important to avoid racial segregation in the schools of the Northwest Territories and the intermingling of the pupils in the new consolidated schools will have important social and psychological advantages for all concerned.

Work has already begun on the preparation of special curricula for Indian, Eskimo and other children specially suited to the natives and conditions of the Northwest Territories. Special emphasis is being placed on the development of a curriculum suited to those children who will not go beyond grade school. In conjunction with the regular academic course, these children will be trained to fit into the types of employment that are likely to be available in the Northwest Territories and which do not require advanced general education or specialized vocational training.

Provision has already been made for extensive student-aid training grants, both by the Government of the Northwest Territories and the Federal Government to provide technical and vocational education in fields of employment for which training facilities are not provided at the present time in the Northwest Territories. This will continue, but it is expected that as the new programme develops that most of the necessary vocational training facilities for both children and adults will be provided within the Northwest Territories. The Government of the Northwest Territories has also announced recently a new scholarship plan which will pay for the costs of university training up to a maximum of four years for highly-qualified academic students.

It is expected that with the provision of extended and enlarged educational facilities in the Northwest Territories, the increased emphasis on vocational training and further assistance to worthy students, that the Northwest Territories will have an educational programme of which it can truly be proud.

## Document Separator

Item no. AHU-000022[000-000]

Sent

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630/105-7

Ottawa, 4 July, 1955.

Memorandum for Mr. Fraser,  
Chief, Territorial Division.

Will you please prepare a memorandum to the  
Deputy Minister, and a reply to Mr. Parker's letter of June 27th.

I think we should definitely say that we will proceed with the proposed school, and that it will offer vocational training courses and the academic course in Grades X, XI, and XII. All courses will be available to students living in the hostel and to students living in Yellowknife. It is our intention to have the school in operation on September 1, 1957, and the Public School District can base its plans on this.

In our note to the Deputy Minister, I think we ought to give him some statistics about anticipated attendance in 1957 in grades X, XI, and XII. Using figures which are now available in Ottawa, can we state the number of students resident in Yellowknife on September 1, 1957, in each of grades X, XI, and XII, separately for students whose parents support the Public School District, and for children whose parents support the Separate School District. I think that this will show that only a very small number of students will be provided for in these grades other than through the proposed school, even though the Separate School District continues to offer facilities in these grades.

I think we need say nothing about the administrative question as to whether, in the event the Separate School Board continues to teach these grades, we will make grants in aid of such teaching.

F.J.G. Cunningham

F.J.G. Cunningham,  
Director.

RG 85, Vol. 708, File 630/105-7, pt. 1,  
High School Facilities - Yellowknife  
(Public & Separate Schools),  
1955 - 1958,  
National Archives of Canada

AHU-000022[000-000]

1 of 1

## Document Separator

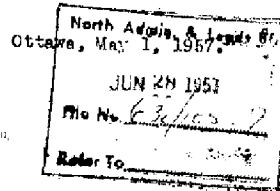
Item no. AHU-000023[000-000]

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DEPARTMENT OF PUBLIC WORKS



Mr. F.J.G. Cunningham,  
Director,  
Administrative Offices,  
Dept. of Northern Affairs,  
Ottawa.

Dear Mr. Cunningham:

Re - High School and Hostel Project -  
Yellowknife, N.W.T.

A contract has been awarded Messrs. Burns  
and Dutton Concrete and Construction Co., Ltd., Edmonton,  
Alta., in the amount of \$1,884,550.00 for the construction  
of a High School and Hostel at Yellowknife, N.W.T., for the  
Department of Northern Affairs and National Resources.

The specification calls for completion of the  
work on or before July 1st, 1958.

Yours very truly,

(sgd) H.L. Maser,

for E.A. Gardner,  
Chief Architect.

## Document Separator

Item No.                      NWT-000023[000-000]

FORT SMITH, N.W.T.

AUG 19 1957

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CANADA

DEPUTY MINISTER

OF

NORTHERN AFFAIRS AND NATIONAL RESOURCES

100/12-1  
Ottawa, 12th August, 1957

MEMORANDUM FOR THE MINISTER

School Arrangements at Fort Smith, N.W.T.

Background

From the legal and constitutional point of view, the Federal Government is responsible for the education of Eskimos and Indians living in the Northwest Territories, and the Territorial Government is responsible for the education of other residents. Responsibility for the education of Indian residents, under the Indian Act, with the Department of Citizenship and Immigration. Although Eskimos are, by court decision, "Indians" in so far as Federal jurisdiction under the British North America Act is concerned, they are specifically excluded from the operation of the Indian Act. By decision of a former government, responsibility for Eskimos, including their education, rested with the Department of Northern Affairs and National Resources.

Prior to 1947 neither the federal government nor the territorial government made any effort directly to discharge their respective responsibilities for education in the Territories. With the exception of the settlement of Yellowknife, where a school district had existed since 1939, neither government had any schools in the Territories. The only way in which either government discharged its educational responsibilities was by payment of grants to churches which provided school facilities, and by payments toward the maintenance of children attending church residential schools. With the sole exception of Yellowknife, the direct provision of schoolroom facilities and residential accommodation for students was made by the Roman Catholic and Anglican churches. Beginning in 1947, the federal government began to develop a system of Federal day schools. Since that year, whenever a new school has been established in an area where there has previously been none, it has been a Federal day school, built and operated by the federal government.

File Source: GOV. OF NWT (E.S.)

000023 [000-000]



Between 1947 and 1955 such schools were provided by the Department of Northern Affairs and National Resources for Eskimos and by the Department of Citizenship and Immigration for Indians. In the schools so provided, children whose education was a territorial responsibility (i.e. - non-Indian and non-Eskimo) were also taught. This was by arrangement between the Government of the Territories and the federal government. Originally the Territorial Government paid to the federal government fees for each child for which the Territorial Government was responsible, based on the estimated per capita cost of operating schools in the Mackenzie District. In 1955, however, the Territorial Government also commenced paying a similar pro rata portion of the capital cost of new school facilities.

In addition to the policy of providing federally owned and operated schools which began in 1947, there has been in existence also an informal policy under which, as old mission schools became worn out, the federal government has refused to contribute to the cost of new mission schools to replace them.

Because of the deficiencies in the type of education given in residential schools by the missions, the previous government in 1955 decided upon a radical change in policy with regard to residential schools. Briefly, it was decided that over a period of years existing residential school facilities, which had been constructed and were operated by the missions with assistance from the federal and territorial governments would be systematically replaced by new federal schools and children who had to be brought from remote areas for education would be housed in federal hostels, the hostels to be operated by the two churches mentioned above as managers for the federal government. This new policy is fully described in a Memorandum for the Cabinet dated March 4, 1955, (copy attached). The policy recommended therein was accepted by the previous government, by the Government of the Northwest Territories, and by the church authorities concerned.

Under the new policy, hostels are in various stages of planning or construction as follows:-

Port Smith - initially 200 R.O. children, mostly Indian; later 400.

Port Simpson - 2 hospitals; 1 for 150 R.O. children, mostly Indian;  
1 for 50 Anglican children, mostly Indian.

Port Kaituma - 1 hospital for 100 Anglican children, mostly Indian.

Bellevik - 2 hospitals; 1 for 250 Anglican children, mostly Indian and  
1 for 250 R.O. children, mostly Indian and Eskimo.

Yellowknife - 1 hospital, non-segmentational, for 100 children of all  
racial groups in the northern part of the Territories,  
requiring high school or vocational training.

Woodsbush Island - 1 hospital to be bought from the Roman Catholic  
church and completed for 75 R.O. Eskimo children.

Prosser Bay - 1 hospital for 200 Anglican Eskimo children.

At least two more hospitals for Anglican Eskimo children in the Eastern  
Arctic are likely to be required.

#### Racial Problems

One important consideration in working out the new policy was  
the desire to get a single system of schools for children of all races.  
This was thought desirable for two reasons: it enabled greater economy  
of effort and more efficiency in a region of very sparse and mixed  
population; and it would remove any element of segregation on a racial  
basis.

To carry this through, an arrangement was worked out with the  
Department of Citizenship and Immigration to take over its responsibility  
for education of Indians in the Northwest Territories. By agreement  
dated the 14th day of February, 1955, between the Commissioner of the  
Northwest Territories and the Minister of Citizenship and Immigration  
(copy attached) it was agreed that educational facilities for Indian  
children should no longer be provided separately by the Department of  
Citizenship and Immigration but would be provided by the Commissioner  
of the Northwest Territories. He, in turn, entered into an agreement  
with the Minister of Northern Affairs and National Resources for the  
education of the children for whom he was responsible including Indian  
children in federal day schools. Thus the federal day schools estab-  
lished and operated by the Department of Northern Affairs and National  
Resources became the medium through which universal education could be  
given to all children resident in the Territories.

One compelling factor was that under the Indian Act the Minister of Citizenship and Immigration is legally obliged to observe certain religious obligations in providing education for Indian children. Section 17 of the Indian Act states:

"Every Indian child who is required to attend school shall attend such school as the Minister may designate, but no child whose parent is a Protestant shall be assigned to a school conducted under Roman Catholic auspices and no child whose parent is a Roman Catholic shall be assigned to a school conducted under Protestant auspices except by written direction of the parent."

Under this section, the policy of the government has been to provide denominational schools for Indians throughout Canada. The schools are, in most cases, for Indian children of a single faith and the teachers (hired by the government) are of the same faith. Where local situations require schools to be mixed, the teachers are of the faith of the majority of the people.

Because of the necessity for maintaining a system in which the special considerations applicable to Indians would be met, and because of the substantial vested interest which the churches had acquired in the field of education in the Territories, a compromise had to be made in the Northwest Territories between the secular and religious attitudes towards education. As a result, it represented the most in the way of accommodation that the then Minister of the Department of Northern Affairs and National Development could persuade Roman Catholic authorities to accept. It was agreed that in one-room schools the teacher would, where reasonably possible, be of the same faith as the majority of the children in the school. "Fellow" for this purpose means Roman Catholic or Protestant. It was also agreed that in multiple-room schools, the teacher for each room would, where reasonably possible, be of the same faith as the majority of the students in that room. Similarly, it was agreed that where all the children were Roman Catholic, the teacher would be a fully qualified member of a religious order who could wear vestments and cross in class and that in such cases (i.e., - 1928 Catholic pupils) there could be displayed religious pictures and emblems. It was also agreed that where a class was wholly Roman Catholic, the

reader used to teach reading in elementary grades could be a Catholic reader from a list of readers recommended by the Department's educational officers and approved by the Commissioner (a custom common in the Provinces), and that where there were a minority of Protestants in the class the Catholic readers could be used as a supplement to the non-denominational series, for Catholic pupils only.

During negotiations with the churches regarding the new programme, individual compromises were occasionally made to meet the special need of certain communities. For example, the concept of a "combined school" was adopted under which an existing Roman Catholic mission school and an existing Protestant mission school or federal day school in one community were to be combined in a school with common administrative facilities and two instructional wings, one being Roman Catholic and the other Anglican or non-sectarian. Application of this principle is to be found in the programme for Fort Simpson and Aklavik, as appears from paragraph 14 of the Memorandum presented to the Cabinet on March 4, 1955.

In the places where hostels are being built, the result will be to have large numbers of Indian (or Eskimo) pupils of one faith (or two) in residence, plus a number of local pupils of two or three races and all mixtures. At Aklavik and Fort Simpson, where hostels for children of both religions are being built, there will be a substantial number both of Protestant and of Catholic pupils. It was agreed that in these places the school should have two wings: one for Catholic pupils in Grades 1 - 9, and one for Protestant pupils in Grades 1 - 9. In Aklavik Grades 10 - 12 will also be taught, and there will be no religious separation in these grades.

In Fort McPherson the settlement and hostel are solidly Protestant, and Frobisher Bay will be overwhelmingly so. Chesterfield Inlet is almost solidly Catholic. These places present no serious problem.

Fort Smith is the difficult case.

#### Arrangements Planned for Fort Smith

Fort Smith is virtually 100 per cent Catholic so far as the Indian and mixed-blood population is concerned. Until the last twelve

months, the Protestant element has been mainly government employees and their families, plus a few merchants and their families. To indicate the proportion, with the 200 child hostel in operation, the school enrolment in 1957-58 is expected to be 484: 437 Catholic and 47 Protestant. In short, the Protestant element will be 9.7%.

With these figures, it was clear that there could not be separation into two "wings". There will only be 3 - 5 Protestant pupils in each grade. The arrangement worked out was, therefore, as follows, -

- (a) A single school for all pupils in Grades 1 - 9, and a small high school (actually the present federal day school building) for Grades 10 - 12.
- (b) All teachers in the grade school to be Catholic; teachers to be mixed in the high school.
- (c) Where there were two or more rooms for a single grade, the Protestants would all be put in one room (i.e., say 4 Protestants plus 23 or 24 Catholics), and the other room or rooms would be solidly Catholic. In the "Catholic" rooms there could be religious garb, ornaments and Catholic readers. In the "mixed" rooms, no religious garb, no ornaments, and Catholic readers only as supplementary readers for the Catholic pupils.

As the time approaches for the opening of the Fort Smith school, rumours have been circulated throughout the community that the new school is to be a "Catholic" school, that it is to be operated by the Roman Catholic church, and so on. As a result a petition has been received, dated July 11, 1957, and signed by 109 people purporting to be Protestant parents of Fort Smith school children (copy attached). The signatories to this petition express themselves as being under the impression that the school will be "a Roman Catholic Residential School". The petition also contains a recital that the school "is being staffed with Roman Catholic teachers". This is correct as to the grade school except that one Protestant teacher who has been in Fort Smith for some time is being kept on; it is not correct as to the high school. The petition also recites that the school "is to have a distinctly Roman Catholic atmosphere". This is true to a certain extent as indicated above. There will, however, be little if any of such "atmosphere" in

the rooms Protestant children are in. In the operative part of the petition the signatories "serve notice that we will not permit our children to attend the said school". A check has been made of the 109 signatories; of the signatories, 49 are believed to have no children at all. A thorough check of records available to the Department indicates that those who are known to have children are only 32 in number, but have 35 Protestant children of school age out of the total anticipated Protestant attendance of 47. This petition was forwarded to the Minister by Mr. [REDACTED] with a covering letter dated July 25, 1957, (copy attached).

A public meeting was held at Fort Smith on July 23. As a result a resolution was passed dated July 24, 1957, and sent to the Minister of Northern Affairs and National Resources over the signature of Mr. [REDACTED] Chairman of the meeting (copy attached). One of the recitals to the resolution alleges that "the system of federal public schools in the Northwest Territories has been abandoned in favour of a policy fostering religious segregation and discrimination". This is not correct. The present policy represents an effort to bring together in one school all the children who require education. The "concessions" toward religious denominations are the least it was found necessary to grant having regard for the general federal policy on Indian education and the very strong views of the Catholic church especially in this regard.

The resolution also recites that "the choice of teachers for the majority of schools in the Northwest Territories is based, first, upon the religion of the applicant, and only second upon their teaching qualifications". This is not correct. The first consideration is teaching qualifications and no person is appointed who does not possess acceptable qualifications. Among available teachers who are so qualified, those chosen for various schools or school rooms are of the same faith as the majority of the children whom they are to teach, in so far as this is reasonably possible. Other statements in the recitals have no policy significance.

Based on these recitals, the resolution urges eight points, principal of which are that education should be non-denominational in every respect and that a senior representative of the Department of Northern Affairs and National Resources should clarify the Fort Smith situation.

Mr. John Parker of Yellowknife, an elected member of the Northwest Territories Council and a leading citizen of the Territories, attended the meeting on July 23. He has written advocating the view that educational policy should be left to the Council to determine as a purely territorial matter. He would favour, in such policy, the prohibition of any request to denominational questions in schools in the Northwest Territories, except where a group establishes a Separate School (as at Yellowknife).

#### Policy Considerations

The general observations may be made:

- (1) The federal government, whose primary responsibility in the Territories relates to Indians and Eskimos, has responsibilities under the Indian Act which make it impossible for it to make its federal schools in the Territories completely non-denominational, or to have Indian education completely subject to territorial decision in this regard, unless the government is prepared to change the present policy with regard to Indian education generally throughout Canada.

- (2) The educational responsibilities of the Territorial Government are limited to residents other than Indian and Eskimo, and the Council of the Northwest Territories, and, therefore, pass Ordinances only with regard to the education of such children. The Council is entitled to provide completely non-denominational education for children other than Indians and Eskimos. However, unless the federal government changes its policy with regard to Indians, the arrangement for integrated Indian and non-Indian education would have to come to an end. This would add to costs of education, lower the standards that could be provided, and introduce racial segregation.

In all the circumstances, it is difficult to suggest any changes in the immediate policy and arrangements for Fort Smith that would achieve more general acceptance. Adjustments that would go some distance to meet the Protestant views would almost certainly be quite

unacceptable to the Catholic population. The Catholic parents have already held a meeting and passed resolutions to emphasize their views and to assert their claims as the overwhelming majority.

The only thing that might be advanced that would make the situation more palatable to both sides would be a proposal to regard the immediate arrangements as temporary and to move toward separate Catholic and Protestant rooms in the lower grades as soon as there are enough Protestant children. Fort Smith is now growing very rapidly, and present estimates are that by 1961 there may be 178 Protestant children of school age. By that time the total school population is estimated as likely to be 1060 and 20 new school rooms will be added. These could be provided in a new building alone to the 14 room school now under construction. If the forecasts are correct, 8 of these rooms could be for Protestant children in Grades 1 - 9, and for those rooms Protestant teachers could be provided. There would thus be religious separation in Grades 1 - 9 (as at Ahlsvik) and joint education in Grades 10 - 12. This arrangement would be in accordance with the "combined school" concept described above.

The possibility of adopting a plan along the above lines was tentatively discussed by me with Bishop Trosellier when he was in Ottawa in May. The idea is fully acceptable to him and I think it would be regarded by Protestant parents as an improvement on the present proposed arrangements. It could not come into effect before about 1961 as there will not be enough Protestant children until about that time. However, the prospect might do much to make the present arrangements more palatable to Protestant parents.

I would recommend that either the Minister or a senior officer of the Department go to Fort Smith at an early date to meet the people and discuss the whole question, and that if an officer goes he be directed to explain the present proposal and to try to secure their acceptance, and also that he be authorized to raise for consideration a possible plan along the above lines for introduction about 1961.

R.S. Robertson,  
Deputy Minister.



## Document Separator

Item No.                      NWT-000714[000-000]

600-1-1

Ottawa, 12th February, 1958. P.B.

Memorandum for the Deputy Minister: *Not Recommended, Forwarded for information*

Re: Questions on Education Arising out of Construction Programme in 1957-58 and 1958-59

In your footnote to my memorandum of January 16 on the above subject, you raised the question as to whether schools in the Mackenzie District, towards which the Territorial Government made a contribution either to the cost of construction or operating expenses, should be called Federal Territorial Schools. Officers of this branch have discussed this matter and are of the opinion that the terms "Federal School" and "Federal Hostel" should still be continued in all schools owned and operated by the Federal Government.

Although the Territorial Government does make a contribution towards the cost of operation in all schools in the Northwest Territories where white children are in attendance, and makes a contribution towards the cost of construction of these schools in direct proportion to the number of white children who are attending, nevertheless the schools are still operated by the Federal Government. Administrative services for these schools are provided by the Federal Government, and all the buildings and equipment are owned by the Crown. Further, if the term "Federal Territorial School" is used, it will be difficult to determine which schools will be called Federal Territorial and which will be called Federal. If all schools towards which the Territorial Government contributes a portion of the operating costs are included, such schools as the one at Baker Lake and Frobisher Bay would have to be referred to by this term. One year there may be white children in attendance and another year not. So the school would one year be called Federal Territorial and another year be called Federal. If the schools towards which the Territorial Government makes a capital contribution are only included, then only a few of these schools, such as the ones at Yellowknife, Port Smith, Hay River and Aklavik, would be called Federal Territorial Schools.

... 2

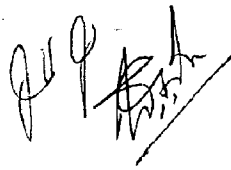
NAC-RG85 Vol. 1337  
600-1-1 Pt 12  
03/57 - 03/58

2.

If this line of reasoning is followed through, the Whitehorse school, towards which a federal grant is made, should be called a Territorial Federal School, and the Yellowknife Public and Separate Schools, towards which a territorial grant is given, should be called Public Territorial School and Separate Territorial School respectively.

Therefore, I am of the opinion that we should continue to refer to the schools in the Northwest Territories, owned and operated by the Federal Government, as Federal Schools.

B. G. Siverts,  
Director.



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600-1-1 Pt 12  
03/57 - 03/58

## Document Separator

Item no. AHU-000017[000-000]

OFFICE OF  
CHIEF ARCHITECT



REFER TO FILE NUMBER

746-1103

DEPARTMENT OF PUBLIC WORKS

OTTAWA, June 25, 1958.

311/105-26  
K1  
Mr. B.G. Sivertz,  
Director, Northern Administration & Lands,  
Department of Northern Affairs  
and National Resources,  
Ottawa, Ontario.

Dear Mr. Sivertz: RE: Yellowknife, N.W.T.  
School and Hostel

This will confirm our telephone conversation of  
June 24, 1958, in which you agreed that the following completion dates  
were acceptable to your Department.

School and Hostel	-	July 7, 1958.
Classroom Wing	-	July 13, 1958.
Gymnasium and Workshop	-	August 15, 1958.
Final Clean-up	-	August 31, 1958.

We are therefore arranging to grant permission to the  
Contractor to extend his completion date from July 1, 1958, to the  
dates mentioned above.

Yours sincerely,

Gordon B. Fritchard,  
for Chief Architect.

RG 85, Vol. 1293, File 311/105-26, pt.4,  
Federal Highschool (Building No. 26)  
Yellowknife N.W.T. - Construction &  
Maintenance,  
1957 - 1960,  
National Archives of Canada

AHU-000017[000-000]

## Document Separator

Item no. AHU-000016[002-002]

Copy for Mr. Sivertz

GC:gl

Ottawa, November 27, 1958.

Ted Horton, Esquire,  
Editor,  
"News of the North",  
Yellowknife, N.W.T.

Dear Mr. Horton:

Thank you very much for your letter of November 3rd with which you enclosed the entries received in the "Name the School" Contest sponsored by your newspaper. May I say first of all that I was most interested in noting the very extensive readership of the "News of the North", which is indicated by the widely scattered addresses of the contestants.

Let me say at once that I was most gratified at the enthusiastic response to this contest, and I am pleased to say that we have been able to select a winning name which will henceforth belong to the new Yellowknife School. There were a number of suitable suggestions but I have come to the conclusion that the most appropriate is the name "Sir John Franklin School". This name was suggested by two persons - both Yellowknife people. I was happy to note - Mrs. D.C. Spain, [redacted] Yellowknife; and Mr. E.J. Dagenais, Giant Mines. I would suggest that you divide the prize money equally between Mrs. Spain and Mr. Dagenais.

Two other persons suggested similar names and I think they might receive honourable mention in the pages of your paper. They are Barbara Parker, [redacted], Chibougamau, Que., who suggested "The Franklin Composite High School", and Bob Forrest of Yellowknife, who suggested "Franklin Consolidated".

.....2

- 2 -

I want you to know that we in the Department were most appreciative of your original suggestion that the federal schools should be more imaginatively named and of your public spiritedness in conducting this contest. It will, I am sure, be a source of satisfaction to you over the years to know that you were instrumental in giving the new school the honoured name it will bear.

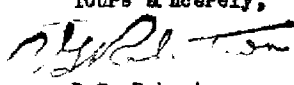
Your suggestion has had another by-product. We have decided that since the school is to be named after Sir John Franklin, who holds an important place in the history of the Yellowknife area, it would be fitting to name the hostel after Akaitcho, the Chief of the Yellowknife Indians who befriended Franklin and was responsible for saving the lives of his party on their return from the disastrous first overland journey to the shores of the Polar Sea. In his Journals, Franklin speaks very highly of the character and devotion of Akaitcho. It did seem to me particularly appropriate that this outstanding member of our native population should be remembered along with the white explorer to whom he rendered such valuable help. Together, these two men are closely linked with the early exploration of the Yellowknife area and its first claim to fame and world attention.

You will be interested to know that we plan to have suitable plaques prepared bearing inscriptions of the new names. I might just add that the Minister, the Hon. Alvin Hamilton, agrees that these two names, the Sir John Franklin School and the Akaitcho Hostel, are most suitable.

Would you please pass on warmest congratulations from Mr. Hamilton and myself to both Mrs. Spain and Mr. Dagenais, and our thanks to all those who sent in suggestions.

With kindest personal regards.

Yours sincerely,

  
R.G. Robertson,  
Deputy Minister.

cc: Mr. Sivertz  
Mr. Rowley



## Document Separator

Item no. AHU-000005[000-002]

cc: Mr. J. V. Jacobson for your information.

Mr. John Franklin S. Reed,  
Yellowknife, N.W.T.  
December 9, 1958.

MEMORANDUM FOR MR. J. M. BLACK.

Progress Report - Yellowknife Hostel.

Initial Period to New Year

The writer arrived in Yellowknife on July 21 to assume duties as Hostel Superintendent. At that time, the Hostel and Services buildings had been accepted by the Department of Public Works from the Construction Contractor. Due to the absence of other facilities, it was necessary to utilize the buildings for supplies, which created problems as the contractor had to have access to the buildings to complete listed deficiencies. As soon as practicable an office was set up at the hostel, and the process of organizing the services and facilities began.

Mr. Nisbet and Mr. Johnson, Stationary Engineers, were already on duty at this time; they were directed to learn the intricacies and operation of all equipment prior to the departure of the Electrical and Plumbing sub-contractors. In this way numerous operation problems came to light and were corrected. Our engineers have remained alert and diligent to seek out and correct equipment operation problems and to keep the facilities in operation and repair.

As time advanced into August, the appointment and arrival of the staff became a matter of much worry accentuated by a dearth of information from head-office. A Civil Service selection board was held here about mid-August which resulted in the selection of head Matron, 2nd Cook, Laundry Worker, two caretakers and janitor. Among these Mrs. Blencowe, Matron, was unable to report for duty until mid-August, and steps were successfully undertaken to obtain the services of Miss H. Sorden, of the Coppermine Tent Hostel--for the interim period.

The first student arrived August 29, and thereafter, groups arrived from Fort Resolution, Hay River, and Fort Smith. The arrival of the students in comparatively small groups, afforded opportunity to initiate and test hostel routine and to establish desirable rules and restrictions. Our philosophy and effort has been directed to making living in the hostel as homelike and happy as possible realizing that a high percentage of the students would be coming from areas and homes where they were subjected to a minimum of discipline. Through a series of adjustments, the average daily time table of the students is as follows:

6:30 a.m.	- Students on Breakfast detail rise, wash and report to Chef by 7 a.m.
7:00	- All students rise.
7:30 - 8:00	- Breakfast.
8:00 - 8:25	- Work details
8:30 - 11:30	- Classes.
11:45 - 12:30 p.m.	- Lunch.
12:30 - 1:00	- Free Period. (smoking, recreation room)
1:00 - 3:30	- Classes.
3:30 - 5:00	- Free Period. (In this period students are free to visit town for shopping, etc.)
5:00 - 5:30	- Dinner.
5:30 - 6:00	- Free Period. (smoking, recreation room)
6:00 - 7:30	- Study Period
7:30 - 9:30	- Free Period (recreation room, gym etc.)
9:30 -	- To Dorm for quiet hour.
10:30 p.m.	- Lights Out.

RG 85, Vol. 708, File 630/105-7, pt. 3,  
High School Facilities - Yellowknife  
[Public & Separate School],  
1958-1959,  
National Archives of Canada

AHU-000005[000-002]

On Friday and Saturday evenings the students have the period 6:00 to 10:30 as town leave to attend movies and for other purposes. In the case of students over 18 years of age the Saturday and Friday Free period extends to 11:30 p.m. At the time this extensive town leave was initiated, it was clearly explained that leave depended upon the conduct of the students. In general this has been a satisfactory arrangement, and only in a few instances has it been necessary to have town leave privileges withdrawn.

It is now proposed to pursue this report under specific headings.

#### Acculturation:

This is chosen as the first topic for it permeates all activities of the hostel. The placing of the students in the Dormitory rooms followed naturally according to group arrivals, so that, in general, room mates were from the same home communities. There have been numerous deviations from this at the request of students who later found congenial comradeship with other students and mutually wished to room together. At the time of writing the students are mixed quite widely as to room occupancy; and grade standing or training interest has become the basis of room assignments. Work details are allotted on an undetermined round robin arrangement, and not infrequently the sophisticated students from Hay River, and Fort Smith are on work details with students from Good Hope, Simpson, Fort MacPherson or Aklavik. Thus while daily comradeship falls naturally to culture selection, the daily physical programme of the hostel proceeds smoothly in the desirable atmosphere of full integration. This is very much in evidence in our cafeteria. During the first week of September then only a few students resided in the Hostel--the students and staff dined in the Staff dining room. As the student body grew and it became necessary to operate the cafeteria, it was directed that the Staff dining room be closed and staff and students remove to the Cafeteria together. This policy has carried through to date, for while the Staff dining room has been reopened for staff use, a staff table is maintained in the cafeteria, and without any scheduled arrangement, staff members use the cafeteria with the students. This has resulted in the establishment of good conduct in the cafeteria without any ostensible supervision. Another commendable feature of the cafeteria, is that the students choose tables without assignment, so that tables are occupied in a mixed fashion without regard to cultural status, colour, creed or sex.

#### Hostel Student Council

Early in our operation a students council was formed. Initially this was a group of six students selected on a temporary basis, until such time as a full student body could hold a representative election. The first undertaking of the selected Council was to provide a weekly column for the local paper. Internal and external interest in this column has been gratifying. Soon after our full contingent of students had arrived, an election of a proper students council was held. Actually Boy's and Girl's Dorm councils of four members were separately elected, and the combined Dorm councils form the Hostel Students' Council. The Dorm councils have been given some jurisdiction in the listing of work details, dormitory cleanliness and care, and in a few cases disciplinary measures have been referred to their action. The Hostel students council continues to produce the Student's column, takes active participation in the arranging of dances, and recreation; represents the students in bringing problems to the attention of the staff. A soft drink dispensing machine has been acquired on a rental purchase basis which, when purchase payments have been completed, shall result in a desirable income for the council. It is planned that the council will gradually increase directive participation in the Hostel activities, rules, and student affairs.

#### Guidance

An essential feature of a hostel programme is to provide guidance and counselling services for the resident students. Unfortunately due to the inadequacy of our staff establishment and the time demanding duties of all staff members, only a limited counselling service could be undertaken, and this, more as situations demanded, rather than on a desirable scheduled basis. Although the hostel must operate as a unit with regularity and smoothness, it is composed of upwards of ninety teen age individuals, so that staff members are daily confronted with innumerable new and recurring personal difficulties and problems.

of the students--all of which require time and patience for adequate adjustment. The supervisory staff--Boy's and Girl's supervisors, Warden and Superintendent--have been unable (although hours of off duty time has been freely contributed) to provide the time to satisfactorily cope with these matters. It is manifestly requisite that two new positions (Assistant Boy's and Girl's supervisors) be established. I have hesitation in using the adjective assistant for the qualifications and stipend of the position should be equal to and not lower than that of the supervisors.

#### Town Contacts:

This topic naturally follows that of guidance, for certainly the adjustment of inexperienced Indians, Eskimo, and Metis, into a community such as Yellowknife, is demanding of guidance and counselling services. These young people bring their habits and behaviour with them as demonstrated by their tendency to wander the streets aimlessly rather than remain at the hostel where entertainment and occupation can be provided. As is the situation in smaller northern settlements, they regard restaurants and cafes as community social gathering places, rather than the hang-out of undesirable and unprincipled characters. Thus without supervision and counsel they are easy victims to misguided and undesirable men. Upon the arrival of the young people from down the Mackenzie, we had a number of cases of drunkenness. These situations were thoroughly investigated and in all cases taxi drivers were involved in the supplying of the alcoholic drink. With the excellent co-operation of the R.C.M.P. considerable pressure was placed on the taxi company personnel, so that although evidence for prosecution could not be gathered, the taxi drivers carefully avoid supplying drinks to our students. In recent weeks there has been no problems with drinking among the boys, a happy situation aided, no doubt in some measure, by the dwindling of student funds. Drunkenness has not been confined to the boys; on three occasions girls have returned from town inebriated. These situations have been pursued and are being investigated by the R.C.M.P., and it is expected that prosecutions shall in due course result. Eight girls have had town leave cancelled indefinitely, with the proviso that supervision will be provided at specified times for trips to town for shopping, etc. Also, Betty's Cafe--of ill repute locally--has been placed out of bounds. It would appear that at the time of writing, the situation with respect to town contacts is well in hand.

In contrast to the above unhappy outline, a high percentage of the hostel students have created a favourable impression in Yellowknife and have been verbally represented by citizens as good example to local teenagers in conduct and deportment. Certainly a better guidance and counselling service--which would be made possible by the recommended increase in staff--could enable us to divert the gravitational tendency of Indians, Eskimo and Metis, to drift into undesirable contacts with elements in the Old Town.

It is not necessary to comment on the relationship between the day and Hostel students, and with the opening of the Curling rink and Arena a wider phase of participation in town activities can be expected to develop.

#### Recreation:

The Hostel students participate freely in basketball, badminton, callisthenics and other gym activities. There is wide use of the hostel recreation rooms where table-tennis, horseshoes, checkers and cribbage are popular. Each evening at 7:30 the folding partitions are opened so that the cafeteria and recreation room become a large entertainment area. Girls and Boys participate together in the various games, and the evening periods have been popular and successful. Two dances have been held in the Hostel to which outside visitors were invited. These were successful events with Orchestra and luncheon. Curling and skating activities have been organized, while Christmas Holiday activities are being arranged. There has been ready response by Yellowknife families, Staff of Northern Affairs, and other Civil Service personnel, to provide personal presents for students who will be with us over the holidays.

#### Health:

This year has produced more sickness than usual in Yellowknife, and in view of this the hostel students have come through quite well. There have been a number of cases of

mumps: gastric flu has made visitations: and the expected complaints of head aches and colds have caused school absences. One of the boys, [redacted] of Tuktuk, has been in hospital for the past ten days with Rheumatic fever. His case fortunately is not severe.

The medical and dental examination of the students has been completed by Dr. Stanton, in conjunction with our matron and the community nurse. These examinations revealed a number of minor situations for our nurse's attention, some very serious dental conditions, and one pregnancy of pre-arrival origin. [redacted] the lady involved, is returning to Aklavik this week as directed. Although memoranda has already gone forward, I would like to repeat the desperate urgency that a dentist be provided to give dental attention to the hostel students. Recent check has shown weight and height increase of students to be satisfactory.

#### Study Periods:

A study period has been established between 6 p.m. and 7:30 p.m. each evening for every student. While this time has been closely adhered, it has not been possible to give satisfactory supervision and individual assistance. It is intended--that as tests reveal students who are lagging--they will be brought together in the reading room for special assistance. To date the evening study is progressed in the Dormitory rooms which adds to the problem of supervision and assistance.

#### Work Details:

All students participate in a revolving schedule of work details. These include care and cleaning of the cafeteria: duties in the kitchen: hall detail: recreation room detail: Dorm detail: and casual laundry assistance. Plans are underway to group the dorms into Houses which will compete for efficiency and class standing. The participation of students in work details is limited by out-of-class time available.

#### Clothing:

To date the purchase of clothing for students has not been extensive, for the clothing with which they arrived has sufficed. However, with the dawn of winter weather clothing purchases will of necessity be expanded. Parkas, Heavy trousers, Caps, Mittens, are items which many students lack. Every effort is being made to keep clothing purchases at a minimum, within a proper standard of appearance and comfort. In the purchase of clothing, the offerings of all local retail outlets are explored to obtain the most economical bargain possible.

#### Spending Allowance:

*One* The providing of a means for a spending allowance for the students is a most urgent matter. Many have no funds whatever, and this has been contributory to some troublesome petty thievery in the dorms where no locker facilities are provided. A requisition has gone forward to provide locks which can be installed on the built in dresser drawers.

#### Hair Cuts:

With the vanishing of student funds the matter of hair cuts has been a problem. An arrangement has been devised whereby the local barbers accept a hair-cut card signed by the Hostel Superintendent. These cards are to be accumulated and returned with statement each month.

#### Kitchen:

The staff establishment for the hostel kitchen allows for a 1st and 3rd Cook. To provide a workable kitchen operation, it has been necessary to arrange casual labour: help of two positions. This arrangement is working well, and manifestly the positions shall be permanently needed.

It has been recently initiated that the Chef provides a weekly menu to the Superintendent

and Matron. These menus are reviewed to see that a variety and adequate diet is maintained.

Supplies are ordered by the Chef through the Superintendent's office. Accounts are closely checked by the Chef and Superintendent after which they are submitted to Ottawa for payment.

Staff Meetings:

Meetings of the staff have not been held with regularity, due to the diversity and mobility of problems and duties. Crash meetings have been held from time to time, which have successfully dealt with specific problems. As is to be expected in the bringing together a workable team from scattered areas, staff relationship has necessitated much adjustment. There is evidence of satisfactory and continued improvement.

Appraisal:

In summing up to date, progress at the hostel has been satisfactory in the opinion of the writer: we have good relationship among the students; generally good understanding between students and staff; and a noticeably improved relationship among staff members among whom strains and tensions were in evidence for a time, being the products of demanding duties and trying hours. The necessity of an increase in staff establishment has been forcibly demonstrated to provide adequate guidance and counseling services, and to allow a measure of supervision for students on town leave. We have an active and interested students council, some members of which have shown capacity for leadership and responsibility. The routine of work details, study periods, and free time, are well established, and improvement is expected from the early introduction of Dorm group Houses with attendant competitive stimulus.

Through the efforts of our engineers there has been an improvement in the operation of the hostel facilities and equipment, the furnaces have operated well although changes in fuel delivery to dormitory furnaces is a matter of prime importance. The hostel laundry has developed to creditable efficiency.

The health of the students has been all that could be expected in view of the many illness by which Yellowknife in general has been plagued. Periodic checks have shown steady increase in height and weight of a high majority of our residents.

We have been confronted with problems of liquor and drunkenness from students well acquainted with these in their home communities. It would seem that--through the co-operation of the R.C.M.P. and stern measures of our own--progress has been made to have this problem diminished from a major to a minor matter.

We have granted wide freedom to students on town leave. A large percentage have not abused this privilege; and for those who have, we have made progress in establishing satisfactory preventative measures through prolonged detention periods; and in serious cases, indefinite detention--unless supervised--has been imposed.

Complete religious freedom has been the rule in the hostel. There has been a creditable regularity in attendance at church and religious functions; and vocal criticism of our operation by religious interests have been of a minor and sympathetic nature.

We have had a number of problem students in our midst. Because our institution was not established to handle delinquent cases, and due also to our limited staff, our success in dealing with problem students has been low. One Eskimo was returned to Cambridge Bay; two Dog Rib Indians were returned to Lac La Martre; an Eskimo adult was dismissed to Fort Smith; and recently an Eskimo lad was turned from our responsibility. These were all problem cases and it is recommended that greater care be exercised in selecting students for the hostel. It is entirely improper to place delinquent and immoral people among wholesome, developing teenagers.

- 6 -

This concludes this report: no effort has been made to cover the hostel operation in detail, but rather to give an outline of the gradual development to date.

*A. J. Boxer*

A. J. Boxer,  
Hostel Superintendent.

AJB/pm

## Document Separator

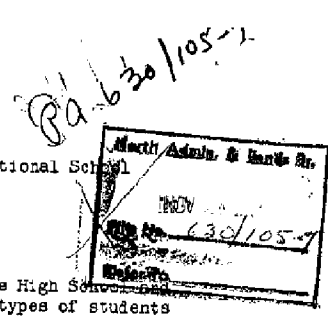
Item no. AHU-000013[000-000]



Yellowknife Composite High School and Vocational School

Proposed Program

1958-59 Academic Year



I Type of Courses: The Yellowknife Federal Composite High School and Vocational School will offer instruction to three types of students as follows:

- Type A - Those students requiring instruction in high school subjects in Grades 10, 11 and 12.
- Type B - Students, age 13 and over, who for one reason or another are not at a grade level appropriate for their ages.
- Type C - Adults and students receiving instruction in vocational subjects.

II High School Courses (for Type A students) - For this group instruction will be offered in four different patterns as follows:

- (1) The Academic Pattern resulting in a high school diploma which will enable students to gain admission to a particular faculty of the university of his choice. The subjects taken by such students will be the compulsory subjects (constants) as outlined in the senior high school handbook, with the majority of electives being in mathematics, the sciences and foreign languages. It will be possible for such students to "round out" their programs with commercial and technical electives.
- (2) The Commercial Pattern resulting in a high school diploma which will enable the student to obtain employment as a stenographer, clerk, typist or office worker as soon as he completes high school. The subjects taken by such students will be the compulsory subjects (constants) with the majority of electives being commercial courses.
- (3) The Technical Pattern resulting in a high school diploma which will enable the student to proceed to a technical or vocational school or university specializing in the field related to the courses taken. The subjects taken by such students will be the compulsory subjects (constants) with the majority of electives being in Technical and related subjects.
- (4) The Home Economics Pattern resulting in a high school diploma which will enable the student to proceed for further advanced training in a related field or to become a home maker. Subjects taken by such students will be the compulsory subjects (constants) with a majority of electives being in the field of home economics and related subjects.

III Tentative Outline of Courses (1958-59 only) - It should be noted that Commercial and Technical electives in Grades 11 and 12 which have prerequisites cannot be offered in 1958-59. Grade 11 courses in these electives will be offered in 1959-60 and the full commercial, technical, and home economics programs will be offered starting in 1960-61.

- (1) Commercial: Grade 10 - Business Fundamentals 10
  - Record Keeping 10
  - Shorthand 10
  - Typing 10
  - Mathematics 11
- Grade 11 - Bookkeeping 20
- Office Practice 20
- Grade 12 - Business Machines 30

(2) Technical: (two Teachers)

General mechanics 15  
General mechanics 16  
Woodworking 10  
Electricity 10  
Automotives 10  
Metal work 10

(3) Home Economics:

Home Economics 10  
Fabric and Dress 10  
Food and Nutrition 10  
Child Care and Home Nursing 10

(4) Mathematics and Sciences:

Mathematics 10, 20, 30  
Science 10 and 20  
Chemistry 30  
Physics 30  
Biology 32

(5) English and Social Studies:

Language 10 and 20  
Literature 10 and 20  
English 30  
Social Studies 10, 20 and 30

(6) Other Electives:

Health and Personal Development 10 (constant)  
Physical Education 10 (constant)  
Two of: Music 10, Art 10, Dramatics 10  
One of: Music 20, Art 20, Dramatics 20  
French 20  
Latin 20  
Sociology 20  
Economics 30

Every effort will be made to obtain qualified teachers with specialized training to offer the high school courses. However, if fully qualified teachers cannot be found, or if there are insufficient registrations in any course, that course may be omitted from the program for any particular year.

IV Types of Teachers Required - a staff of eight teachers, including the principal, will be required to teach the Composite High School classes and the Opportunity Classroom. High standards will be set for these persons and it is expected that most of them will be Alberta trained so that they will be familiar with the program offerings. A minimum of three years' training (professional certificate) will be the basis of selection. The teachers required are as follows:

- (1) A commercial teacher, preferably one holding a senior certificate in commercial subjects.
- (2) Two shop teachers with Industrial Arts certificates, one to be a specialist in woodworking and related fields and the other in mechanics.
- (3) A Home Economics teacher with a senior certificate in Home Economics
- (4) A Mathematics-Science Teacher.
- (5) An English - Social Studies teacher.
- (6) A general teacher who can teach foreign language and the arts.
- (7) An "Opportunity Class" teacher.

One of the above teachers will be the principal and will teach only half-time.

V Need for Guidance - Students presently attending high school classes at Fort Smith, Hay River and Aklavik will normally continue to do so, except that it might be necessary for some of these students to commence or complete their high school program at Yellowknife where it will be possible to offer a much broader program than can be done in smaller high schools. A student, for example, wishing to take a full commercial program will not find it possible to do so at any of the small high schools. A careful guidance program must be worked out so that the students can be assisted in choosing the high school pattern he should follow. The needs of the individual must be considered first. It may be necessary for the guidance officer or principal of the school to recommend that the student attend the Yellowknife school rather than his own. If this becomes necessary, he should not hesitate to do so. Nevertheless, we are not anxious to deplete our existing small high schools, but careful consideration must be given to the needs of the individual in each case. All students at centres other than Fort Smith, Hay River and Aklavik who require instruction in Grades 10, 11 or 12 should be sent to Yellowknife for their entire high school program. In most cases the cost of the maintenance of the student and the cost of his education will be borne by either the Territorial or the Federal Government.

There have been some complaints from parents that N.W.T. students taking the Alberta High School program have been unable to obtain admission to certain faculties of universities in Eastern Canada. This is not the fault of the Alberta Curriculum. There are two facts that should be borne in mind:

- (1) Students, in consultation with and guided by parents and teachers, must make an early decision as to the university they plan to attend as well as the particular faculty. When this decision is made university calendars must be obtained and the pupil, with the assistance of the teacher, must plan his high school program so that he has the necessary pre-requisites to enable him to be admitted to the particular faculty of the university of his choice. The mere possession of a high school graduation diploma does not automatically qualify a student for admission to university. (This rule applies, regardless of the provincial curriculum followed.)
- (2) Small high schools cannot offer a full program which will enable the student to gain admission to all faculties of all Canadian universities. Students attending such schools can, however, take the additional courses required by correspondence.

VI Opportunity Class (For Type B Students) - Special courses will be offered for any student, age 13 or over, who for one reason or another is not at a grade level appropriate for his age. The main purpose of this program is to offer an accelerated course of instruction to give the student the necessary academic background to enable him to take vocational courses or to proceed to a technical school. The main subjects of instruction will be English, Mathematics and Science. In some cases the students will take technical or vocational courses concurrently with the academic courses.

Although most of the instruction for this class will be offered by the home room teacher, it is likely that some of the other teachers who have specialized training and experience, will give some of the instruction.

VII Vocational Classes (For Type C trainees) - These courses will be primarily for adults, or trainees who, for one reason or another, have left the regular school program. Such courses as are offered will vary from time to time both as to content and to length of the course offered. The key-note of this entire program will be flexibility. Unlike the courses being offered in high school subjects, instruction in vocational subjects will likely be conducted during July and August as well as during the rest of the year. Although the type and nature of courses offered to these trainees will vary from time to time, it is expected that instruction will be offered on a cycling basis in the four following fields.

1. Carpentry and building construction
2. General mechanics and welding
3. Commercial courses
4. Certain female trades.

Further details of these courses will be supplied at a later date. Mr. T. H. Taylor, Vocational Superintendent, will undoubtedly be visiting each area shortly, and with the assistance of Principals and Vocational Advisory Boards will be selecting trainees to attend the vocational courses.

In addition to the teachers outlined in part IV (whom it is expected will assist with some aspects of the vocational program as well as instructing in the regular school program) it is expected that there will be two vocational instructors employed, one qualified in carpentry and building construction, and the other qualified in general mechanics. These instructors will be recruited by the Civil Service Commission. It is hoped to have adult vocational evening classes as well as regular day classes for local residents of Yellowknife.

#### VIII Facilities for Instruction and for Maintenance of Students and Trainees

##### A. School and Vocational Centre:

- (1) Three standard classrooms
- (2) Standard classroom for vocational instruction
- (3) Social Studies classroom
- (4) Science room
- (5) Commercial room
- (6) Home Economics and Female Trades room
- (7) Library classroom with office and room for book storage and repair.
- (8) Gymnasium with stage and folding bleachers
- (9) General shop, divided into two parts as follows:
  - (a) Mechanics shop and machine shop with automobile hoist, grinders, steam cleaners, compressor, welding booths, etc.
  - (b) Woodworking shop with grinders, lathes, drill presses, jointers, planers, band saws, etc.
- (10) Staff room
- (11) Principal's office.

B. Hostel - This is in two different buildings (service building and dormitory) with connecting corridors. The hostel service building has the following facilities.

- (1) Kitchen and refrigeration space
  - (2) Dining room (cafeteria style)
  - (3) Recreation room
  - (4) Staff dining room
  - (5) Staff lounge
- ) These 2 rooms are separated from each other by movable folding partitions to enable these two rooms to be combined or to vary in size.
- ) These 2 rooms are separated by folding partitions to enable them to be used as one large room.

- (6) Medical examination room
- (7) Quiet study room
- (8) Nurse's office
- (9) Hostel supervisor's office
- (10) Laundry and sorting room
- (11) Janitor's workshop
- (12) Sewing room
- (13) Staff bedrooms
- (14) Staff common room.

The hostel dormitory building consists of twenty-six bedrooms for students and trainees (4 to each room). There are movable partitions in the corridors to enable the separation of the students' rooms by sex into different areas in this dormitory. A typical student's room has four maple top bunk beds, clothes closets with metal folding doors, individual built-in study desks with individual book shelves and lamps.

Girls' infirmary	Boys' lounge
Boys' infirmary	Bedroom for male supervisor
Girls' lounge	Bedroom for female supervisor

Standard facilities such as boys and girls washrooms, staff washrooms, heater rooms, storage rooms and locker rooms are provided in each of the different buildings.

IX How to Gain Admission to the Yellowknife Composite High School and Vocational School:

- (1) Students resident in Yellowknife - These students will automatically be admitted to high school courses, but pre-registration forms should be completed and forwarded to the Chief Superintendent of Schools at Fort Smith not later than June 15th.

- (2) High School Students from Other Centres (Type A students) - Students from outside of Yellowknife wishing to take high school courses in the Yellowknife Composite High School should complete the following forms:

- (a) Pre-registration form.
- (b) Application for admission to hostels and residential schools.

These forms should be completed and forwarded to the Chief Superintendent of Schools at Fort Smith not later than June 15th.

- (3) Type B Students - Such students who are not residents in Yellowknife should complete the following forms:

- (a) Application for Training forms
- (b) Application for admission to hostels and residential schools.

These should be completed and forwarded to the Chief Superintendent of Schools at Fort Smith not later than June 15th.

- (4) Vocational Trainees (Type C) - Persons desiring or recommended for admission to vocational training classes in the Yellowknife Vocational School should complete the following forms:

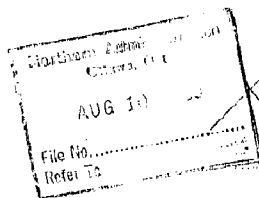
- (a) Application for Training forms
- (b) Application for admission to hostels and residential schools.

These applications should be completed and forwarded to Mr. T.H. Taylor, Vocational Superintendent, Fort Smith, not later than June 15th.

*J. V. Jacobson*  
J. V. Jacobson,  
Chief Superintendent of Education,  
Northwest Territories.

## Document Separator

Item No. NWT-000416[000-000]



1959-1960 Program

Inuvik, N.W.T.

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630/125-9

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September 1959 will see the completion of a three-year construction program at Inuvik in the Mackenzie Education District.

Inuvik School Facilities -

Total number of standard classrooms - 24

The following special facilities:

Auditorium-gymnasium, shops, library,  
Home Economic Laboratory, Social  
Studies classroom, Guidance suite,  
and Guidance classroom.

This school is built in a "T" formation with facilities used in common housed in the stem of the "T". The west wing houses 10 classrooms for Roman Catholic children. The east wing has 14 classrooms to accommodate Protestant pupils.

The auditorium-gymnasium is equipped with a stage, balcony, projection room, dressing rooms and storage space.

Instruction will be given in grades one to nine inclusive and will be based upon the Alberta curriculum with adaptations to suit the needs of those pupils who may be handicapped by reason of language difficulties or from other causes.

There will be a program of training in home-making for girls and shop-work for boys.

The Residence -

This is designed to hold 500 pupils. Each wing or block (one for Roman Catholic children and one for Protestant children) holds 250 pupils.

Each contains a service area with offices, recreation rooms, medical rooms, laundry, kitchen, students' dining-room, staff dining-room, staff bedrooms and common rooms, student study rooms, boys' and girls' dormitories each with washrooms, infirmaries, lounge and supervisor's quarters.

New Educational Facilities opened in 1958-59 -

Five one-roomed schools, located in the Arctic Education District, were opened in the fall of 1958. These were as follows:

Arctic Bay, N.W.T.  
K.R.P. (Rankin Inlet) N.W.T.  
Povungnetuk, P.Q.  
Resolute Bay, N.W.T.  
Spence Bay, N.W.T.

The following schools in the Arctic Education District were enlarged:

Rankin Inlet - by one room in September and a  
2nd room in April

Baker Lake - 1 additional teacher

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RG85 VOL 1443  
1. 630/125-9 vol. 1  
1956 - Dec 1959

000416 [000-000]

Probishier Bay - 2 additional teachers and a 4-roomed school which opened in January.

New facilities opened in the Mackenzie Education District include:

- (1) Sir John Franklin School and Akaitcho Hall at Yellowknife.
- (2) The Fort McPherson Residence.

The Sir John Franklin High School at Yellowknife, in addition to 10 modern academic classrooms, has a library, auditorium-gymnasium, fully equipped Home Economics and shops. The shop section is set up for courses in automotive mechanics, welding, metal working and woodworking. The Heavy Equipment Operators' Course, formerly located at Leduc, Alberta, has been transferred to Yellowknife.

The program is especially designed to give each student and trainee education and training according to his field of interest. Students are divided into three main groups:

- (a) Students whose abilities lie mainly in the academic sphere.
- (b) Students aged 13 and over whose interests and aptitudes are less directed toward the academic field.
- (c) Adults and teenagers requiring instruction in vocational fields only.

All high school students in the Northwest Territories, regardless of the district in which they live, are entitled to attend the Sir John Franklin High School.

The Residence - Akaitcho Hall (Yellowknife)

This consists of a Service Building with hostel offices, recreation rooms, medical rooms, laundry, kitchen, dining-room, staff bedroom, staff common room and student study-room - together with boys' and girls' dormitories each with washrooms, infirmaries, lounge and supervisor's room.

The newly opened residence at Fort McPherson is similar to that at Yellowknife, in that its facilities are equally as good.

Both residences are 100-pupil institutions and both were opened in September 1958.

Eskimo Enrolment in each School  
as of February 28th 1959.

<u>School</u>	<u>Eskimo Enrolment</u>	<u>School</u>	<u>Eskimo Enrolment</u>
Aklavik Federal (old)	53	Probishier Bay Federal	127
Aklavik Residential (RC) old	92	Great Whale	83
Aklavik Residential (Ang) old	75	Inuvik	18
Aklavik All Saints Hospital School (Ang)	18	K.R.P. (Whale Cove)	22
Aklavik RC Hospital School	7	Pangnirtung	20
Arctic Bay Federal	11	Fort Harrison	22
Baker Lake Federal	48	Povungnetuk	54
Cambridge Bay Federal	41	Rankin Inlet	81
Cape Dorset Federal	23	Reindeer Station	17
Chesterfield Federal (Res)	107	Resolute Bay	20
Coppermine Federal	34	Spence Bay	17
Coral Harbour Federal	45	Sugluk	51
Fort Chimo Federal	16	Tuktoyaktuk	57
Fort Smith Hospital School RC	2	Yellowknife (Voc Training & High School)	4
			<u>T O T A L</u> 1,165



## Document Separator

Item no. AHU-000012[000-015]



DEPARTMENT  
OF

NORTHERN ADMINISTRATION  
AND LANDS BRANCH

NORTHERN AFFAIRS AND NATIONAL RESOURCES

YOUR FILE NO. ....

OUR FILE NO. 105/12-2

Fort Smith, N.W.T.  
January 7th, 1959.

MEMORANDUM FOR MR. J. V. JACOBSON, Chief, Education Division

630/105-7

(E2)

I enclose herewith two copies of the revised Statement of Duties for the Sir John Franklin School and Akaitcho Hostel at Yellowknife.

Mr. Taylor and I have both examined these statements and are satisfied that they cover the situation.

I had previously requested Messrs. Black and Boxer to review these statements, to discuss them with the various people concerned and to return them to me on completion. I think that these are now in order and would recommend that they be considered as the working arrangement for all personnel engaged in the Sir John Franklin School and in the Akaitcho Hostel.

W.G. Booth  
Chief Superintendent of Schools

WCB/gm  
Enc.

*1st  
sent to DM  
January 20/59  
WCB*

RG 85, Vol. 708, File 630/105-7, pt. 3,  
High School Facilities - Yellowknife  
[Public & Separate School],  
1958-1959,  
National Archives of Canada

AHU-000012[000-015]

1 of 1

## Document Separator

Item no. AHU-000012[002-015]

Preamble

AKAITCHO HOSTEL: RELATION TO THE SCHOOL

General

The hostel is an essential part of the composite arrangement in Yellowknife. It is, however, not an integral part of the school. It exists for one purpose only; to provide a place where out-of-town students can live; receive influence that will help them in their studies and development; and generally afford a "home" while they are attending the school. It is not designed for and would not be provided for Yellowknife students and their relationship to it must be governed at all times by the interests solely of the out-of-town students.

The person primarily responsible for the Hostel and for the handling of the students who reside in it is the Superintendent, Mr. A. J. Boxer. In order that he may have the authority and prestige that is essential if he is to influence and control the resident students successfully, it is essential that it be clear that he is in complete control and has full authority within the hostel.

The Principal has an over-all responsibility for the school and hostel both. He has complete responsibility for the operation of the school but he should not intervene in the internal operation of the hostel. This is the Superintendent's responsibility. The Principal's responsibility is one of general overview. He should consult with the Superintendent concerning problems that arise; he should make known to the Superintendent his views if he feels that there are shortcomings in the hostel operation; and the reports of the Hostel Superintendent to the Chief Superintendent of Schools should go through him. In general, however, he must leave the day-to-day control of the Hostel to the Superintendent and its staff.

The teachers of the school have no administrative relationship to the hostel.

Details of Responsibility for the Hostel

A. The Principal's responsibilities shall be:

1. general responsibility for its operation under the Chief Superintendent of Schools;
2. discussion with the Superintendent of the Hostel of problems either may wish to raise;
3. advice to the Superintendent on the operation of the Hostel and especially on matters relating to the studies and academic progress of the residents;
4. in cases of unresolved difference of opinion on matters that are not purely internal to the hostel (e.g. - relations of the residents with town students, transportation or holiday provisions, expulsions, etc.) decision rests with the Principal, but he should fully acquaint the Chief Superintendent of Schools with the facts and differing opinions which are involved;
5. in cases of difference of opinion on matters purely internal to the hostel, the Principal should not press his view unless he considers the question of genuine importance. If it is such, and no agreement is reached, the Principal is not to over-ride the Superintendent unless there is a matter of emergency. He is to report the matter to the Chief Superintendent of Schools, as described in point 4.

B. The Superintendent of the Hostel

1. the Superintendent has immediate and direct control of the operation of the hostel and of its internal management in all respects. He is to report to the Chief Superintendent of Schools through the Principal, and the Principal has general overview of the hostel operation;
2. the Superintendent is responsible for the internal regime of the students living in the hostel. He will decide all as to schedule, procedures within the hostel, internal discipline, visiting hours, etc.; in short, he has full control of the day-to-day government of the hostel and its residents;
3. the Superintendent should discuss with the Principal matters of policy, but not unless he wishes to have assistance, matters of its detailed application. He should especially discuss matters relating to students' study periods, academic progress, discipline that will help such progress, etc.

4. the Superintendent will decide the extent to which and the times in which non-resident students (town students) can visit the Hostel. When they are in the hostel they are subject to his control and direction to the same extent as the resident students. In general, town students are to be admitted to the hostel:
  - (a) for lunch in the cafeteria at hours set by the Principal and Superintendent;
  - (b) for regular visiting periods as set by the Superintendent;
  - (c) for special purposes that the Superintendent agrees to or decides on;
  - (d) as guest of a hostel student. For this purpose the Superintendent shall determine how many guests a resident may have at any one time and what times guests are to be permitted.
5. the Superintendent is responsible for the work, discipline and efficiency of the hostel staff. All instruction or direction to them will be given by the Superintendent.

The above matters have been stated in detail in the hope of removing possible sources of conflict and uncertainty in what is a new operation. They are not intended to be all-inclusive, but should give adequate indication as to the lines of responsibility for the hostel. It is to be hoped that the Principal and the Superintendent will work in such close co-operation that differences of interpretation and differences of view in general do not have to be referred to me for decision.

W. G. Booth,  
Chief Superintendent of Schools.

Fort Smith, N. W. T.  
September 27, 1958.

I concur

R. G. Robertson,  
Deputy Minister.

## Document Separator

Item no. AHU-000018[000-000]

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Ottawa, 10 February, 1959

MEMORANDUM FOR MR. W.A. ROOTE,  
 Chief Superintendent of Schools,  
 Fort Smith, N.W.T.

Payment Money for Yellowknife Hostel Pupils

This subject has been under consideration for some time and I regret the delay which there has been in arriving at a decision. However, I am now pleased to advise that the following policy has been approved:

- (a) The Hostel Superintendent is authorized to grant a maximum cash allowance of \$2.00 per week to hostel students who are indigent and in need. For this purpose all Indian and Eskimo students may be considered indigent unless the Hostel Superintendent knows the situation to be otherwise. Hostel students - other than Indians and Eskimos - in order to qualify for the allowance must be certified as indigent by Mr. Marshall, or someone authorized by him in accordance with the policy of the Territorial Council.

Although the maximum weekly allowance per hostel student is \$2.00 this does not mean that every such student should necessarily receive this amount. The Hostel Superintendent must use his discretion in this connection and provide only as much as, in his opinion, the student actually requires.

- (b) A standing advance of \$100.00 will be provided to the Hostel Superintendent to be replenished from Ottawa as the amount of student expenditures falls so which each student will be required to submit receipts of the allowance received by him. For bookkeeping and statistical purposes separate rolls should be maintained for Indian, Eskimo, and others. Each of these in turn must be broken down so as to aggregate the

- 2 -

academic students from those who are receiving vocational training. Although the weekly requirement will be somewhat less than \$200.00, the time required to process the statements will be such that the initial advance must be adequate to provide for three or four weeks' allowances and that is why the first cheque to the Hostel Superintendent will be in the amount of \$700.00.

I am enclosing two extra copies of this memorandum in order that you may send them along to Mr. Black and to Mr. Brown.

After this program has been in operation for a period of two months, I would like to have a report from you covering the following points:

- (1) Your views on the desirability of relating the amount of the allowance to the age of the student, and, if you think this should be done, your recommendations on the criteria that should be established.
- (2) The adequacy or otherwise of the amount of the allowance.
- (3) Whether the recreational and entertainment programs sponsored by the school require strengthening, and the relationship between these programs and the need for weekly allowances.

J. V. Jackson  
Chief

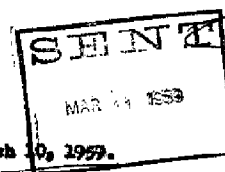
cc. Mr. Merrill



## Document Separator

Item no. AHU-000004[000-000]

210-2-1  
630/105-7



Ottawa, March 10, 1959.

The Chief Architect,  
Department of Public Works,  
Ottawa, Ontario.

Attention: Mr. G.B. Pritchard

Dear Sir:

School and Hostel Plaques,  
Yellowknife, N.W.T.

This is further to a recent telephone conversation between your Mr. Bulce and Mr. Johnson of this Department, concerning revisions to the existing plaques and the installation of raised letters on the school and hostel at Yellowknife, N.W.T. It would be appreciated if you would arrange for the purchase and installation of the following items.

1. Plaques: New plaques similar to those already approved, for installation in the vestibules or entrance corridors of the school and hostel with the ensuing wording:
  - a) Sir John Franklin School  
A Vocational Training and High School built by the Government of Canada in co-operation with the Government of the Northwest Territories.
  - b) Akaiicho Hall  
Built by the Government of Canada in co-operation with the Government of the Northwest Territories.
2. Raised Letters: Letters to be of the cast aluminium block type, 10-12 inches high, approximately 1/2 inch thick and of a colour that will blend in with the general colour scheme of the buildings. The letters should be mounted in a prominent

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place on the outside wall of the appropriate building. The actual location should be decided in the field in conjunction with the recommendations of the School Principal. Attached is an aerial view of the school buildings on which is shown the suggested locations of these letters.

It would also be appreciated if you would have the plaques and raised letters installed on the buildings by July 20, 1959.

Yours sincerely,

  
B.C. Siverts,  
Director.

651

## Document Separator

Item no. AHU-000014[000-000]

# **\$2,000,000 YELLOWKNIFE HIGH SCHOOL & HOSTEL PROJECT COMPLETED**

ARCHITECTS  
Diamond Dupuis & Dunn  
CONSULTING ENG.  
Crowther MacKay & Assoc.  
GENERAL CONTRACTORS  
Burns & Dutton  
PLUMBING  
Haddow & Maughan Ltd.  
HEATING  
McCreedy & Johanson Ltd.  
ELECTRICAL  
Hillas Electric Co.



Before Construction, 1957

Footings On The Rock



School Forms

Foundation



July '57 From Air

Superstructure



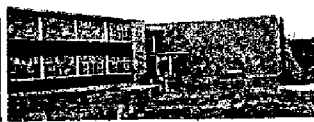
Oct. '57 From Air

Winter 1957-58



Workshop, April '58

Near Completion



The doors of the new \$2,000,000 Yellowknife High School & Hostel will be opened officially Sept. 29th by the Honorable Alvin Hamilton, Minister of Northern Affairs and National Resources. This occasion marks the completion of a job which began in May 1957.

The project, which employed approximately 100 men, consists of three major buildings: the school, hostel and cormitory. The school (280'x110') is of one and two storey construction containing 10 classrooms and a complete workshop for woodworking, welding and auto-motives. The workshop will be the headquarter for the Dominion Government Eskimo Training Program which up to this time has been held in Leduc. The Dormitory (90'x140') is of one storey construction and has 37 rooms facilitating 120 resident students, an infirmary and and staff quarters. Thirty-five rooms, the dining room, playroom and staff quarters are housed in the Hostel (60'x180').

All buildings, built by Burns and Dutton Concrete and Construction Co. Ltd., Edmonton are of reinforced concrete, brick veneer and cedar siding. The foundation is situated on bed rock which necessitated the excavation of permafrost. Approximately 4,000 yards of concrete were used and 500 yards of rock had to be removed by blasting.

Materials for the project were shipped in to Yellowknife by barge. 200 plumbing fixtures were used in the buildings by the plumbing firm of Haddow & Maughan Ltd., supplied by Western Supplies and Empire Brass. The Electrical Contractor for the job was Hillas Electric Co. of Edmonton and the heating was handled by McCreedy & Johanson Ltd.

In the picture above left are, left to right: Ed Jackson, Hal Robertson of Crowther & MacKay & Assoc., Jerry Diamond, Diamond Dupuis & Dunn; Walt Hillier, Burns & Dutton and Joe Danahue, Diamond and Dupuis & Dunn. All photos were supplied to CN THE LEVEL through the courtesy of Burns & Dutton and Haddow & Maughan.

Con't on page 34

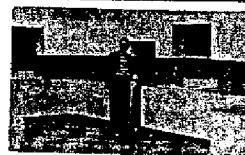
RG 86, Vol. 708, File 630/105-7, pt. 3,  
High School Facilities - Yellowknife  
[Public & Separate School],  
1958-1959,  
National Archives of Canada

AHU-000014/000-0001

# Yellowknife School Project cont:



In the picture above, taken at the Yellowknife Airport is Harry Maughan of Haddow & Maughan (directly above) and George Sims of Wells H. Morton (right). Charlie Hillas is seen in the picture at the right inspecting the Home Economics Room in the High School.



Seen above are Cliff Williams, Foreman for Haddow & Maughan on the project and Bernie Drinkwater, Manager of Haddow & Maughan (Yellowknife) Ltd. The boys are seen in the picture above right inspecting the boiler room.



Workshop



Hostel Washroom

RG 85, Vol 708, File 630/105-7, pt. 3,  
High School Facilities - Yellowknife  
[Public & Separate School].  
1958-1959.  
National Archives of Canada

September

On The Level

1030/105-7 pt. 3  
P.P.  
10/30/105-7 pt. 3

HILLAS SINCE 1911

EDMONTON	File No.	EDMONTON
1911	Refer To	1958
BYRON		

47 YEARS OF SERVICE

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**HILLAS ELECTRIC CO.**  
ELECTRICAL CONTRACTORS

24 HOUR PHONE 47371

10347 JASPER AVE.  
EDMONTON, ALBERTA

## Document Separator

Item no. AHU-000020[000-000]

pl (PA 908)  
Northern Admin. Branch  
Ottawa, Ont.  
OCT 27 1959  
File No. 630/105-10  
Refer To

AKAITCHO  
HALL  
YELLOWKNIFE  
N.W.T.

REGULATIONS  
1959-60

RG 85, Box 125, Acc. 1997-98/076  
File 630/105-10, pt. 2,  
Govt. Hostel - Yellowknife, N.W.T.  
February 1959 - December 1959, F.A. 85-52  
National Archives of Canada - Ottawa

AHU-000020[000-000]



## AKAITCHO HALL - YELLOWKNIFE

### THE STAFF:

The staff of Akaitcho Hall has been carefully selected for their interest in young people; their ability to deal with problems that arise in a residence; and their experience in successfully guiding and counselling young adults. Their job is to see that life in the Residence is as pleasant as possible for the students; as well as to see that Akaitcho Hall is operated smoothly, economically and efficiently. If you do your part you will find the staff are your friends. When you have difficulties or problems, discuss them with a member of the staff.

### THE SUPERINTENDENT:

The Superintendent is in overall charge of the Residence, his authority being delegated by the school principal. However, it is necessary for the Superintendent to delegate authority on to staff members so that the students main contact with the staff is through the respective Supervisors. The Superintendent may call you from time to time to point out noticable shortcomings, or to discuss, informally, your grade standings or plans for the future. Should you wish to see the Superintendent, please do not hesitate to call at the office.

### THE MATRON:

The Matron is second in command at the Residence and in the absence of the Superintendent assumes full charge of Residence activities. The Matron is a qualified nurse, and students ailments receive careful attention. The Matron will be happy to see students at any time to discuss medical or other problems.

### THE ASSISTANT MATRON:

In the absence of the Superintendent and the Matron, responsibility for general supervision of Residence activities is delegated to the Assistant Matron. The recreation room, reading room and cafeteria, as well as the issuing of linen and stores are matters for which the Assistant Matron may be responsible.

### THE SUPERVISORS:

While you live in Akaitcho Hall, you will come in close contact with the Supervisors. They are here to guide and assist you in making the best use of your stay. While it will be necessary for them to give you directions, they are mainly interested in being a friend to whom you can talk about any problems you have. Should you have cause to feel that you have received unjust treatment, you may refer the matter to the Superintendent, but only through the Supervisor concerned. As the Supervisors have been very carefully selected, you may be sure that any apparent injustice is not intended but is only a matter of misunderstanding.

AKAITCHO HALL - YELLOWKNIFE

The following is a list of the Rules and Regulations to which all Resident Students must agree to adhere to :-

PERSONAL CONDUCT:

1. Students are expected to co-operate cheerfully at all times with the Staff and other students in making life in the Residence as pleasant as possible for everyone.
2. Students will obey directions given them by Staff members or student leaders.
3. Occasionally a student may feel that the order given by a staff member is incorrect. In this case he or she is to carry out the instruction without argument. He may then discuss it with the staff member concerned and if necessary may request the staff member to make an appointment to discuss the matter with the Superintendent.
4. As young men and women you are expected to conduct yourselves in an orderly manner at all times.
5. DRINKING OF ALCOHOL IS STRICTLY PROHIBITED.
6. Good conduct while on town leave is expected of all students. Remember that town leave privileges can and will be withdrawn for infractions of Residence rules and regulations.
7. Students are expected to keep themselves neat and well groomed at all times.
8. Swearing or obscene language must not be indulged in by Residence students at any time.

NOTICE BOARDS:

1. It is the duty of every student to read the Notice Boards daily. These are situated in the dormitory Common Rooms.
2. Failure to read these notices may not be given as an excuse for failure to comply with directions.

AKAITCHO HALL - YELLOWKNIFE

WORK DUTIES:

Students are to realize that the Residence is their home while they are living here and must remember to keep it in a clean and tidy condition.

All students must participate in daily work duties relative to the efficient operation of the Residence. These duties are not to be regarded as an imposition, but rather as co-operative free assistance to be expected from all members of a family group.

1. Each student must take his or her turn in conscientiously carrying out work duties assigned by Supervisors or other Staff members.
2. All students will work every Saturday morning in clean-up and related duties at the Residence
3. A work list will be posted on the Notice Board daily.
4. Work duties will include the following:-
  - (a) Regular Dormitory cleanup.
  - (b) Hallway cleanup.
  - (c) Common Room cleanup.
  - (d) Cafeteria duty.
  - (e) Dishwashing duty.
  - (f) Kitchen duties.
  - (g) Laundry duties.
  - (h) Other related duties as required.

LEAVE PASSES:

Leave passes to visit in the town of Yellowknife for any reason are privileges granted automatically to all students at specified times. These privileges depend upon the students good conduct and can be withdrawn for causes deemed justified by the Residence Staff.

Rules:

1. Any absences from the Residence except those on regular daily schedule such as - School, Church, Outdoor activities, etc. must be with permission from the Supervisor on duty.
2. No town leave will be granted to students who have been away from school due to sickness or other causes at any time during the day.
3. Requests for and the distribution of leave passes will be made at the Supervisor's room each day at 3.30p.m. and 5.30 p.m.

AKAYTCHO HALL - YELLOWKNIFE

DORMITORY RULES:

1. Students are expected to be in their dorm. rooms by 9.30 p.m. except when later town leave is granted.
2. Complete silence will be observed between the hours of - 10 p.m. and 7 a.m.  
6 p.m. and 7.30 p.m. (Study period)
3. No student will be allowed in the Residence during school hours without a pass from the School.
4. Students are permitted to smoke only in the dorm. Common Rooms.
5. Students are not permitted to visit in the Infirmeries without permission from the Matron or Supervisor. No smoking is permitted to Infirmary visitors.
6. Each student is responsible for keeping his or her bedroom clean, tidy and in good repair at all times.
7. Each student must every morning -
  - (a) Make his or her bed neatly
  - (b) Sweep the room thoroughly
  - (c) Dust the room
  - (d) Put all belongings away neatly and close closet doors.
8. All students must sign the In - Out leave list provided in the Common Rooms on the Notice Board.
9. It is the responsibility of students to see that all their clothing is marked with the Residence laundry mark with their number. These numbers can be obtained from the Supervisors. Any student who has not made sure that all his or her clothing is numbered properly will have no cause for complaint in the event of missing garments.

DORMITORY ROOMS:

1. Bed linen must be changed weekly. At an arranged time, the student will change the bed bottom sheet, pillow case and towels for clean ones.
2. When making bed change always put clean chest on top.
3. Towels and face cloths are to be kept in the dorm. room. If these are lost you may be charged for them.
4. You will be charged for any careless damage to bed clothes or other Residence property.
5. The rights of dormitory companions must be given consideration at all times, and lights-out rules carefully adhered to.

AKAITCHO HALL - YELLOWKNIFE

WASH ROOMS:

As is the case with all other areas of the Residence, the washrooms are to be kept clean and tidy at all times.

1. Toilets must be flushed every time they are used.
2. Do not throw refuse in the toilets. This causes blockages and attendant inconvenience to others.
3. Students shall use only the hand wash basins that are assigned to them.
4. Wash basins are to be cleaned immediately after use and students are responsible for the ones to which they are assigned.
5. Towels and clothing are not to be left in the washrooms under any circumstances.
6. The washroom is not a play room. Noise is to be kept to a minimum.
7. Showers must not be used after 10 p.m. on weekdays, 11.30 p.m. on Saturdays.

CAFETERIA:

1. No chewing gum to be taken into the Cafeteria.
2. Moving of tables and chairs must be done quietly and carefully.
3. Entrance to Cafeteria must be in an orderly manner.
4. No crowding or pushing - Retain place in line. Those leaving line must re-join at end of line.
5. During meals conversation to be confined to your own table.
6. Food must not be wasted.
7. No food to be taken from Dining Hall.
8. Students must pick up and clean up any food that is dropped.
9. After meals all dishes and trays are to be returned to scraping table.
10. Proper posture at table must be adhered to. Sit straight with feet together under table.
11. Each student must have a Vitamin Capsule daily.
12. Girl students are not to wear slacks or jeans in cafeteria. (By permission of Supervisors this rule may be relaxed when work details are involved.)
13. Hair must be properly groomed.
14. Students must be - CLEAN, NEAT, TIDY IN PERSONAL APPEARANCE.
15. Students may invite guests to meals occasionally. When wishing to invite a guest the student must ask their Supervisor beforehand so that kitchen can be advised.
16. Make meals friendly unhurried occasions.

RG 85, Box 125, Acc. 1997-98/076

File 630/105-10, pt. 2,

Govt. Hostel - Yellowknife, N.W.T

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AKAITCHO HALL - YELLOWKNIFE

MEDICAL ROOM:

The medical room is across the corridor from the Cafeteria entrance.

Any student who is sick, injured or has a rash or a pain, can report to the Medical Room at :-

WEEKDAYS - 12.30 p.m. After Lunch  
3.30 p.m. After School  
4.30 p.m. After Shop

If requiring attention at any other time during the day, the student should report to the Matron's Office.

EVENINGS & WEEKENDS Any student needing medical attention during the evening or at week-ends should report to their Supervisor.

When a student is too sick to go to school in the morning, he or she must report to the Supervisor on duty.

These students will be seen in the Dorm. by the Matron, and treatment given.

KITCHEN:

All Residence meals are prepared in the Kitchen, and students will be detailed for work duties, such as washing dishes, cleaning up and preparing night lunches.

When not employed in a work detail, the kitchen is out of bounds for all students and they are not permitted in the Kitchen area unless a Supervisor is present.

LAUNDRY:

The laundry is situated in the basement, and is where all the household linen and students clothing is washed and ironed.

Students are required to assist in keeping their clothing clean, and work details will be arranged for this purpose.

When not engaged in an assigned work detail, students are not permitted in the laundry without the presence of a Supervisor, except when collecting their personal clean clothing from the Laundry Matron.

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AKAITCH HALL - YELLOWKNIFE

DAILY PROGRAMME:

So that you will have some idea of the Residence Routine, let us look at what a typical daily programme will be like.

WEEKDAY PROGRAMME:

6.45 am. Dining Room Detail called.  
7.00 am. Dormitory awakened (All students will make beds, dress, and be ready for breakfast by 7.30 a.m. Any requests for Medical Passes will be made at this time.  
7.15 am. Dining Room detail report for duty.  
7.30 am. BREAKFAST  
All students must report promptly and must leave dining room by 7.30 a.m.  
8.00 am. Students return to Dormitory for cleanup duties and dress for School.  
8.25 -  
11.30am. SCHOOL  
11.45 am. LUNCH - All students must report promptly.  
12.30 pm. Matron - Students requiring medical care will report to the Medical Room at this time.  
1 pm. -  
3.30 pm. SCHOOL  
3.30 pm. Work duty, Medical care, Pass Distribution, Free Time Etc.  
4.45 pm. Dining Room detail reports for duty. Students prepare for dinner  
5.00 pm. DINNER  
All students must report promptly.  
5.30 pm. Evening detail in Dorm. and free time.  
6.00 pm -  
7.30 pm. STUDY PERIOD.  
7.30 pm. Free planned activities and Free Time.  
9 pm. EVENING LUNCH  
9.30 pm. Prepare for bed.  
10.30 pm. LIGHTS OUT.

FRIDAY PROGRAMME:

Friday programme is the same as the weekday routine until 7.30 p.m.

7.30 pm. Free planned activities - Free time etc.  
10.30 pm. Students under 18 years of age on leave to return to Residence.  
11.30 pm. LIGHTS OUT.

RG 85, Box 125, Acc. 1997-98/076

File 630/105-10, pt. 2,

Govt. Hostel - Yellowknife, N.W.T

February 1959 - December 1959, F.A. 85-52

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AKAITCHO HALL - YELLOWKNIFE

SATURDAY PROGRAMME:

7.15 am. Dining Room detail called.  
7.30 am. Dormitory Awakened.  
8.00 am. BREAKFAST.  
9.00 am. Work Duties  
11.30 am. Prepare for Lunch  
Dining Room detail report  
12 noon LUNCH  
1.30 pm. Free Planned activities Etc.  
4.45 pm. Dining Room detail report  
5.00 pm. DINNER  
6.30 pm. Free planned activities - Free time etc.  
10.30 pm. Students under 18 years of age on leave to  
return to Residence  
11.30 pm. LIGHTS OUT.


SUNDAY PROGRAMME:

9.15 am. Dining Room detail called.  
9.30 am. Dormitory awakened. All students will make  
their beds, dress and be ready for breakfast  
by 10.00 am.  
10.00 am. BREAKFAST  
10.30 am. CHURCH  
12.45 pm. SNACK  
1.30 pm. Free planned activities, Free time, etc.  
4.45 pm. Dining Room detail reports for duty  
5.00 pm. DINNER All students must report promptly.  
6.30 pm. CHURCH Free planned activities  
9.00 pm. EVENING LUNCH  
9.30 pm. Prepare for bed  
10.30 pm. LIGHTS OUT.



## Document Separator

Item no. AHU-000021[000-000]

  
 CANADA  
 DEPARTMENT  
 OF  
 NORTHERN AFFAIRS AND NATIONAL RESOURCES

YOUR FILE NO. 630/105-10  
 OUR FILE NO. 105/12-1

NORTHERN ADMINISTRATION  
 AND LANDS BRANCH

EDUCATION DIVISION

556-10-2  
 556-70-2

Fort Smith, N.W.T.  
 November 23, 1959  
 3980

MEMORANDUM FOR THE DIRECTOR  
 Attention: Mr. R. A. Bishop

DEC 1 1959  
 File No. 630/105-10  
 Date To: 1/1/60

I have your memorandum of November 6th with regard to medical and dental services in the schools of the Northwest Territories and wish to report arrangements made up to date.

Dr. Falconer has now arranged with Doctor Pyper to do the medical examinations at Aklavik Hall. I have discussed this matter with the Administrator of the Mackenzie and acting on his advice have advised Mr. Boxer that he has authority to arrange emergency medical and dental treatment.

It is felt here, however, that non-indigent parents should be responsible for payment of medical and dental bills, other than the initial examinations and I have advised Mr. Boxer accordingly. I hope that the bill for some \$97, submitted by Doctors Stanton and Fitch, for services rendered last year, has now been processed for payment.

WGB/gm

Administrator of the Mackenzie

RG 85, Box 125, Acc. 1997-98/076  
 File 630/105-10, pt. 2,  
 Govt. Hostel - Yellowknife, N.W.T.  
 February 1959 - December 1959, F.A. 85-52  
 National Archives of Canada - Ottawa

AHU-000021[000-000]

## Document Separator

Item no. AHU-000002[001-001]

INSPECTION OF FOOD SERVICES

NORTHERN AFFAIRS HOSTELS

I School: General Information

1. Name of Hostel..... Akaitcho Hall.....
2. Location..... Yellowknife, N.W.T.....
3. Operated by..... Dept. of Northern Affairs.....
4. Principal..... Mr. Boyer.....
5. Number of students: INDIAN... 31... ESKIMO... 39... OTHER... 44...
6. Matron..... Mrs. Elenko.....

- II Pupils: Factors influencing food habits. No problem with food. Most have gone to Mission schools before. Accustomed to down. life and foods.
- Age of the majority of pupils is from 17 - 20 years.

III Staff: (Duties, experience, salary, efficiency)

1. Head cook responsible to... Mrs. Elenko.....
2. Cook
  - (a) Name..... Mrs. Grangvist.....
  - (b) Training.....
  - (c) Experience... 4.195... 2.1954...
  - (d) Time as cook at present school... 2.1954...
  - (e) Ability... [REDACTED].....
3. Cook Assistant
  - (a) Name..... Mrs. Dobiansky.....
  - (b) Training.....
  - (c) Experience.....
  - (d) Time as Cook Asst. at present school... 2 years.....
  - (e) Ability... [REDACTED].....
4. Bread Baker
  - (a) Name..... Bread is purchased.....
  - (b) Full-time..... Part-time.....
  - (c) Time as Baker at present school.....
  - (d) Ability.....
5. Do staff have medical inspection... Have one before T.O.S. and before school begins.....

3281  
8.60

- include sketch On main floor.
- IV Kitchen - Location:.....
- (a) Size 33' x 36'. Receiving entrance and garbage can area.
- (b) Walls 6' green tile high gloss enamel Walls. Ceiling height 10'.
- (c) Flooring Red Terraza tile.
- (d) Ventilation Hood and fan over stove.
- (e) Lighting Large windows, fluorescent lighting. Lighting in hood.
- (f) Equipment and arrangement (see sketch).....
1. List principal equipment - make and size
- Stove Garland 2 1 grill 2 ovens below Fuel Propane.
- Oven Vulcan - 4 bank thermostat Fuel Propane
- Slicer Berkel - Meat Slicer 1/2 h.p. Serial 1805-17650.
- Cook's Table None, rack hood over stove (very high)
- Other See attached information.
- Equipment needed.....
2. Duties performed by children. None in preparation of food or in baking.
- .....
- .....
3. Kitchen Organization
- (a) Supervision Mrs. Granquist.
- (b) Menu planning Same for staff? Yes.
- Is a menu planned ahead? Yes, for one week.
- Is it followed? Yes.
- Is it posted in kitchen? Yes.
- Who plans it? Mrs. Blenko and Mrs. Granquist.
- Attach 1 week's menu
- (c) Work Schedules 10 hour day in kitchen (Permanent Staff)  
6 days a week. 8 hour day for prevailing rate
4. Methods of food preparation and cooking staff 6 days per week.
- (a) Working techniques Well organized.
- (b) Use of recipes Yes. Books on hand. Yes.
- (c) Time for food preparation Adequate - 4 Kitchen staff members.
- (d) Use of mixes None used.
- (e) Use of dehydrated - vegetable None.  
- fruit Apples, pears, figs, dates, raisins.  
- meat None.

3281  
8.50

5. Quality of Food

- (a) Tasting food before serving. Yes.  
 (b) Appearance. Very good.  
 (c) Flavour. Good.  
 (d) Suitable use of left overs. Yes. Soups, stocks.  
 Shepherd's Pie, desserts put out for second time.

6. Comparison of servings of each food with Canada's Food Rules

Food Groups	Amts. recommended in Canada's Food Rules	Amts. served to Children at this Hostel
MILK	1 1/2 pints to 1 quart	milk offered 4 x day.
FRUIT - Citrus or Tomato	1 serving daily	5-7 x weekly.
- Other Fruit	1 serving daily	About 6 x weekly.
VEGETABLES - Potatoes	1 serving daily	1 serving daily.
- Other Veg.	2 servings daily	1 serving daily.
CEREALS & BREAD		
- Wholegrain cereal	1 serving daily	1 or 2 weekly.
Wholewheat or G.A.		
Vit B. White Bread	at least 4 slices daily	At least 6 x weekly.
with Butter		
MEAT (or Fish, Eggs, Cheese, Peas, Beans)	1 serving daily	2 x daily.
EGGS	3 servings weekly	3 or 4 weekly.
CHEESE	3 servings weekly	1 weekly.
LIVER	Frequently recommended	
FISH LIVER OIL	recommended	Used.
IODIZED SALT		Daily Vitamin Pills.
OTHER VITAMIN PREP.		

V Dining Room: Include sketch

1. Facilities

- Dividers between dining room and recreation hall. Can be  
 (a) Size expanded or used as recreation hall 55' x 33' large.  
 High windows facing town.  
 (b) Walls Corrugated Glass in ..... Ceiling Height. Very high 22'.....  
 corridor.  
 (c) Ventilation and Lighting. Very good for both.  
 (d) Flooring. Blue and brown linoleum tile.  
 (e) Tables and benches. Arborite and metal stacking tables. Wood  
 and metal chairs.  
 (f) Cupboards. None. Water cooler in dining room.  
 (g) Tableware. Melmac.  
 (h) Cutlery. Stainless Steel.

2. Duties performed by school children. Sweep cafeteria floor.

- Clean tables, re-set the tables before meal. Clean thoroughly  
 weekly. Girls help serve foods in cafeteria at mealtime.

3281  
 8.60

5. Food service

- (a) Meal hours. B - 7:30 A.M. D - 11:45 - 12:00 Noon. S - 4:45 on weekdays.  
Saturday - 8-9:00, D-1:00, S-5:00. Sunday: 9:45, 1:00, 5:30
- (b) Type of service....Cafeteria.....
- (c) Supervision.....One or more staff members eat in cafeteria.....
- (d) Size of servings.....Very adequate.....
- (e) Mealtime atmosphere.....Very good.....
- (f) Mid-meal nourishment - Vitamin biscuits?.....Milk?.....at bedtime.

VI Dishwashing Room: Include sketch

1. Facilities

- (a) Location and size....Part of main kitchen.....
- (b) Walls....Green Ceramic tile.....
- (c) Flooring....Red Terrazo Tile.....
- (d) Ventilation and lighting....Hood over machine, exhaust attached to dishwashing machine.....
- (e) Sinks - type and condition....CHAMBERLAIN KCP, Condition Good, Too small for use.....

2. Method of dishwashing

- (a) Tableware....Dish machine.....
- (b) Pots and pans....By Hand.....
- (c) Detergents used....Mixture of Spic and Span and bleach.....
- (d) Destaining agents....General - done weekly.....

3. Duties performed by school children, Boys wash dishes and stack away.....

VII Bakery: Include sketch

1. Facilities

- (a) Location and size....Part of main kitchen.....
- (b) Walls.....
- (c) Flooring.....
- (d) Ventilation and lighting.....
- (e) Mixer.....Oven.....Storage.....

2. Do the children assist with baking?.....NO.....

VIII Store Rooms: Include sketch

1. Facilities

- |                              | (1)                           | (2) | (3) |
|------------------------------|-------------------------------|-----|-----|
| (a) Location                 | Main Kitchen                  |     |     |
| (b) Size                     | Approx. 12' x 14'             |     |     |
| (c) Walls                    | Painted Wallboard             |     |     |
| (d) Flooring                 | Painted Cement                |     |     |
| (e) Ventilation and lighting | One door. Artificial lighting |     |     |
| (f) Shelves                  | Wood slat                     |     |     |
| (g) Locked                   | Yes                           |     |     |
| (h) Used for                 | Weekly supplies               |     |     |

as they come in. No other store room for food stuffs needed.

### IX Refrigeration

(a) Location	Main Kitchen	Main Kitchen	Main Kitchen
(b) Size	Approx. 6' x 12'	6' x 12'	6' x 12'
(c) Type	Walk in Meats	Milk, dairy	vegetables
	Reach in	left overs	
	Deep freeze		
(d) Temperature	32°F	38°F	42°F
(e) Floor	Beige Terraza Tile	Tan Terraza	Tan terraza
(f) Walls	Wood	Wood	Wood
	Rack with hooks		
(g) Shelves	Metal slats	Metal slats	Metal slats
(h) Paint	Unpainted	Unpainted	Unpainted

### X Sanitation

Cleanliness generally in K. and D.R.

- (a) Equipment. Washed in sinks in veg. preparation area, by hand.
- (b) Crockery. Dishmachine.
- (c) Glassware. Dishmachine.
- (d) Cutlery. Dishmachine.
- (e) Garbage disposal. Town truck collects daily.
- (f) Vermin. None - No mosquitoes, and flies in summer.

### XI Hygienic Conditions:

1. Water Supply. Town water.
2. Pasteurized milk. Re-constituted milk from a Yellowknife Dairy.
3. Food handling - (hairnets, hands washed). Yes, clean in working habits. Wash sink in kitchen, washroom adjacent to kitchen.

### XII Pupils' Living Conditions:

1. Dormitories. Include sketch.
  - Location.....
  - Size.....
  - Accommodation. Adequate. 4 students to each room.
2. Washrooms - Include sketch. Two washrooms, each with the following:
  - Number of basins.....20
  - Number of toilets.....8
  - Number of baths.....1
  - Number of showers.....5
  - Towels.....2 towels per student per week
  - Washcloths.....1 face cloth per student per week
  - Toothbrush.....Supplied if necessary

3821  
H.60



3. Playroom Space... Recreation Area 33' x 45'.....
  4. Children's duties in these areas. Clean the dorm and recreation areas continually: good cleaning on Saturdays.....
  5. Recreation provided. Basketball, pool, ping-pong, hockey.....
  6. Rising and bed time. Week Nights - 9:30 (under 16) 10:30 for others. Friday and Saturday 11:30 and 12:00.....
  7. Supervision..... 2 boy's supervisors... 1 girl's supervisor.....
  8. Comments.....
- XIII Children's Health.....
- Physical examination.....
- When.....
- By whom.....
- Sick bay..... Medical room in main hall, infirmary in each dormitory.
- In charge..... Mrs. Blenko.....
- Medical supplies.....
- Comments.....
- XIV Laundry:
1. Location. A12 Below kitchen on ground floor.....
  2. Size..... 21' x 15'.....
  3. In charge of. Mrs. Nicholson.....
  4. Work done by pupils. Students for 20 minutes in laundry 1 x weekly.....
  5. Output. All boys clothes one sheet/bed/week. 2 towels, face cloths, Kitchen towels.....
  6. Bedding changed. Once weekly.....
  7. Clean clothing issued. All washed once weekly.....
  8. Comments. Hostels supply clothes to those who require it.....
- XV Food Supplies:
1. Source..... Yellowknife.
  - (a) Purchased by. Ordered through the nurse/matron.....
  - (b) Purchased where. Yellowknife.....
  - (c) Availability of supplies. Food supplies tendered for once yearly. From local farms.....
  2. Expenditure - Yearly. Quarter ending March 31st, 1960 - \$13,094.76  
~~Yearly average.~~ Total number of meals served 29,437  
~~Daily average.~~ Meal costs - .444 per meal.....
  3. Suggestions re selection and buying of foods. Mentioned vacuum-dry fruits and McKees Juice Crystals which they could perhaps request tenders for.....

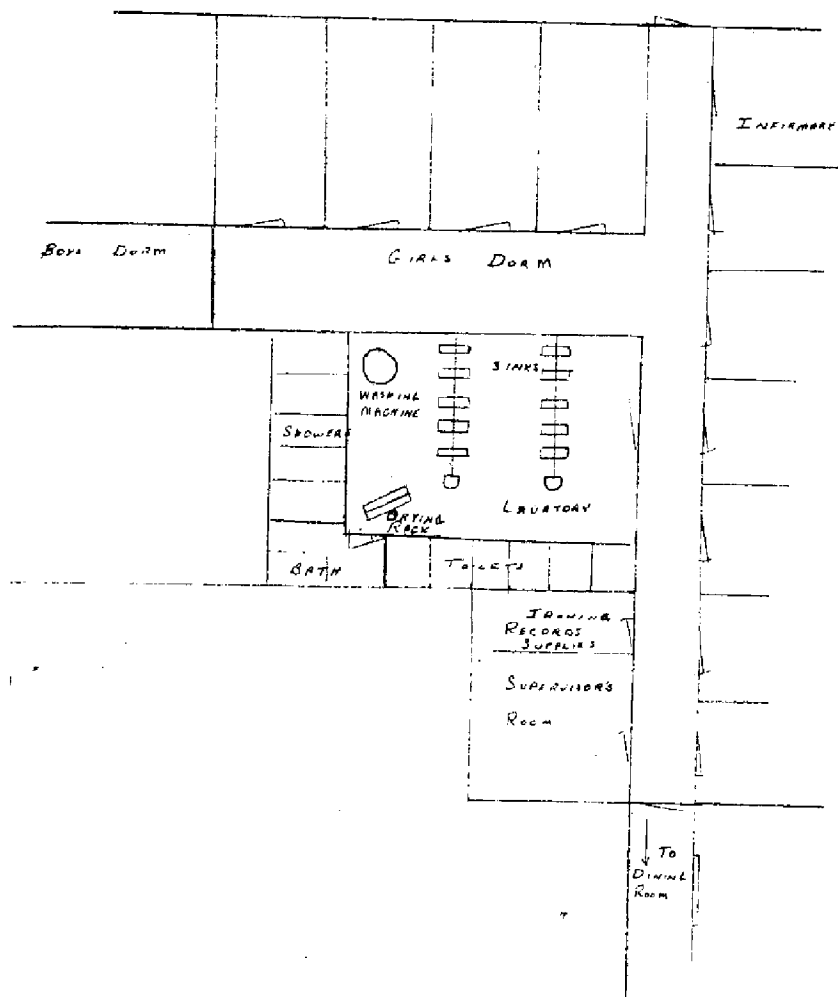
1251  
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**File 600-1-6, Vol. 3, Hostel Management - N.W.T.  
(General and Policy), Jan. 1961- Oct. 1961  
IRSRC - Historical Files**

AKAITCAO HALL, YELLOWKNIFE

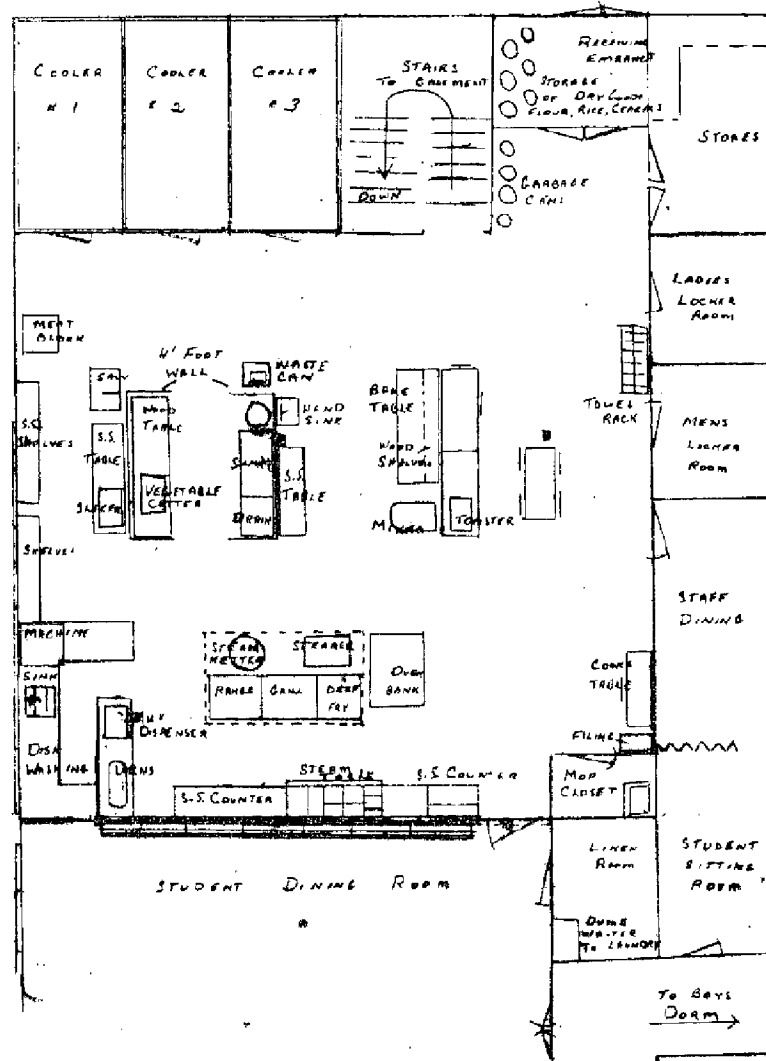
SKETCH OF GIRLS DORMITORY

OCT, 1960



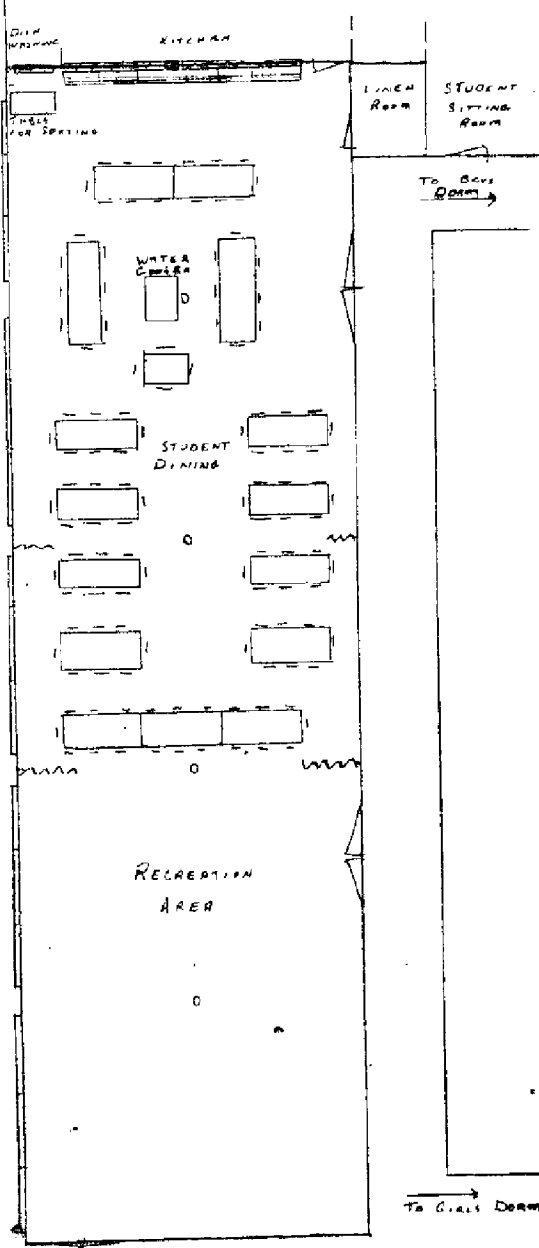
AKKITCHO HALL, YELLOWKNIFE  
SKETCH OF KITCHEN

OCT. 1960



ARAITCHU HALL  
YELLOWKNIFE

SKETCH OF DINING  
ROOM AND RECREATION  
AREA OCT, 60



GENERAL COMMENTS - Akaitcho Hall, Yellowknife, N.W.T., Oct. 1960.

Criticisms of Mums and Comparison with Canada's Food Rules:

Milk - is available at each meal and at bed time everyday. The students do drink a great deal.  
Fruit - Citrus or tomato or their juices are offered daily. If not served at breakfast, they are served at lunch, dinner or snack time.  
Vegetables - Potatoes are served once daily. Other vegetables are served only once daily. It was suggested another vegetable be made available during the day, either canned or fresh. Fresh vegetables are served once or twice weekly, but are expensive. A point was raised that serving two canned vegetables daily would create difficulties in planning varied mums and as a result vegetables would become unpopular. There are only a certain number of canned vegetables available and few fresh obtainable that variety would be difficult.  
Cereals and Bread - Cooked cereal was served once or twice weekly and in the winter is served every other day. It is not popular. The cold cereals offered are corn flakes, shredded wheat and rice krispies. Bread is a favorite food, but never eaten to the exclusion of the main meal.  
Meat and Meat Alternates - A meat or a protein alternate is served twice a day and often used in sandwiches in evening snacks.  
Eggs - Eggs are served 3 - 4 times weekly.  
Cheese - is served two to three times weekly during the day and in evening snacks.  
Liver - Is served infrequently. One week's mum had steak and kidney pie on it. A lot of dried fruit (both raw and cooked) is used and this would supply some iron and Vitamin A.  
Vitamin Pills - Are distributed daily.

OTHER COMMENTS -

Dishwashing facilities - Part of the difficulty in the operation of the dishmachine, I believe, resulted from the use of a compound unsuitable to use in dish machines. This was causing a great deal of sudsing, which covered the bottom rinse pits. The rinse water could not get through the suds immediately, when the rinse cycle was initiated. A dishmachine compound has been ordered and was expected daily. This should eliminate some of the problem. With the increase in attendance expected, a proposed larger machine would be advisable. Meal costs do not seem too excessive (.44) as food is purchased from Yellowknife. Transportation and freight costs ? would be included in the food costs.

The opening of the highway may make more fresh foods available and also cut down the food costs.

The atmosphere in the dining room is very good. It is neither rowdy nor restrained.

When the school is expanded to accommodate 100 more students, the recreation room will be used as dining area.

OTHER EQUIPMENT IN KITCHEN - Skatuba Hall (See notes on form.)

Deep fat fryer	Amesberger Bros.	BBF-18-18	Propane
Mixer	Triumph	N-20	
Steam Kettle	Leica	L-30	
Steamer	Market Forge	5 MTS	
Toaster	Savory	OTH-4	Electric
Meat Saw	Bird	Model 11	
Meat Block	Wood Valed	3'-2'x18"	
Vegetable Peeler	M.S.M. Man. Co.	1/3 hp. motor	
Vegetable Slicer	Qualheim Electric Co.	400	
Household Mixer	Bunham Mix-Master	-	
Boiler - Table.	Fairbanks-Morse.	240 lb. cap.	
Milk Dispenser	Arnett	2 cases x4 gal.	
Urns	Quest	2 tanks 2 1/2 gal.	
Water Cooler	Boss Drinking Fountains	(in cafeteria)	
Scales, floor	Fairbanks-Morse	Capacity 500 lbs.	
Ovens	Vulcan	Propane 2 back	
Carts (4)	Lakeland Man. Co.	444	
Carts (3)	" " "	311	

MENU - AKATCHED HALL, YELLOWKNIFE

<u>SUNDAY</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
<u>Breakfast</u>						
Grapefruit Sections	Orange Juice	Apple Sauce	Pineapple Juice	Stewed Prunes	Grapefruit Juice	Stewed Figs
Dry Cereal	Dry Cereal	Cooked Cereal	Dry Cereal	Dry Cereal	Dry Cereal	Dry Cereal
Hot Cakes with Syrup	French Toast with Syrup	Toast & Jam	Boiled Eggs	Denver Omelette	Poached Eggs on Toast	Boiled Eggs
Grilled Bacon		Coffee & Milk	Toast & Honey	Toast & Jam	Jam	Toast & Honey
Coffee & Milk	Coffee & Milk		Coffee & Milk	Coffee & Milk	Coffee & Milk	Coffee & Milk
 <u>Dinner</u>						
<u>Snack</u>	Apple Juice	Beef Veg Soup	Tomato Juice	Cream of Chicken	Cream of Potato	Tomato Juice
Fresh Oranges	Chinese Food with Rice	Bacon & Eggs with Toast	Noodles & Meat balls	soup	soup	Hash & Home Fries
Egg Salad Sand.	Bread & Butter	Orange Tapioca pudding	Bread & Butter	Cold Plate and salad	Grilled Cheese sandwich	Bread & Butter
Tea & Cocoa	Canned Plums	Tea & Milk	Lemon Jello	Bread & Butter	Pickles	Canned Peaches
	Tea & Milk		Tea & Milk	Butterscotch pudding	Lemon Snow pudding	Tea & Milk
				Tea & Milk	Tea & Milk	
 <u>Supper</u>						
Roast Chicken and Dressing	Hamburg Steak and Onions	Beef & Kidney stew	Pork Chops with apple sauce	Mock Duck	Creamed Chicken-Eddie on Toast.	Hot Pork Sandwich
Mashed Potatoes	Steamed Potatoes	Mashed Potatoes	Roast Potatoes	Scalloped Potatoes	Mashed Potatoes	Roast Potatoes
Mixed Peas & Carrots	Green Beans	Mixed Vegetables	Buttered Carrots	Buttered Peas	Colden Wax Beans	Creamed Corn
Gravy,	Parsley Butter	Pineapple Cream pie	Vanilla & Bread pudding	Steam Pudding	Apple Pie	Apricot Upsidedown
Cranberry Sauce	Cherry Crisp	Tea & Milk	Tea & Milk	Tea & Milk	Tea & Milk	Cake.
Devil Food Cake	Tea & Milk					Tea & Milk
Tea & Milk						



## Document Separator

Item no. AHU-000001[000-000]



OUR FILE NO.  
YOUR FILE NO.

**CONFIDENTIAL**

DEPARTMENT OF NORTHERN AFFAIRS AND NATIONAL RESOURCES

NORTHERN ADMINISTRATION BRANCH

Fort Smith, N.W.T.  
23 October, 1962.

North Admin. & Lands Br.

MEMORANDUM FOR THE DIRECTOR

Akaiitcho Hall

NOV 23 1962

File No. 600-1-6

Refer To.

Several months ago Mr. Templeton received a verbal warning from a prominent Yellowknife citizen. One of the Boys' Supervisors at Akaiitcho Hall was reputed to be guilty of immoral conduct towards or with boys at Akaiitcho Hall dormitory. Did the Administration know about this and if so what would be done about it?

Mr. Templeton discussed this situation with me. I asked him to have a very careful check made to find out if there were such rumours and more particularly to find out if there was any evidence of misconduct and whether or not there was any knowledge of the rumour or the fact at the hostel. If any information came to light on which we could act the situation would be immediately corrected. If however there was no information or evidence and if the staff at Sir John Franklin School and the hostel continued to support the individual as a most exemplary member of the staff there, as had been the case in earlier reports, then we would have to advise our informant that we had made a very careful examination and could find nothing wrong and that if he had information to contradict this, that he had better present it as otherwise we could take no action.

Mr. Templeton took this matter up with Mr. McBeath, the School Principal and with Mr. Boxer. Both men were much shaken and taken completely by surprise. After carrying out checks and an investigation, which I understand was done as discreetly as possible, a report was made to Mr. Templeton. The report completely exonerated the supervisor in question.

During a recent trip Mr. Gillis heard a further rumour regarding the same supervisor at Akaiitcho Hall. Reference was made to a police investigation, and this reference came from Mr. McCowan in Hay River. Mr. Gillis made further checks in Yellowknife and

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National Capital Region  
Federal Records Centre  
File 600-1-6, Vol. 4  
(Locator #O63-95)

1 of 2

AHU-000001[000-000]

- 2 -

on return to Fort Smith mentioned the matter to me. In reviewing all the information we had it appeared that the flare-up of rumour in Hay River could possibly have emanated from the questions which Mr. McBeath and Mr. Boxer would have been forced to have made last spring. On checking with Inspector Doey, R.C.M.P., I verified that no such situation had come to the attention of the R.C.M.P. in Yellowknife and that no police investigation had been made.

Our problem at this time is that some degree of rumour has been started, its foundation we can only guess at, and that if it continues to build up it may be just about as damaging as a fact. So far as we have been able to ascertain there are no grounds whatsoever to the rumour.

This matter was discussed with the individual concerned by Mr. McBeath. We will watch the public gossip side of this closely and if it reaches wider proportions we will be forced to discuss the situation once again with the individual involved with a view to requesting his action in his own best interest.

*CLM*

Administrator of the Mackenzie.

*note on orig.:*

*I agree that no  
further action should be taken  
until further evidence turns up.*

*signed. K.A.J.P. 25/10/62*

*I agree*

*signed T.A.J.C.*

*25/10/62*

*Agreed  
signed T.B.  
26/10/62*

## Document Separator

Item no. AHU-000011[001-002]

Regional Superintendent,  
Foothills Region,  
Medical Services

6929

160-7

Regional Dietitian  
Foothills Region

March 24, 1965

Food Services - Akaitcho Hall, Yellowknife, N.W.T.  
March 8, 1965

There are about 170 children resident in Akaitcho Hall, hostel in Yellowknife, who are from ages 15 to 21 years. A staff of approximately 20 also have meals at the hostel.

The Administrator is Mr. A. Boxer and his wife is acting matron. The head cook is Mrs. A. Granquist, who is assisted by four women.

#### MENUS

The weekly menus are prepared by Mrs. Granquist and checked by Mrs. Boxer. These menus were compared with Canada's Food Guide, copies of which were left with Mrs. Granquist and Mrs. Boxer. A copy of one week's menu is attached.

Milk - Offered at all three meals and for the evening lunch. Tea and coffee are also offered at each meal. Approximately 30 gallons of milk are consumed daily so each student would average 3 - 4 cups per day.

Fruit - fruit is served twice daily in the form of fresh, canned, dried or as juice, which meets the recommendations of Canada's Food Guide. Also recommended is one portion of food high in vitamin C. It is suggested the menus be checked daily to provide this nutrient. Besides citrus fruits and their juices, tomatoes, tomato juice and vitaminized apple juice are excellent sources of vitamin C. Also good sources are raw turnips, cabbage and baked potatoes.

Vegetables - The recommendations of Canada's Food Guide are met very adequately. Potatoes are served daily and two or three other vegetables are also served daily. One raw vegetable is served daily.

Bread & Cereal - Bread is served at each meal (purchased locally) and fortified margarine is available at each meal. Dry cereals are available each morning with cooked cereal three times per week. Using whole grain cereals in other ways besides breakfast cereal were discussed, many of which the cooks use.

Meat & Fish - Protein in the form of meat, fish or alternates is served twice daily. Eggs are used 3 - 4 times per week, which is recommended. Cheese should also be used three times per week. Liver is not well liked and is served once monthly.

...../2

Vitamin Supplements - are provided daily.

6930

PROCUREMENT OF FOOD SUPPLIES

All food is purchased (except tea and coffee) through tendering from local outlets. There is no difficulty in procurement of food supplies. Frozen vegetables and fruit should be investigated as to cost and compared with canned goods.

EQUIPMENT

Since the last visit by the Regional Dietitian the hostel has more residents and because of this a few more pieces of kitchen equipment. Not all of this equipment is satisfactory. For example, the steam table cannot be used as it is not hooked up. It apparently does not meet plumbing standards.

The oven space is limited. Also the grills could be placed together to provide more efficiency in working.

Some of the above equipment was not new when installed and was not provided exactly as requested. It is hoped these errors will be rectified soon.

A 60 qt. mixer, counter and movable shelves have also been installed and are well appreciated.

FOOD SERVICE

Students assist in preparation of dining room and serving meals. Milk, bread and margarine are put on each table before meal time. Food is served cafeteria style from the cooking pots placed behind the would-be steam table. The students have one hour for lunch so the serving is necessarily done as quickly as possible. Dishes also have to be washed and tables cleaned in this hour.

DISHWASHING

A new larger dishwashing machine has been installed, which is more efficient than the one formerly used. Students also sort and scrape the dishes, and soak the silver. These are then racked correctly and the cutlery is washed on the flat trays and then put in the silver cylinders which are then put through the rinse cycle of the dishmachine for final sterilization. Excellent procedures have been developed in washing dishes. The dishes and cutlery are allowed to air dry, which is correct.

The temperatures of the washing water were correct at 140° - 160° F. The rinse water was probably the correct temperature as the thermometer on the rinse line was not accurate. The Engineer of the hostel said the temperature of this water was set between 180° and 190° F.

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6931

DIETARY STAFF

There are five women working in the kitchen, working 10 hour days with one day off per week. They have two meals per day in this time. All staff wear uniforms and hairnets, as do the student girls who work in the kitchen serving meals.

SUMMARY OF RECOMMENDATIONS

1. Check menus to ensure Vitamin C is served daily
2. Ensure a whole grain cereal is provided daily
3. Cheese should be provided three (3) times weekly.
4. Compare costs of frozen and canned goods.

*K. Ann Feyrer*  
K. Ann Feyrer

Att:

cc: Mr. B.C. Gillie, Dist. Supt. of Schools, N.A.N.R., Ft. Smith  
Mr. MacPherson, Reg. Supt. of Schools, N.A.N.R., Yellowknife  
Mr. A. Boxer, Administrator, Akaitcho Hall, Yellowknife  
Director, Ottawa (3)  
MacKenzie Zone Supt., N.H.S., Edmonton  
Nurse-in-Charge, Health Centre, Yellowknife  
Regional Dietitian

MENU FOR WEEK - AKAITCHO HALL, YELLOWKNIFE, N.W.T.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Breakfast	Orange juice Dry cereal Boiled eggs Toast, honey Coffee, Milk	Applesauce Dry cereal Cooked cereal Cream of Wheat Toast, honey Coffee, Milk	Pineapple juice Dry cereal Boiled eggs Toast, Jam Coffee, Milk	Stewed prunes Dry cereal Sunny Boy cereal Toast, Jam Coffee, Milk	Stewed apricots Dry cereals Boiled eggs Toast, Jam Coffee, Milk	Oranges Dry cereal Vita-B bread Toast, Honey Coffee, Milk	Grapefruit halves Dry cereals Hot cakes, Bacon, syrup Coffee, Milk
Lunch	Tomato soup Spaghetti & meat sauce Canned cherries Tea, Milk	Veg. Beef soup Hot dogs, Relish, Raw onion Orange tapioca pudding Tea, Milk	Soup Boston Baked beans Brown bread Celery stix Raspberry Jello Tea, Milk	Beef Barley broth Bologna Scalloped potatoes Sliced tomatoes Canned apricots Tea, Milk	Apple juice Bardines on toast - Sliced tomatoes Canned apricots Tea, Milk	Cream of celery soup Macaroni and meat casserole Mixed greens Lemon pudding Tea, Milk	Bean puree soup Egg salad sandwich Canned fruit Tea, Milk
Dinner	Boiled beef - Steamed potatoes Mixed Veggies Celery stix Steam pudding sauce Tea, Milk	Grilled pork chops and applesauce Rosaline potatoes Green beans Cabbage & carrot salad Deep apple pie Tea, Milk	Meat pie - Mashed potatoes Mixed Veggies Tossed salad Chocolate cake Tea, Milk	Beef Sausage - Mashed potatoes Gravy Fresh frozen vegetables Carrot stix Orange cake Tea, Milk	Steamed cod with cream sauce Baked potatoes Buttered beans Tossed green salad Rice pudding Tea, Milk	Roast beef Gravy Mixed veggies Steam potatoes Salad Ice cream Tea, Milk	Roast Chicken dressing Mashed potatoes gravy Buttered peas - Green salad - Boysenberry tarts Tea, Milk -

Cookies, bread with peanut butter, honey, fruit loaf, brown bread, cake and milk given every night

Fresh fruit given for night lunches twice a week.

6932



## Document Separator

Item No.                      NWT-000546[000-000]

DIRECTOR

Fort Smith, May 11, 1965

our file / notre dossier 600-1-6  
your file / votre dossier

Training Program for Administrators  
and Supervisors of Pupil Residences

This refers to your memorandum dated April 23, in connection with a training program for administrators and supervisors of pupil residences in the Northwest Territories.

Mr. Gillie has considered and discussed this matter, and has listed a few points which he feels are necessary preliminaries to the commencement of the proposed training courses.

1. The staffs of all the large pupil residences in the Mackenzie District, except Akaitcho Hall, are employees of the churches, Roman Catholic and Anglican. It would seem that the very first phase of such a training program must be correspondence or discussion with the Bishops in charge of the church units concerned. Until agreement is received from the Bishops that they consider such a training program necessary, and that they are willing to allow and encourage participation of their pupil residence staffs in a departmentally run training program, any further planning might be a waste of time.

All communication and negotiation, with the Bishops in charge of the pupil residence systems has heretofore been at the Director's level. Mr. Gillie wonders whether it is to continue so, or whether he should correspond with those gentlemen in connection with this proposed training program.

2. It is our understanding that new pupil residence contracts will be finalized some time within the next few months. Mr. Gillie feels it would be most suitable to delay the commencement of a pupil residence staff training program until the new contracts are in effect.
3. We note, by a copy of your letter of May 3, 1965, to Dr. Joseph Katz of the University of British Columbia, Vancouver, that Dr. Katz is to make a study of the pupil residences in the Mackenzie

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GNWT Archives 679-003 Block 600 Box 204 file 1

3. cont'd

District in the near future. Mr. Gillie believes it would be desirable to wait for the receipt of a report which Dr. Katz will no doubt be submitting, before making definite plans for a pupil residence staff training program.

4. Mr. Gillie believes that the first phase of the proposed training plan, when it is to be commenced, should be a conference of the pupil residence administrators, School Superintendents and Principals of schools concerned, and Area, Regional and District Administrators. At such a conference the roles of each group of officers in relation to the others could be clarified and lines of co-operation and authority clearly defined. Plans could be worked out in full for the staff training program to follow.

It is suggested that, after points one to three above have been settled the conference mentioned in point four, be planned as the 1965-66 portion of the training program. As you suggest \$12,000 will be included in the Mackenzie District Estimates for 1966-67 to cover the costs of this proposed training program.

R.J. Orange,  
Administrator of the Mackenzie

## Document Separator

Item no. AHU-000007[000-001]



Department  
of Northern Affairs  
and National Resources Northern Administration Branch

Ministère  
du Nord canadien et  
des Ressources nationales Direction des régions septentrionales

DIRECTOR

Fort Smith, July 22, 1965.

Attention: Mr. Bolger

our file / notre dossier

your file / votre dossier

Legal Clarification of Responsibilities in Connection  
With Pupils in Pupil Residences

Mr. Gillie would like to thank you for providing the information on the above topic indicated with your memorandum of July 15th. The replies received from the legal advisor raise some rather interesting questions.

If we read the reply to question No. 2 correctly, it appears that all students in our hostels over 16 years of age are, in effect, legal adults and therefore, their status is considerably different to that of students who are still "legal children". We would presume for instance that any student over 16 who does not wish to return to his home at the end of the school year can not be required to do so, since as an adult he is free to set up his domicile wherever he wishes. It is conceivable that this could pose a serious problem in Yellowknife where all the students at Akaitcho Hall are over 16. As adults presumably they would be free to insist on remaining in Yellowknife at the end of the school year. Many, as you are no doubt aware, do not want to return, but up to the present we have always insisted they do so because their parents wish them to and they must obey their parents. Though we have no information that leads us to feel that any wholesale trend of this kind is imminent, it is certainly true that an increasing number of young people want to stay in the settlements where they have been attending school and living in the hostels, rather than return to their homes in the summer. It will require careful handling to see that this does not get out of hand.

We would further judge that our hostel admission form has little if any legal status so far as clarification of responsibility or protection for liability is concerned. In effect this form merely indicates that the parent has given us permission to take the child into a hostel and have him live there during the school year. By so doing, the hostel authorities and hence the Government, assumes full responsibility for his welfare and must accept any liability which might accrue should any harm

...2/

come to him. While this concept is not new, it is certainly advisable to have it clarified and enforced in the minds of all those who assume responsibilities in connection with these young people.

One specific question which arises out of all this concerns the matter of what action, if any, we can take in the case of 16, 17 and 18 year old girls who leave the hostel, say at Akaitcho Hall, and take up residence with some other adult in the community under very dubious circumstances. Presumably we can take no other action here than refuse to accept the girl back into the school or hostel, which then means that the girl is on her own and may or may not return to her community. Needless to say, this sort of thing is most disturbing to parents, even though the youngster may, in effect, be an adult and to some extent explains the reluctance that some parents display to allow their girls to continue in the hostels beyond say age 15.

Again there would appear to be no "pat"<sup>answer</sup> but it does serve to underline our very heavy responsibility. Sometimes, because of long practise, of familiarity, we tend to forget some of these aspects of our work.



R.J. Orange,  
Administrator of the Mackenzie.

## Document Separator

Item no. AHU-000006[000-000]



Department  
of Northern Affairs  
and National Resources Northern Administration Branch

Ministère  
du Nord canadien et  
des Ressources nationales Direction des régions septentrionales

DIRECTOR

Fort Smith, July 30, 1965

Attention: Mr. B. Thorsteinsson

our file / notre dossier  
your file / votre dossier

600-1-6

NORTHERN ADMIN. BRANCH  
FORT SMITH, N.W.T.  
7803  
600-1-6  
E2

Dormitory Supervisors

This refers to your memorandum dated July 15, 1965, in connection with hours of work of dormitory supervisors in Departmentally operated pupil residences.

Akaiicho Hall is the only such residence in the Mackenzie District at the present time, therefore, it is the only residence with which this report is concerned.

To answer your questions in the order in which they appear:

- (a) Seven dormitory supervisors, classified as Teacher Aides, are employed at Akaiicho Hall.
- (b) The number of dormitory supervisors at Akaiicho Hall is adequate for the present student capacity of the residence, as long as the seven positions are filled.
- (c) and (d). I believe questions C and D are answered by the attached memoranda from Mr. Boxer and Mr. Macpherson of Yellowknife. I agree with Mr. Boxer that it would be a fallacy to specify a specific number of hours to be worked in a day or week by dormitory supervisors. It is a type of employment to which staff members should be appointed on the basis of doing the job, rather than doing any certain number of hours of work. As Mr. Boxer outlines, duty shifts can be arranged so that an approximate number of hours per week may be arrived at, but unforeseen and emergency situations demand the attention of dormitory supervisors on occasion at all hours of the day or night.

I believe that Mr. Boxer's suggestion for paying a salary rate which would include an amount to compensate for overtime worked, is the most satisfactory solution to the problem.

*R.J. Orange*

R.J. Orange,  
Administrator of the Mackenzie



## Document Separator

Item no. AH 173218G

Regional Director,  
Foothills Region.  
Medical Services.

160-7

Regional Dietitian,  
Foothills Region.

March 15, 1966.

Food Services -  
Akaiatcho Hall - Yellowknife, N.W.T. - March 7, 1966.

There are approximately 170 children - ages 15 to 21 in residence at Akaiatcho Hall. Mr. A. Boxer is the Administrator and Mrs. Boxer is the Matron. Mrs. A. Granquist is in charge of the dietary and has a very stable staff, who work well together.

COMMENTS ON MENUS:

Mrs. Granquist plans weekly menus, which are discussed with and checked by Mrs. Boxer. It was suggested that she try using a cycle menu of three or four weeks, which would eliminate some of the stress involved in weekly menu planning and facilitate in making monthly orders. The menu was compared with Canada's Food Guide. A copy of Good Eating with CFC was left with the staff.

Milks: Milk is available at every meal, as is tea and coffee. The average daily consumption is 32 gallons of whole, locally reconstituted milk, which means that each child is receiving approximately 3½ cups of milk per day, on the average.

Fruits: Fruit or fruit juice is served twice daily. Fresh fruit is served twice weekly. It was suggested that the menus be checked daily for a source of Vitamin C.

Vegetables: Potatoes are served daily, along with two other vegetables, one of which is served as a salad or a plain raw vegetable.

Bread & Cereals: Bread is purchased locally from the bakery and is served with margarine. Dry cereals are offered daily and three times per week, hot cereals are served at breakfast. Whole grain cereals are used in biscuits, hot-cakes, desserts. It was suggested that some form of whole grain cereal should be available in each day's menu.

Meat & Protein Alternates: Meat or protein alternates are served twice and occasionally three times daily. Eggs are used frequently. Cheese should be used three times weekly. Liver is served monthly and it was suggested that heart be given a trial. Vitamin supplement is available.

Page 2

Cont'd.

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Iodized salt is used.

The menus show a keen interest in providing a varied diet. The staff are very conscientious in trying to meet the recommendations of Canada's Food Guide. Milk soups and milk desserts are not popular; however, consumption is increased when grated vegetable is added to the milk soups and called "vegetable soup" and chopped nuts, etc. are used to decorate milk puddings.

Food Handlers: The kitchen staff appear to have a high standard in their work habits and wear uniforms and hairnets. Student assistants also wear hairnets while working in the kitchen.

Equipment & Kitchen Maintenance: All equipment is used and seems to be well maintained. The steam table acquired in 1961 has not yet been installed and the staff have learned to get along without it.

Deep freeze space is very limited and more space should be available to hold the fresh meat supplies, which are delivered weekly. The space available does not allow for any hold over of extra supplies, nor really adequate storage for weekly deliveries.

Dishwashing: Dishwashing is done by students under the supervision of supervisors. Procedures in washing dishes are very similar to those practiced last year and are very good. The machine operates efficiently and the temperatures of washing and rinsing waters are correct.

SUMMARY OF RECOMMENDATIONS:

- (1) Check to insure that a source of Vitamin C is served daily.
- (2) Check to insure that a whole grain cereal is served daily.
- (3) Try implementing a cycle menu.

*K. A. Fryer*  
K. A. Fryer.  
Regional Dietitian.

C.C. Director General (3)  
Dr. G. Walter - Northern Region  
Mackenzie Zone Superintendent  
Nurse-in-Charge / Health Centre, Yellowknife.  
District Supt. of Schools - RA & RR, Ft. Smith.  
Regional Supt. of Schools - RA & RR, Yellowknife  
Administrator - Amatho Hall - Yellowknife

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Department  
of Northern Affairs  
and National Resources Northern Administration Branch

Ministère  
du Nord canadien et  
des Ressources nationales Direction des régions septentrionales

DEPUTY MINISTER

Ottawa 4, September 12, 1966.

our file / notre dossier 600-1-1  
your file / votre dossier

The Relationship Between the Church and  
State on Education in the Northwest Territories

As requested, I am forwarding to you herewith, a copy of the paper entitled  
"The Relationship Between the Church and State on Education in the  
Northwest Territories" as compiled by Mr. Otto Tucker and amended and edited  
by the Education Division.

Director

THE RELATIONSHIP BETWEEN THE CHURCH AND  
STATE IN EDUCATION IN THE NORTHWEST  
TERRITORIES

NAC RG22 Vol. 1995-96/693 file 40.10.4 Box 15

006010 [000-000]

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THE RELATIONSHIP BETWEEN THE CHURCH AND STATE  
IN EDUCATION IN THE NORTHWEST TERRITORIES

This study deals with the relationship which has developed between the Church and State in the Northwest Territories of Canada since 1955. In that year the Department of Northern Affairs entered upon what was described by the Honourable Jean Lesage, Minister of Northern Affairs at the time as a "New Program for Northern Education". In effect this program represented a vast increase in federal funds being spent to improve educational opportunities for young people in the Northwest Territories.

In this report reference is made to Federal Acts of Parliament as they affect northern education and to the education Ordinance and education Regulations of the Northwest Territories.

The major portion of the study, however, constitutes an examination of the policy of the Department of Northern Affairs as it has sought to define its role in education and its relationship with the Anglican and Roman Catholic Churches in the context of education in the Territories. To this end Church-State relationships since 1955 are traced in this report by the chronological and descriptive methods. Only the salient features are included however, with examples and direct quotations used in order to reflect the spirit in which decisions were made and to reveal the nature of the problems which developed.

Towards the end of the report the educational policy of the Department in its relationship with the Churches is briefly summarized. The report concludes with a list of basic problems which have grown out of the Church-State participation in northern education and which are based on primary sources of reference in the files of the Department of Northern Affairs and National Resources.

Throughout the report where the words Minister, Deputy Minister and Director are used they refer to the Minister or officials of the Department of Northern Affairs and National Resources except where otherwise noted.

A specific reference to the Sub-committee on Eskimo Affairs is omitted in the historical portion of the text but is referred to by way of example in the portion of the Study dealing with Problems; documents pertaining thereto are found in the appendix.

Appendix K includes a statistical analysis of educational financial expenditure in the Territories over the past ten years. These records are taken from the official report (1964-65 and 1965-66 editions) of the Education Division, Department of Northern Affairs and National Resources.



THE RELATIONSHIP BETWEEN THE CHURCH AND STATE  
IN EDUCATION IN THE NORTHWEST TERRITORIES

The history of education in Canada is in part a reflection of a struggle by religious denominations for a leading role in public education. The British North America Act and amendments thereto include definitions of the relationship between Church and State in matters pertaining to provincial systems of education. The manner in which each province worked out this relationship was determined in large measure by educational precedents established by law and/or practice before Union. Consequently a variety of Church-State relationships in education operate in Canada ranging from secularization of publicly supported schools in British Columbia to a multiple-denominational system in Newfoundland. In between various kinds of separate schools operate divided on a Protestant-Roman Catholic basis.

The point of this introduction is to emphasize that the on-going effort to define the relationship between Church and State in northern education is not unique to the Northwest Territories, but in reality is part of a long tradition in Canadian public education.

To understand the system of education now operating in the Northwest Territories it will be necessary to make reference to:

- a) The Northwest Territories Act;
- b) The Indian Act;
- c) The Schools' Ordinance of the Northwest Territories;
- d) The Department of Northern Affairs and National Resources Act;
- e) Specific policy statements of the Department of Northern Affairs and National Resources.

Separate Schools

1. The Northwest Territories Act

This Act gives legislative powers to the Commissioner in Council of the Northwest Territories to make Ordinances respecting education.

For a copy of this Act see Appendix F.

The specific provision for education in the Northwest Territories Act recognizes the right of a minority group (Protestant or Roman Catholic) to set up separate schools.

Section 11 of  
the Act states:

In the laws or ordinances relating to education it shall always be provided that a majority of the ratepayers of any district or portion of the Territories or any less portion or subdivision thereof, by whatever name the same is known may establish such schools therein as they think fit and make the necessary assessment and collection of rates therefor; and also that the minority of the ratepayers therein whether Protestant or Roman Catholic may establish separate schools therein and such cases the ratepayers establishing such Protestant or Roman Catholic Separate schools are liable only to

assessment of such rates as they impose upon themselves in respect thereof.

2. The Schools' Ordinance of the Northwest Territories

The Schools' Ordinance of the Northwest Territories spells out further the conditions under which separate schools may be established and operated and covers such factors as taxes, assessment and the allocation of funds. For a copy of this Ordinance see Appendix H.

Provision for daily religious instruction to be given has also been made in the Schools' Ordinance. Briefly paraphrased the terms of reference for religious instruction are as follows:

- a) the last half hour of each school day may be devoted to any kind of religious education the Board desires to offer;
- b) each school day may open with the Lord's Prayer;
- c) pupils may be excused from attending religious education classes if parents or guardians so desire;
- d) no pupil may be deprived of any advantage that might derive from the ordinary education given in the school because he refuses to attend classes in religious education.

The provisions in the Schools' Ordinance apply to all pupils because under the Northwest Territories Act the Territorial Council is the body having the legal right to legislate respecting education in the Northwest Territories. However, since the education of the Indians and the Eskimos is the ultimate responsibility of the Federal Government, and because the Territorial Council does not have a Civil Service organization to administer schools, the Territorial Council developed an unwritten agreement with the Federal Government whereby the latter provides school services for all children of the Northwest Territories.

3. The Indian Act

According to Sections 117, 120 and 121 of the Indian Act, the Minister responsible for Indian Affairs has been legally obliged to provide educational services but with due regard to the Roman Catholic and Protestant environments in which these services may be conducted. These sections of the Indian Act read as follows:

Section 117:

Every Indian child who is required to attend school shall attend such school as the Minister may designate, but no child whose parent is a Protestant shall be assigned to a school conducted under Roman Catholic auspices and no child whose parent is a Roman Catholic shall be assigned to a school conducted under Protestant auspices except by direction of the parent.

Section 120:

- (1) Where the majority of the members of a band belongs to one religious denomination the school established on the reserve that has been set apart for the use and benefit of that band shall be taught by a teacher of that denomination.
- (2) Where the majority of the members of a band are not members of the same religious denomination and the band by a majority vote of those electors of the band who were present at a meeting called for the purpose requests that day schools on the reserve should be taught by a teacher belonging to a particular religious denomination, the school on that reserve shall be taught by a teacher of that denomination. 1951, c. 29, s. 120.

Section 121:

A Protestant or Roman Catholic minority of any band may, with the approval of and under regulations to be made by the Minister, have a separate day school or day school classroom established on the reserve unless, in the opinion of the Governor in Council, the number of children of school age does not so warrant. 1951, c. 29, s. 121.

Under these Sections of the Act the policy of the Federal Government in providing education to the Indians throughout Canada was in effect to establish and maintain in many places schools that were essentially denominational in character for pupils of a single faith. Where local situations required schools to be mixed the teachers were to be of the same faith (Roman Catholic or Protestant) as the majority of the pupils.

Thus when the Department of Northern Affairs and National Resources entered the education scene in the North precedents had already been established in Indian schools throughout the country and since many pupils in the Northwest Territories were Indians, the spirit of this portion of the Indian Act gave direction concerning the kinds of schools which would be established in the North by the Department of Northern Affairs and to a large extent determined the policy for staffing schools with teachers on a religious basis.

4. The Department of Northern Affairs and

National Resources Act

This Act was assented to on the 6th of December, 1953.

Section 5 reads as follows:

The duties, powers and functions of the Minister extend to and include all matters over which the Parliament of Canada has jurisdiction, not by law assigned to any other Department, Branch or Agency of the Government of Canada relating to Eskimo Affairs.

This Act then constitutes the basis of the responsibilities of the Department for Eskimo education.

...7

The Agreement in 1955 between the Minister of Citizenship and Immigration and the Commissioner of the Northwest Territories for the latter to provide for Indian education in the Territories; and for the Commissioner to turn the responsibilities for Indian education in the Territories over to the Department of Northern Affairs and National Resources thus left the Territorial Council with the financial responsibility for the education of non-Indian and non-Eskimo pupils, (referred to in Statistical records as "Others"). For a copy of this Agreement see Appendix I.

In summary then, the legal basis of education in the Northwest Territories is the Northwest Territories Act, the Indian Act, the Northern Affairs Act and Ordinances of the Territorial Council. Since 1955 when the Department of Northern Affairs made plans for a rapid and broad expansion of school and hostel facilities, educational policy expressed in letters, memoranda and directives emanated from the Head Office of the Department in Ottawa.

The remainder of this report will constitute a description of educational policy of Federal Schools in the Northwest Territories relative to arrangements made as a result of consultations and discussions with the Roman Catholic and Anglican Churches and an analysis of problems arising from the interaction between those Churches and the Department of Northern Affairs.

#### THE ROLE OF THE CHURCH IN FEDERAL SCHOOLS

##### Church - State Relationships 1947-1955

Between 1947 and 1950 the Federal Government increased its participation in education in the Northwest Territories by establishing a number of schools in the Mackenzie Area. In 1947 the Department of Mines and Resources (the predecessor of the Department of Northern Affairs) conducted an educational survey in the Mackenzie District and as a result schools were built by that Department at: Tuktoyaktuk, Fort Simpson, Aklavik, Fort Smith, Coppermine, as well as at Cape Dorset and Coral Harbour in the Eastern Arctic.<sup>1</sup> During the same period the Indian Affairs Branch of the Department of Mines and Resources, later the Department of Citizenship and Immigration built schools at Hay River, Fort Rae, Rocher River, Fort Norman, Fort Good Hope, Fort Franklin.<sup>2</sup> It should also be noted that for some years

1 Education North of 60 - A Report prepared by C.A.S.S.I. the Ryerson Press, Toronto: 1964. p.p. 63-64.

2 Ibid.

this Branch had been assisting in northern education by paying small grants to mission schools owned and operated by the Roman Catholic and Anglican Churches in the Mackenzie District.

Prior to this expansion in education on the part of the Federal Government the two religious bodies referred to above had been active in mission enterprises for many years and, in some places, part of their religious functions was to provide schools, some of which included school residences for pupils coming from outlying areas. For example large schools and pupil residences were operated at Aklavik by the Roman Catholic Church and by the Anglican Church.

Because those Churches preceded the state in rendering educational services in the North and because of their close involvement with the social structure in many northern areas it might be assumed that the role of the Church as perceived by segments of the native population was in part an agent to provide a "White man's education" to Indian and Eskimo young people. Therefore when the Federal Government in 1955 decided to embark upon a new program of pupil residences and schools, the following factors can be listed as being influential in determining the role the Churches would play in the working out of this new educational program:

- a) Indian schools throughout Canada had by law been conducted with regard to denominational segregation of pupils and teachers on a Protestant-Roman Catholic basis;
- b) A Federal Government Department had traditionally given financial aid to Church residential schools in the Northwest Territories;
- c) Clergy of both faiths had worked for years with both ethnic groups (Indian and Eskimo) and hence the Church might be in a position to communicate to the Government information which might be of use concerning projected educational needs;

- d) The support of the Churches was necessary to assure the political as well as the administrative success of the new program.

The New Program 1955

In 1955 a new educational program for the Northwest Territories was outlined in a policy memorandum to the Cabinet by the Minister of Northern Affairs, dated March 4, 1955.

Prior to making a submission to Cabinet requesting approval for the new program, consultations were held with Bishop Trocellier of the Roman Catholic Church and Bishop Marsh of the Anglican Church and agreement on all major issues relating to the program is recorded in correspondence between the Minister and the Bishops, and further confirmed in the Minister's memorandum to the Cabinet from which the following extract is taken:

The proposals have been discussed fully with Bishop Marsh and Bishop Trocellier. Both agree that it is the program best designed to meet the special needs of the North and to remove difficulties that have been increasing in recent years because of inadequacy of school facilities in various locations for children of one faith or the other.

The aspects of the new program which included religious references were:

- a) new hostels (pupil residences) to be built at specified places were to be undertaken by the Department of Northern Affairs and operated under contract by either the Anglican or Roman Catholic Church;
- b) teachers of pupils up to Grade VI in the schools associated with hostels would be of the same denomination as that of the majority of pupils;



- c) the schools at Fort Simpson and Aklavik would separate pupils according to a Protestant-Roman Catholic classification;
- d) in the case of all mixed schools for instruction in Grades VII to XII for vocational subjects and other specialized subject areas there was to be no separation according to religion;
- e) a non-sectarian hostel was to be built at Yellowknife together with a proposed new vocational high school;
- f) the hostel and school for Fort Smith was to be staffed by Roman Catholic personnel;

A very important effect of "the new program" was to remove education from Church to State Control on the grounds that because of a lack of funds the missions were unable to provide adequate educational services in the North.

#### Religious Separation

Throughout the summer and fall of 1955 considerable correspondence between high level officials in both the Department and the Churches was exchanged with an attempt to implement the policy in terms of a workable understanding to satisfy the Churches and the Government.

The separation principle was further spelt out in a memorandum to the Administrator of the Mackenzie from the Director of the Northern Administration Branch dated May 6, 1955. This memorandum referred to what later became known as "combined schools" where elementary school pupils were to be assigned to separate "wings" of the school building according to their denominational affiliation, either Protestant or Roman Catholic.

Section #5 of this letter reads:

"Where hostels are operated by two different Church authorities such as at Fort Simpson and Aklavik (Inuvik) there will be a Separate Roman Catholic wing attached to the school and this wing will be staffed by Roman Catholic teachers. This wing will be under the jurisdiction of a Roman Catholic assistant principal who will be in complete charge of his portion of the school insofar as the school program is concerned. The principal of the school who may be either Roman Catholic or Protestant will be in charge of both units with respect to general administration, preparation of requisitions, completion of forms and other administrative duties."

The practice of separating pupils by denomination only up to Grade VI evidently became a source of dissatisfaction to Bishop Trocellier late in the summer of 1955. A memorandum from the Deputy Minister to the Minister of Northern Affairs dated August 24 of that year states:

Father Laviolette said that Bishop Trocellier was not too happy about the idea of having separation of pupils up to Grade VI. He would like to have separation up to and including Grade IX. This is an extension of the principle but I see no serious objections to it.

Father Laviolette added that the Bishop would like to see the separation principle applied "right into the high school program". But Father Laviolette said he told the Bishop that he thought this extension of separation would not be possible within ten years because of the small number of pupils involved in high school grades.

#### Religious Text Books

An issue was raised also in 1955 in connection with the use of Roman Catholic text books especially pertaining to the reading program at the elementary school level. An agreement between church and state was reached that a non-sectarian series of readers such as the Curriculum Foundation series be used in classes where there were Protestant and Catholic pupils, and in such situations Roman Catholic readers might be used as supplementary reading for Roman Catholic pupils.<sup>4</sup>

<sup>4</sup> Memorandum from the Superintendent of Education, Fort Smith to the Director, dated September 9, 1955.

Combined School Regulations

The Minister approved a set of regulations which were authorized by an Amendment to the Schools' Ordinance passed by the Northwest Territories Council on July 9, 1956. These regulations became known as Combined School Regulations. A copy of the Combined School Regulations is found in Appendix H. When they were approved by the Minister the separation principle was recognized up to and including Grade VI. Later separation was applied to Grades VII and IX.

In those regulations a Combined School is defined as:

"A school where a part of the building in which the school is located has been allocated for the instruction of Roman Catholic children in Grades I-IX, a part of the building has been allocated for the instruction of other children, and the remainder of the building has been allocated for the instruction and use of all children."

These regulations also defined the duties of supervising principals and of the assistant principal of the combined schools.

Dissatisfaction with New Program

Towards the latter part of 1955 the Mackenzie Catholic Teachers' Association expressed fears that the implementation of the new program would foster a secularization of education in the Territories. In a petition sent to Prime Minister St. Laurent, November 17, 1955 a Sister of the Order of Grey Nuns speaking for the Association expressed their fears in the following way:

We want you to know that Catholic Education, one of the main pillars of the Roman Church in the Northwest Territories is being shaken to its very foundations ... Every now and then we are informed that new modifications have been made to the former plan unfortunately restricting more and more the freedom of Catholics in the educational field; our system is being disintegrated to become little by little engulfed into the neutral regime.

The Sister referred the Prime Minister to Canon 1374 of Roman Catholic Church Law which reads in part:

Catholic children must not attend non-catholic, neutral or mixed schools, that is such as are open to non-Catholics.

The Prime Minister in his prompt and detailed reply stressed the fact that in every phase of planning the new program he was satisfied that the Minister of Northern Affairs worked in closest co-operation with Bishop Trocellier who approved each part and detail of the proposals.

The Prime Minister stated:

I have always been and am personally satisfied that in making the plans, the utmost care has been taken to respect and preserve the rights of Roman Catholics.

In the working of the details for denominational participation in the northern educational environment what can be interpreted as a suspicion or lack of trust was sometimes exhibited by one denomination towards the other. At least a deep concern was sometimes manifested by church leaders lest one of the churches would be accorded by the Department more privileges in education than the other.

This denominational rivalry is well demonstrated in a letter of May 15, 1957 to the Chief, Education Division from Canon Cook (then Superintendent of Anglican Hostels, now Assistant Bishop of the Arctic Diocese). The Canon notified the Chief that the Roman Catholic authorities in Aklavik had bought a large building and had moved it to their school property. He expressed objections to this building being used for education and pointed out that this would be a violation of an earlier agreement between the church and the Department that no further construction or additions would be made to existing residential schools. He said that with the addition of this new building the Roman Catholic Church had made it possible for more pupils to be housed at their residential schools and he objected to the Roman Catholic Church's being allowed to expand "at Anglican expense".

Another instance is in connection with a letter to the Minister from Bishop Marsh, dated May 24, 1957 expressing disapproval because the Fort Smith School was being referred to in the community as a "Roman Catholic School" and he stated that the ire of all non-Roman Catholics in Fort Smith was being roused because Catholic expressed opinion indicated no Protestant teachers would be represented on the staff.

In the same letter referring to hostel services in the Chesterfield Inlet and Coppermine areas, Bishop Marsh expressed his views strongly on the matter of Departmental policy as it affected the churches in northern schools.

His letter reads:

It would seem that your Department has tumbled over backwards to give the Roman Catholic Church everything they desire and is anxious to comply with them in allowing them to open the back door of their school system so that Anglican children may attend their schools for education. I with others am tremendously bewildered by the changing trend in education in the Northwest Territories whereby so much seems to fall to the advantage of the Roman Catholic Church who are in a minority.

In 1957 the Department finalized a procedure for selection of students for hostels. The District Superintendent of Schools was instructed to play the leading role by giving final approval but to do so in consultation with church representatives and with the local Indian agent.

#### Fort Smith Arrangements

In July of 1957 in a memorandum from the Department to the Administrator of the Mackenzie, the policy relating to the new Federal School at Fort Smith was consolidated.

In summary the policy stated:

- a) the new school was to be referred to as the Fort Smith Federal School;
- b) hostel selection was to be done by a committee in which the Roman Catholic Church would be represented;

- c) the 14 classrooms in the new school were to be organized so that about half of them would be classrooms in which only Roman Catholic children would be taught and the other half classrooms in which the two religious groups would be mixed. In the mixed classrooms non-denominational readers would be used and no religious emblems displayed. In the classrooms where all the children were Roman Catholic religious habit might be worn by the teacher and religious emblems displayed.
- d) all the teachers were to be Roman Catholic since the majority of pupils were of that faith. However in the field of Industrial Arts and Home Economics teachers were to be selected regardless of religious affiliation. In "the old building" one or two Protestant teachers might be employed. It was agreed that a Miss Wetterlund, a Protestant would be employed in one of the classrooms in the new school. Since less than 10 per cent of the school children were Protestant these policies were considered by the Department as fair.

Non-Sectarian Schools Advocated at Fort Smith

In a letter to the Minister from the Deputy Minister on August 12, 1957 it was stated that in July of that year the Protestant people of Fort Smith signed and forwarded a petition to the Department objecting to the strong position of the Roman Catholic Church in the Fort Smith School. On July 23 a public meeting had been held at Fort Smith "to condemn the Department's policy of fostering religious segregation and discrimination. The meeting passed a resolution urging a non-denominational system of education in every respect for the North. Mr. John Parker, a member of the Northwest Territories Council, attended the meeting and later wrote the Department advancing the view that educational policy should be left to the Council to determine as a purely

Territorial matter. He expressed himself in favour of non-sectarian education in the Northwest Territories except where a group decided to establish Separate Schools.

Catholic parents of Fort Smith also about that time held a meeting to express their views favouring the position of their church in the Fort Smith School policy.

The Deputy Minister viewed the controversy as a serious issue and urged that the Minister or a Senior Official of the Department go to Fort Smith and meet the people and endeavour to solicit their acceptance of the Department's educational policy. The Deputy Minister himself went to Fort Smith and on September 10-13 attended a public meeting and held private discussions with Church officials. No records are available concerning the final outcome of the meeting or the points discussed.

In writing to the Minister on September 3, 1957 Bishop Marsh dealt with the recent issue at Fort Smith and suggested that the policy of the Department should be "to create a completely neutral school system for the Northwest Territories".

#### Teacher Appointment

The Department experienced difficulty in being able always to adhere to the practice of appointing teachers of the same religious faith as the majority of pupils.<sup>1</sup> For example in 1957 Bishop Piche wrote the Department and expressed concern because Protestant teachers were hired for schools at Fort Wrigley, Fort Liard and Nahanni Butte (predominantly Roman Catholic communities). The Superintendent of Schools at Fort Smith replied in a letter to the Bishop and said "We did not have any applications from qualified Roman Catholic teachers for these positions and if Protestant teachers had not been appointed it would not have been possible to open these schools".

1 The origin of this practice is not clear although it is apparently based on practice used in Indian Day Schools as a result of an interpretation of the Indian Act.

The Westwater Report (See Appendix C)

In 1958 Dr. Robert Westwater, then Superintendent of Schools for the Department at Fort Smith conducted an educational survey of the Mackenzie Area. In his 27 page report much of his assessment dealt with the relations between the churches and the Department in matters of educational policy. In summary his recommendations concerning these matters were as follows:

- a) That as quickly as possible all schools and hostels established and maintained at public expense be freed from religious control and limitations with respect to both teachers and pupils;
- b) That no teacher be permitted to conduct classes in a Federal School while wearing the garb of a religious order.
- c) That provision for religious instruction during the last half hour of the school day be retained;
- d) That a non-denominational hostel for children admitted on the recommendation of the Superintendent of Child Welfare be established.

In a meeting held between Dr. Westwater, the Chief of the Education Division, the Director and the Deputy Minister, the latter referred to the Section of the Westwater report dealing with religion and school policy; in summarizing his views to the Director (in the memorandum of September 2, 1958), the Deputy Minister stated:

As I mentioned to you .... this morning, this is much more than a question of educational administration. It is a matter of very broad governmental policy that has engaged the closest attention of the three ministers with whom I have now served. It is a question that will of course continue to receive close attention but no changes affecting the present situation can be made without consideration and approval of the Minister.



The recommendations pertaining to the Church's role in education seem to have been made without a careful consideration of the social, legal and historical factors involved and the limitations they placed on development of educational policy. In short Westwater's recommendations consisted of an over-simplification of problems. It appears from the above-mentioned letter the Deputy Minister thought too at the time that the Westwater suggestion's could not be easily followed.

Clarification of Fort Smith School Policy

The special situation at Fort Smith where the majority of pupils were Roman Catholic was frequently being assessed by Department officials in conjunction with officials of the Roman Catholic Church. In November 1958 a document was prepared by the Chief of the Education Division for the Department entitled "Relationships of the Department with Church Authorities Re: Hostel - Fort Smith". According to this record the situation relative to schools and hostels at Fort Smith could be listed as follows:

- a) in a multiple room school the teacher for each room would where reasonably possible be of the same faith as the majority of pupils in that room;
- b) in a classroom where all the children were of the Roman Catholic faith the teacher could be a qualified member of a religious order who could wear religious garb; in such a classroom religious symbols could be displayed;
- c) in a classroom wholly made up of Roman Catholic pupils, Roman Catholic readers could be used to teach reading in the elementary grades but selected from a list recommended by the Chief of the Education Division and approved by the Commissioner;

d) in a classroom attended by a minority of Protestant pupils non-sectarian readers would be used by the class and Catholic readers used by only Catholic pupils. In such rooms lay teachers would be employed and there would be no religious emblems displayed.

e) a single school would be operated for all pupils in Grades I to IX and a small high school would operate from Grades X to XII.

It was not considered efficient or economical to operate separate wings for each religion since the number of Protestants was less than 50, justifying only two classrooms with each teacher teaching six grades in a separate wing.

f) all teachers in the grade school (Grades I-IX) would be of the Roman Catholic faith while in the Senior High School some of the teachers could be Protestant; certain exceptions to this policy were agreed upon:

1. A Protestant teacher was permitted to teach a Junior grade in the new school (Bishop Trocellier had agreed to this in a reply to a letter from Honourable Jean Lesage, Minister of Northern Affairs, June 4, 1957);
  2. It was agreed to have a Protestant teacher teach the opportunity class in the high school building since a specially qualified person was found for this position;
  3. Vocational and Home Economics instructors could be of the Protestant faith if suitably qualified Roman Catholic instructors could not be found.
- g) where there were two or more rooms for a single grade all the Protestant pupils would be placed in one room and the other room or rooms could be occupied by Roman Catholic pupils.

In 1959 a number of parents at Fort Simpson (the exact number could not be ascertained) sent a petition to the Department requesting that a new Federal School for Fort Simpson be established on a non-sectarian basis. (Letter to Deputy Minister from the Acting Director, dated January 26, 1959). However the Department's stand on the question was that a previous commitment by the Department to the churches to establish a combined school in Fort Simpson, and the Indian Act requirement for schools to operate in a Protestant or Roman Catholic context prevented the Department from setting up a school free from denominational considerations.

Inuvik

During 1959 in anticipation of the establishment of Inuvik as a townsite replacing Aklavik, final plans were worked out relating to pupil residence and school arrangements for Inuvik. The principle of religious segregation, which was established in 1955 and 1956 as applicable to Aklavik, was rigidly carried out. Separate wings, on a Protestant-Roman Catholic basis, were planned and later went into effect requiring pupils from Grades I to IX to be segregated in one or the other instructional "wings" according to the religious affiliation (Protestant or Catholic) of their parents.

Protestant - Roman Catholic Rights

In the early stages of the new programme the initial policy was to have religious segregation observed in Federal Schools only up to Grade VI. This was soon extended to Grade VIII and then to Grade IX. In a letter to Bishop Trocellier from the Honorable Jean Lesage, on December 1, 1955, as quoted in a memorandum to the Director from the Chief of the Education Division, March 12, 1959, it is stated:

... the Government was to accept separation to Grade VI inclusively only, except at Fort Smith, because of your insistence I succeeded to have the separation to Grade VIII accepted.

but on December 12, 1957 the Deputy Minister wrote to Bishop Trocellier and said that in the case of Aklavik (later Inuvik) and Fort Simpson the number of each faith made it possible to have schools with separate Catholic and Protestant wings for grades one to nine; later in a letter to Bishop Piche from the Deputy Minister, March 23, 1959, the latter assured the Bishop that "as far as Inuvik is concerned we will be planning on the basis that accommodation for grades I to IX will be provided in the Roman Catholic wing".

Since 1955 from time to time Church leaders have raised questions concerning possible violation by the Department of the agreement to appoint teachers of the same faith as the majority of pupils. In 1961, for example, a need arose to place a teacher in Nahanni Butte. A qualified Protestant teacher was readily available but Bishop Piche suggested that if a Catholic teacher was not appointed he would tell all the Indians pupils not to attend school. The Department met the crisis by transferring a Roman Catholic Teacher from Aklavik to Nahanni Butte.

In 1961 a considerable inequality in favour of distribution of Protestant teachers occurred in the Eastern Arctic, and the Catholic Church again expressed disapproval, and sought an explanation from the Department from the Superintendent of Schools for the Eastern Arctic. The explanation given seemed to suggest that the imbalance arose because:

- a) it was impossible to determine with accuracy in 1960 the actual number of pupils (hence religious distribution of pupils) for 1961;
- b) two Roman Catholic teachers resigned during the year and it was impossible to get Roman Catholic replacements,

Relative to the above issue the Superintendent was reminded by the Chief of the Education Division on April 27, 1961, that no departure must be made from Departmental policy in this regard without special permission from the Chief of the Education Division.

Absence of Catholic Educators in the Education Division

In July 1961 the Minister of Northern Affairs, the Honourable Walter Dinsdale became disturbed because of a press report of a speech made by Father Andre Renaud, Director of the Oblate Fathers' Indian and Eskimo Welfare Commission. In this speech Father Renaud described the Education Division as "an Orangeman's paradise". Father Renaud was addressing a meeting of "The Association Canadienne des Commissionsaires d'ecoles Catholique de Langue Francaise" on the topic "Catholic Schools in the Northwest Territories and the Yukon".

When the report appeared in public newspapers the Minister wrote Bishop Piche and Bishop Goudert of the Mackenzie and Yukon Catholic Diocese respectively and expressed concern that a representative of the Church should express himself so strongly when the Minister felt that Bishop Piche was satisfied with the policy of the Department in Federal education in the Northwest Territories.

The replies of both Bishops provide an excellent example of the attitude of the Roman Catholic Church at this stage of the historical process relative to the development of the interaction between the Church and the Department on matters affecting northern education.

Bishop Piche's letter of July 7, 1961 included the following statement:

May I say that Father Renaud's statement came as a complete surprise to my distinguished guest, (i.e., the Superior

General of the Oblates, who was visiting the Mackenzie at that time), and even more to myself, since I have been both gratified and proud to inform him of the continued interest taken by the Government, especially in recent years in the field of education, particularly for the benefit of our Northern population as well as the democratic fair play of the Department of Northern Affairs when dealing with groups of different races and creeds ... I must certainly add that in the area under my jurisdiction the Department has certainly shown true respect for justice toward the majority as well as toward the minority in school problems.

The reply of Bishop Coudert of the Yukon indicated less satisfaction than that expressed by Bishop Piche; an excerpt from Bishop Coudert's reply to the Minister is given below as a means of comparison between the role of the Catholic Church in the Yukon and the Northwest Territories as perceived by those two Churchmen. Bishop Coudert stated:

Here in the Yukon I must admit that we have obtained a fair treatment in the recognition of minority rights as far as Separate schools are concerned, but it has been and still is a long and tedious battle which seems never to end.

The general feeling we have had all along in the Yukon is that we have been merely tolerated; arguments and difficulties are constantly arising whether it is a question of obtaining a capital contribution to our needed schools or an adequate per capita grant corresponding to our maintenance cost of said schools. The impression all along is that the officials will make it so hard for us to carry on that finally they will compel us to give up our Separate Schools for the sake of peace.

We are far from being able to state, as the Protestant School Trustees of Quebec have, 'though we are a minority, we have always felt that we were treated as the majority, and have never had grounds to complain concerning our dealings with the Quebec Government in matters of education'.

You may be assured that I have no greater desire than co-operating with the officials of your Department without compromising however on principles where our minority rights are at stake.

Father Renaud's remarks were prompted at the time by what he called the "absence of Catholic personnel in the upper echelons of the Education Division".

The issue as perceived by Father Renaud, and the spirit in which his controversial remark quoted in the press are best reflected by quoting from his letter to Honourable Walter Dinsdale, dated July 19, 1961. In part it reads as follows:

I mentioned (in the address) that the few Catholics who

had been in office at that level had been eliminated, summed up the difficulties experienced by our Bishops and ended by a harmonious figure of speech namely that the Education Division in its structure and attitudes is an 'Orangeman's paradise', meaning that an Orangeman would be happy to find himself there. This apparently caught the imagination of the press and the impression itself without the content, was carried across the wires over the whole country.

Please accept my apologies for any embarrassment this unexpected publicity may have caused you. I still believe however, that the facts are true and that to that extent the figure of speech was justified. You are at liberty to have an objective and impartial enquiry made and I stand to be corrected. There is nothing I would appreciate more than to be shown that those immediately responsible for the supervision of education in the Territories are fully understanding and mindful of the rights and pre-occupations of Catholics with respect to Catholic Schools and classrooms, and though not of our faith, fully competent to give assistance and leadership to Catholic teachers teaching Catholic children.

A reply on July 28, 1961, to Father Renaud from the Minister's Executive Assistant, pointed out that "religion has nothing to do with Civil Service Commission appointments." They are made after competition on the basis of merit, and the religion of candidates is never asked. Referring to Renaud's claim that "the few Catholics who had been in office at that level had been eliminated", the letter stated:

this can only refer to one single case, that of Mr. Jacobson. The Minister has personally looked into that matter. It is clear that - as in all competitions in general - religion has nothing to do with the selection which was on the basis of a normal Civil Service competition.

The matter of a lack of Catholic personnel in leadership positions in the Education Division continued to be a contentious issue between the Department and the Catholic Church in the Mackenzie Diocese. In 1961 Bishop Piche expressed himself in writing to the Department on the matter especially regarding positions in Curriculum, Vocational Training, Administration and School Services as well as projected appointments of District Superintendents. Again the Minister pointed out that all such positions as he seemed to be concerned with were filled on the basis of Civil Service appointments, with absolutely no reference to the religious application of the applicant.

In February 1962, Father Renaud, in continuing the argument on the lack of Catholic personnel in the Education Division, notified the Minister by letter that he was preparing an organizational chart depicting the structure of the

Division of Education, to be sent to all leading Catholic Churchmen and organizations throughout Canada. This chart was (intended) to depict what Father Renaud called the "complete control that non-Catholics have over education in the Northwest Territories".

In a letter to a Catholic member of the House of Commons, Father Renaud maintained that "fifty percent of the students, teachers and classrooms of the Territories are Roman Catholic". In referring to the lack of Catholic educators in the Division, he claimed that:

Statistically speaking, it is impossible that this situation was created by chance. It is the result of a systematic policy followed by higher officials of the Branch. Even if officially the positions were filled following Civil Service Commission Competitions, the higher officials created those positions, established the qualifications required for applicants, drew up the list of the applicants qualifying for the competition and had the last word in the final choice. (Letter to J.C. Latour, Member for Argenteuil - Deux Montagnes, House of Commons, February 22, 1962).

The Minister, in a reply to Father Renaud on February 27, 1962, asserted that some of the charges made by Father Renaud were tantamount to accusing the Branch Directorate, with the concurrence of the Deputy Minister and his assistants, and with the agreement of the Civil Service Commission of "a conspiracy to evade the provisions that appointments be made on the basis of merit". He pointed out that such a plot would be impossible, simply because one of the three people who comprised the directorate was himself a Catholic and that it would be unlikely that he would be a party to a conspiracy against people of his own faith.

The Minister suggested that the best way of solving the problems under discussion would be for Roman Catholic leaders to encourage Catholic laymen with qualifications to apply for leadership positions within the Division as such openings occur.

Father Renaud's reply suggested that an objective investigation be made ("by a third party") to gather and process the following information:

1. the names of all persons who have held senior positions in the Education Division since June 1957, together



with an explanation as to how they came to their positions. (i.e., by open competition, competitions within the Department, promotions or appointments);

2. the reports of any senior consultants in education hired by the Department since June 1957;
3. the list of all those who applied in writing to each position together with their professional qualifications;
4. the names of Departmental officials who processed the written applications and who drew up the list of candidates for interviewing as well as the list of those candidates for each position;
5. the names of parties that made up the examining board for each competition.

Extended correspondence continued on the subject between the Minister, the Deputy Minister and between the Minister of Mines and Technical Surveys (Honourable P. Martineau) as well as between various officials of the Catholic Church and the Minister, who continued to emphasize that religion did not play a part at all in the appointment.

In a meeting between Bishop Piche and the Minister on May 2, 1962, (memo for the Director from the Deputy Minister May 3, 1962) it was disclosed to the Bishop that an effort had been made to secure the services of two Superintendents of Education whose denomination was Roman Catholic. In June of that year the Department notified the Bishop that Mr. Walter Karashowsky, a Roman Catholic, would be appointed regional superintendent of Schools, with offices at Fort Smith.

#### Akaiicho Hall - A Sectarian Environment

In October 1961, Bishop Piche, in a visit to the Deputy Minister, expressed concern because Catholic pupils were living in a non-Catholic environment at Akaiicho Hall, Yellowknife. The Bishop suggested that "by right" such pupils should be able to board and live in a Catholic environment and at the expense of the Federal Government. He felt hostels should be provided

for this purpose.

Much correspondence took place between the Director and the Deputy Minister relative to "the rights" of Protestants and Roman Catholics in Northern education. At any rate the Department decided that adequate hostel service was provided at Yellowknife and since it was already established on a non-sectarian basis, the Department could not be expected to follow the Bishop's suggestions.

In the meeting between Bishop Piche and the Minister on May 3, 1962, the Bishop expressed the opinion that the new extension planned for Akaitcho Hall at Yellowknife ought to be operated under Catholic auspices.

Evidently the Bishop understood that if this church control were applied it would not violate the earlier agreement regarding the initial establishment of Akaitcho Hall. The Department's interpretation was that the agreement entered into with Bishop Tremblay was that church-operated hostels were simply to be those which in effect replaced residential schools that had previously existed; as Yellowknife did not have a residential school at the time the new program was introduced and since the churches had agreed to the non-sectarian principle for Akaitcho Hall, Bishop Piche's request could not be granted.

In December 1962, Bishop Piche met with the Deputy Minister concerning the non-Catholic environment at Akaitcho Hall and Sir John Franklin School at Yellowknife. This matter had been discussed in the Council of Northwest Territories, (Second Session 1962) but no agreement was reached. (see appendix). The Bishop suggested that an alternative solution would be Catholic students who normally attend Akaitcho Hall and Sir John Franklin School be permitted by the Department to attend the Federal School in Fort Smith and be accommodated in the new dormitory the Catholic Church planned to build for their new college (Grandin Hall).

In September 1963 the Deputy Minister replied to a letter in which Bishop Piche continued his protest over Catholic pupils having to attend Sir John Franklin School and Akaitcho Hall and made special protest against

the fact that nearly all staff personnel in both of those government operated institutions were non-Catholic. In this letter the Deputy Minister promised he would endeavour to have this imbalance removed.

His letter reads:

As a result of our most recent teacher and supervisory staff recruitment there will be three teachers of the Roman Catholic faith on the staff of Sir John Franklin School in 1963-64, where there was only one in 1962-63. In respect of Akaitcho Hall we have just received the results of a medical examination to confirm that a Roman Catholic applicant for a supervisory position on this staff can be engaged.

We would be pleased if a larger number of Roman Catholic teachers and supervisors could be engaged as vacancies occur and if you have knowledge of such teachers or persons who would be capable supervisors you would do us a service in encouraging them to apply for such positions.

double  
space -> This latter suggestion was precisely the same as that suggested to Bishop Piche by the Minister during the dispute between Father Renaud and the Department referred to earlier in this report.

During the fall of 1963 the heavy enrolment in the school at Inuvik resulted in the Protestant wing becoming overcrowded. The principal received permission from the Superintendent of Schools at Fort Smith to transfer some pupils to the Roman Catholic wing. This was done with the written consent of the parents. No complaints were received as a result of this tentative measure.

#### Use of School Facilities at Inuvik

The following January (1964) educational forecasts for the year 1964-65 indicated that because of the expected arrival at Inuvik of additional Naval personnel with their families, emergency measures would have to be taken so that all pupils would be adequately accommodated at the Federal School. Bishop Piche and Bishop Cook (Assistant to Bishop Marsh) were contacted by the Department requesting that each support the suggestion that some of the Protestant pupils in the elementary grades be assigned to the Catholic wing to equalize the teaching load in each wing.

Bishop Cook's reply as received in a letter dated February 13, 1964, reads:

Under the circumstances I register no formal objection to the emergency measures being exercised. I ask however, that the regulations governing the display of religious emblems in mixed classrooms be observed and the teachers in such classrooms do not wear religious garb.

One understands that for the current school year too few non-Roman Catholic teachers and more Roman Catholic teachers than required were taken on the staff. I trust that this situation will not be repeated in the future and also that steps be taken to assure and allow a proper allocation of pupils to appropriate classrooms.

In Bishop Piche's reply to the Deputy Minister, February 20, 1964, he advocated the assignment of pupils be done by the assistant principals. His views are expressed as follows:

I must admit frankly that on account of the present circumstances under which the principal, although sympathetic, does not understand our Catholic point of view in the matter of education, I am afraid that the proposal according to which he be given the right to distribute the pupils in the different classrooms according to the space available may interfere with the rights of the parents to the school of their faith for their children.

I feel if such a distribution is to take place it should be made by the assistant principals.

Bishop Piche based his suggestions upon the Combined School Regulations of 1956 which in part state:

It shall be the duty of every assistant principal:

- a) to be responsible for the organization, management and use of the classrooms under his jurisdiction;
- b) to determine the number of pupils to be assigned to each classroom.

It was expressed by the District Superintendent of Schools at Fort Smith that it would be impossible to adhere to Bishop Cook's suggestion relating to religious garb and emblems, and the Superintendent stated in his memo to the Director dated March 12, 1964 "Should any student or his parents object to going to such a classroom he would not be transferred at all, and would simply be put in some other classroom somewhere else in the Protestant wing regardless of his grade level."

An admission to the Director by the District Superintendent of Schools indicated that Bishop Cook's contention concerning the imbalance of teachers

in favour of Catholics at Inuvik was correct and expressed a hope that the situation might be adjusted for the following year. (See Mr. Gillie's letter to the Director, March 12, 1964).

In 1965 Bishop Marsh, in his efforts to place a Missionary in Sachs Harbour, suggested to the Director (letter dated December 15, 1965) that since the people there wanted a school it might be possible for the Department to provide facilities by way of housing, a school, etc., so the missionary could teach and hold religious services.

The Deputy Minister in his reply advised the Bishop that the Department had been considering the educational needs of Sachs Harbour and concluded upon investigation that the pupil residences and school at Inuvik met those needs adequately.

The Deputy Minister's view regarding the principle of Bishop Marsh's request was that this would be reverting to government support of Mission Schools the inadequacy of which brought into existence the new northern educational program in 1955.

Bishop Marsh's reply to the Deputy Minister (January 31, 1966), provides an excellent and current example of the personal philosophy of the Bishop concerning northern problems, especially the way he views the Department's policy in affecting the lives of the Eskimo people. Thus, this report includes the following excerpt:

I still believe in the education of a child as near to his home as possible, for I feel that home environments are very important and certainly feel they should be in a place like Sachs Harbour. If we depend entirely upon a hostel system, it will not be long before we have divorced our children completely, not only from the old way of life but from their parents and any home life. I don't think that this is good for our Eskimos, nor good for our country, and I somehow don't feel that you think this is true either.

#### Future Denominational Developments

In February of 1966 a letter was drafted in the Branch, for signature of the Deputy Minister, to Bishop Fitch to sum up discussions previously held between himself and the Bishop concerning new school construction during

the next five years in the Territories. Those discussions included topics pertaining to the new pupil residences. A similar letter to Bishop Marsh was drafted. Those letters were not sent.

The following constitutes salient features of the proposed new phase of hostel and school development as interpreted from the draft letters referred to above.

1. Two of the main pupil residences would be at Fort Rae and Cambridge Bay.
2. A new 15-room classroom near Rae for Indian pupils north of Great Slave Lake;
3. A two hundred-bed pupil residence to serve the school at Rae.
4. Most of the Indian pupils who go to Breynat Hall at Fort Smith would be assigned to the new pupil residence at Rae.
5. The Rae residence would be supervised by the Roman Catholic Church as a replacement for Breynat Hall.
6. A portion of Breynat Hall to be converted into high school classrooms and "the small remaining residence in Fort Smith" to be operated by the Department on a non-denominational basis;
7. A fourteen-classroom school for Cambridge Bay;
8. A two hundred-bed pupil residence for Cambridge Bay;
9. The Cambridge Bay pupil residence to be supervised by the Anglican Church, but one wing for Catholic pupils with Catholic supervisors;
10. A pupil residence for Frobisher Bay to operate on a non-denominational basis;
11. Expansion of pupil residence accommodation at Yellowknife.

The establishment at Fort Smith by the Roman Catholic Church of Grandin Hall (now designated Grandin College) will bring a new dimension into the religious discussions between the Church and the Government. Grandin College is at present a privately-operated pupil residence for selected Roman Catholic secondary school children from the Northwest Territories and Northern Alberta. These pupils live in the College where they receive supervision and counselling but they attend the regular classes in the J. B. Tyrrell Federal School at Fort Smith. Heretofore, no financial assistance has been given to the College for maintaining these pupils, but there has been considerable correspondence discussing the Church proposal that grants be made to the College. An arrangement whereby payment of the equivalent of local boarding rates (\$45.00 per pupil per month) for resident pupils of the Northwest Territories accommodated in Grandin College will be made to the College is ready for implementation after it receives the approval of the Council of the Northwest Territories. This assistance is a payment for services provided and not a grant-in-aid. When Grandin College is more fully developed as an educational institution there may be representations for increase in financial assistance beyond what is provided in this arrangement, and an attempt to have grants rather than payment for services. If this occurs, the classic problem of whether it is proper for a government to provide financial assistance to a private denominational educational institution will confront the Federal and Territorial Governments.

SUMMARY

1. Educational policy affecting Indians and Eskimos  
finds its bases in the Indian Act, ~~and~~ the Northwest  
and the Department of Northern Affairs and National  
Territories Act,/(Appendices F and G). Resources Act
2. Under the Northwest Territories Act authority to  
legislate in respect of Education in the Northwest  
Territories rests with the Council of the Northwest  
Territories, (Appendix F).
3. The British North America Act does not apply to the  
Territories since it is an Act outlining the relation-  
ship between the Federal Government of Canada and the  
Provinces, (Appendix E). However, the spirit of  
Section 93 of the B.N.A. Act is reflected in legislation  
which vests responsibility for education in the Council  
of the Northwest Territories.
4. Legislation in the form of ordinances and regulations  
respecting education were duly passed by the Northwest  
Territories Council, (Appendix H).
5. Prior to 1947 the Roman Catholic and Anglican Churches  
had operated schools and school residences in various  
communities in the Mackenzie River area. The large  
established residential schools were as follows:
  - a) operated by the Roman Catholic Church:  
Aklavik, Fort Providence and Fort Smith.
  - b) operated by the Anglican Church:  
Aklavik, Fort McPherson and Hay River.
6. Small government grants had been annually allocated to the  
Mission Schools by the Indian Affairs Branch of the  
Department of Citizenship and Immigration.



7. The Department of Mines and Resources (later called the Department of Northern Affairs and National Resources) between 1947 and 1950 built eight schools in the Northwest Territories and staffed and operated them.
8. During the same period the Indian Affairs Branch had built, staffed and operated seven schools, all in the Mackenzie District.
9. In 1955 the Department of Citizenship and Immigration transferred the schools owned and operated by its Indian Affairs Branch to the Department of Northern Affairs and National Resources, (Appendix I).
10. Loosely interpreted, the Indian Act stipulates that Indian pupils must attend school conducted by teachers of the same faith as the pupils, but on a Roman Catholic-Protestant basis of separation. The Indian Act was designed for application to schools established on Indian Reservations and therefore does not provide an adequate legal basis for schools in the Northwest Territories.
11. In setting up schools in the Northwest Territories and especially with the development of a system of education by the Department of Northern Affairs and National Resources the principle of <sup>religious</sup> segregation as enunciated in the Indian Act was adhered to.
12. <sup>School</sup> The Ordinance of the Northwest Territories, pursuant to the provision for separate schools in the Northwest Territories Act, has provided for the establishment of separate schools. Such separate schools have been instituted in the Northwest Territories, but only at Yellowknife and Hay River.
13. In 1955 agreement was reached with the Anglican and Roman Catholic authorities in the Northwest Territories relative to the establishment of new schools and pupil

residences to be instituted by the Department of Northern Affairs.

14. Between 1955 and 1966 numerous letters and private discussions occurred between the Department of Northern Affairs and National Resources pertaining to the working out of Department policy as it affected Church involvement in northern education. These discussions dealt almost entirely with schools and pupil residences outside the school district structure and those administered direct by the Department.
15. The practice followed by the Department can be briefly summarized as follows:
  - a) in the appointment of teachers due regard has been given by the Department to selecting teachers of the same denominational affiliation (Protestant - Roman Catholic) as that of the majority of pupils in the class or the school. In Inuvik and Fort Simpson separate wings under assistant principals have segregated elementary education on a Protestant - Roman Catholic basis.
  - b) hostels commonly referred to as "Church hostels" have been built and equipped (or taken over and equipped) by the Department and administered under agreement and staffed by either the Anglican or the Roman Catholic Churches. At Fort Smith and Chesterfield Inlet because of the predominance of Roman Catholic population the hostel personnel are all members of the Roman Catholic Church. At Fort McPherson the staff is all Anglican. At Inuvik and Fort Simpson separate hostels are administered by the Roman Catholic and the Anglican Churches.
  - c) Yellowknife and Churchill are the only large hostels administered and staffed by the Department.

16. The Department of Northern Affairs and National Resources maintained a consistent communication with the Churches as policy was developed, either because of the initiative of Departmental officials or because of the vigilant attention by the Churches to see that agreements were "correctly" interpreted and maintained, and that Church "rights" were protected.

PROBLEMS

1. Validity of British North America Act in the  
Northwest Territories

Since Section 93 (the Section dealing with minority rights in education) of the British North America Act does not apply to the Northwest Territories references to educational rights (outlined in that Section) dealing with Protestant and Roman Catholic minority groups in education in Canada are out of context with the situation in the Territories. In the event that a portion of the Territories should in the future receive provincial status an amendment to Section 93 of the British North America Act would spell out the terms of reference for Protestant and Roman Catholic groups if these Churches were to receive aid from public funds for separate schools.

Even with the so-called protection of "rights" given under Section 93 there is no absolute guarantee that the initial position of the Church in provincial education at the time of union would be maintained. A classic illustration is Manitoba for whom an amendment to Section 93 of the British North America Act included protection for schools that at the time of union were established not only "by law" (as was the case for the original provinces) but also "by practice". Yet subsequent developments determined that no separate schools as such supported by public funds exist in Manitoba today. As an example of how a province has renounced the religious issue in education the writer presents in Appendix D a brief paraphrase of the Manitoba school question, and a copy of the Manitoba School Act of 1890 as well as an extract from The Development of Education in Canada by Dr. C.E. Phillips.

The major purpose in introducing a reference to the British North America Act is:

- (a) to emphasize that in no way does Section 93 of the British North America Act refer to conditions under which education is to operate in the Northwest Territories;
- (b) to show by reference to the Manitoba school question (in the Problem and Appendix sections of this report) that so-called rights under the British North America Act can apparently be abrogated.

2. Application of Indian Act to Schools in the  
Northwest Territories

The Indian Act, in its educational application to the north, has presented a problem in that non-Indians attending school are affected. Where the Indian Act is applied to the rest of Canada and specifically to schools on Indian reserves non-Indians are not affected. But since reserves are non-existent in the Territories and because in many areas large numbers of non-Indians attend school the religious limitations of the Indian Act respecting education have in practice been interpreted and implemented so as to affect all pupils. In some communities where industrial and commercial development has taken place, the school population is almost exclusively non-Indian. A case where such a situation now prevails is Pine Point. The question arises then should the religious principle of the Indian Act respecting education apply to non-Indians attending school.

Another question arises in connection with the legal position of federal schools in the north in relation to the Federal Government's commitment to schools "under the auspices" of Protestant and Roman Catholic authorities as specified in the Indian Act. The

question is sometimes raised whether all federal schools in the north should be bound by the terms of reference in the Indian Act. The answer seems to lie in the legal interpretation of this Act as it refers to education. Presumably the Minister of Citizenship and Immigration through the Indian Affairs Branch has been legally responsible in the Canadian provinces and for Indians in the Territories to provide schools "under the auspices" of Protestant and Roman Catholic Churches. Therefore in transferring control to the Department of Northern Affairs (through the Commissioner of the Northwest Territories) for schools in the Territories the Minister of Citizenship and Immigration in effect was simply delegating responsibility to another department which became legally responsible to provide for Indian pupils in the north the religious environment suggested in the Indian Act.

The recent changes in Departmental structure for Indian Affairs and Northern Development is authorized in the Bill called Bill C-178, (Appendix G).

The term (in the Indian Act re education) "under the auspices of" Protestant and Roman Catholic direction is open to wide interpretation. It is assumed that in a school with a majority of Roman Catholic pupils if the principal were Catholic and all staff members Protestant (or vice versa) the legal requirements of the Act would still be met. The determination of how far the denominational principle is to be applied under the Indian Act seems to revolve around an interpretation of the phrase "under the auspices of ...," (Appendix G). In fact the practice has been to interpret this as meaning that the teacher of any classroom will be of the same religion (Protestant or Catholic) as the majority of the pupils in the classroom and the principal of the school will be of the same religion as the majority of children in the school as a whole.

3. Minority Rights under the Northwest Territories Act

The Northwest Territories Act provides for separate schools for the Territories in much the same way as Section 93 of the British North America Act does for some of the provinces. But there are fundamental differences.

The first difference is that the Northwest Territories Act does not necessarily reflect the views of the majority of people in the Territories. It is an Act designed for the people of the Territories rather than by the people. Section 93 of the British North America Act and Amendment thereto reflect at least in theory the will of the people in that these aspects of the Act were worked out as terms of union between elected representatives of the people not only on the federal but on the provincial level of government. It is recognized that further historical studies of the conditions under which the Northwest Territories Act developed would be necessary to conclusively prove the validity of this point.

Another major difference is in terms of appeal against infringements of denominational groups operating schools. The Northwest Territories Act does not make provision for appeal to the Governor-General in Council against infringements against minority groups by the Territorial Government. In a province where separate schools exist this provision is made.

The main legal problem pertaining to minority rights encountered at the present time and for several years past is and has been the lack of a valid legislative and regulatory basis for the operation of the schools in that part of the Northwest Territories not included in organized school districts. Only in Yellowknife and a portion of Hay River have school districts been established. In all other parts of the Northwest Territories the schools are

administered by the Department under an agreement with the Commissioner of the Northwest Territories. Whereas the Northwest Territories Act and the Schools' Ordinance of the Northwest Territories provide a structure for protecting minority religious rights and resolving religious differences as they apply to schools within school districts, there is no similar legal provision other than the Indian Act for resolution of such conflicts within the "Federal Schools".

Regulations made under the Ordinance have spelled out the relationship of principals and assistant principals of "combined schools", but no formal regulations exist to provide guidance for the administration in matters such as staffing (schools, residences and administration).

Other arrangements have been worked out on the basis of agreements and understandings. Some of the understandings have been in written form and in reasonably precise form, but many are mere understandings or practices without any written substantiation. Administration of a system based so precariously is fraught with delicate problems, potentially explosive from the social and political standpoint. When both the Department and the Commissioner (and Council Members) are subject to public pressures arising from the interpretation and implementation of these agreements and understandings, the problem of interpretation and administration can assume the form of a divisive force operating counter to the principles of good management.

4. Philosophic Differences between Roman Catholic  
and Protestant Concepts of Education

Much of the difference of opinion concerning education in the Northwest Territories emanates from three different philosophies of education. One represents the Roman Catholic position whose belief is that one of the primary functions of a school is to



teach revealed truth in such a way as to guide the child through spiritual experiences deemed by the Church as necessary for the achievement of eternal salvation. In other words the school is not viewed by the Church as something divorced from and irrelevant to the Church but in a sense an integral part of it.

Another point of view represents a secular position commonly held by Protestants across Canada and probably reflected in the point of view held by the people of Fort Smith in their request for a system of education free from denominational control, (referred to earlier in this report). This philosophic position contends that whilst education includes moral and spiritual development, control of education should be vested totally in the State.

A third view would seem to be the mid-way position advocated by Bishop Marsh who evidently sees a place for some kind of Church influence but in the past has advocated less involvement by the Churches.

The point of citing these philosophic differences as a problem is to indicate the grave difficulty which must always be experienced by educational administrators when one educational system tries to incorporate opposing and conflicting educational positions. Similar difficulties have been experienced in Newfoundland where five religious bodies control education and where the role of each is more clearly defined than that of the Churches in northern education.

It is presumed that because the Catholic position in education is a universal one having its foundation in papal encyclicals a Catholic Bishop in the Territories would be powerless to concede in matters of Church principles even if he personally felt secularization of schools would provide economic and administrative efficiency. It is further presumed that the Anglican Bishop is in an entirely different position in that

the Anglican Church does not have a universal commitment to Church schools in the way the Roman Catholic Church is committed. Nevertheless, differences in degree of application of philosophic principles depending on the personality of the Bishops whether Roman Catholic or Protestant, have had an important bearing on the problems and the accommodations that have been reached. No doubt this factor will be of increasing importance as Ecumenicism develops.

5. Religion of Senior Education Officers

Reference has been made in this report to Father Renaud's claim that Catholic educators did not occupy important positions in the Education Division. The records indicate that at the time, such indeed was the case. It appears to the writer that the issue which developed at that time between the Roman Catholic Church and the Department might have been avoided if the Department at the outset had been able to convince Bishop Piche that the imbalance would be corrected. With the system as it was (and still is) geared to Church influence and State-Church agreements it was highly improbable that such an imbalance should remain without causing resistance on the part of the Catholic Church. As long as Church leaders perceive the Department as ignoring their interests or favouring one Church or the other conflict is almost inevitable. The nub of the matter then is not what the Department claims to be doing or in reality is doing, but in how policy, practice, and interpretation is really perceived by the Church leaders.

6. Other Protestant Denominations

Another factor which is beginning to create a problem for the Department lies in the fact that Protestant denominations other than the Anglican Church are becoming established in some areas of the north. The Northern Evangelical Association and the

Pentecostal Assemblies have entered the northern mission field and operate in several communities within the Territories. The question arises will the continuance of the Department's recognition of the Protestant classification in education force the Department to recognize the wishes of another strong Protestant sect. The question arises particularly in connection with the operation and staffing of pupil residences, "will the Anglicans be willing to share educational prerogatives traditionally accorded by the Federal Government to the Anglican Church with other emerging Protestant groups". To date, these problems have manifested themselves in the form of questioning by Bishop Marsh of our method of sharing religious groups in statistical reports and of engaging Protestant teachers who are not Anglican.

7. Communication with the Churches

Under existing conditions in northern education there is no formal arrangement by which the two Churches and the Department meet periodically for the purpose of intercommunication. As it stands at present the Anglican and Roman Catholic Churches have no common meeting ground on matters pertaining to northern education and the Department has not established any organizational structure for such meetings with either denomination.

Furthermore, the Department in some cases had followed the procedure of dealing with the Churches unilaterally. The Director cited this as a problem in 1961, (Appendix B).

8. Teacher Appointment on Religious Basis

The policy of teacher-appointment on a basis of denominational affiliation creates severe administrative burdens particularly during this period of teacher shortage. A teacher of one denomination might vacate a position during the school year and to find a replacement of the "right faith" might present the

Superintendent with an impossible task. This problem also applies in a situation where a substitute or special subject teacher is to be found for temporary or occasional services.

A case in point occurred at Fort Chimo on one occasion. The Department had been unable to find a teacher of the Protestant faith. The wife of the local policeman was a qualified teacher but a letter from the Deputy Minister (October 17, 1955) stated "unfortunately she is a Roman Catholic and Bishop Marsh has raised an objection to her being employed, since practically all the Eskimos in the area are Anglican". Other examples can be found in the files of the Department. Another case referred to earlier in this report was the position taken by Bishop Piche over the possible appointment of a Protestant teacher at Nahanni Butte.

In settlements where there is a fairly even balance between Roman Catholics and Protestants, the moving of one or two families can upset the balance, cause a change of teacher requirement and lead to a reason for transferring good teachers with the resulting loss of educational efficiency. Even the determination of which denomination has the majority or will continue to have the majority has led to conflict in the past.

With the rigid stand taken by Church leaders regarding denominational appointments of teachers, in order for the status quo to be absolutely maintained strict adherence to the denominational principle would have to be adhered to by the Department.

In combined schools and pupil residences the separation of pupils on religious basis causes organizational difficulties and higher operating costs because flexibility is reduced and pupil-teacher or pupil supervisor ratios cannot be maintained at their optimum levels.

9. Heavy Expenditure of Time and Effort on Religious Problems

The files of the Department indicate a vast amount of time and effort spent by senior officials on correspondence pertaining to religious matters as they affect northern schools.

10. Departmental Communication on Religious Matters

Instances are recorded to indicate that within the Department a lack of communication between officials resulted in misunderstanding between the Churches and the Department. When policy is decided upon by senior officials of the Department those responsible for the execution of the policy should receive immediate and clear communication from the policy makers. Particularly is it important for the District and Regional Superintendents to get accurate and immediate information on policy decisions.

11. Religious and Racial Segregation

In connection with pupil hostels it is assumed that the Department believes those institutions should be "homes" conducive to study and to desirable integrative social activities under the direction of capable staff personnel, and to that extent educational institutions. But in hostels such as those at Inuvik and Fort Simpson pupils are selected on a Protestant - Roman Catholic basis and this often results in a 'de-facto' segregation between Eskimos and Indians. One naturally wonders what emotional and social impact this kind of segregation will have on young people, especially when racial segregation in a variety of other ways has already been experienced in the north.

On the other hand parents of strong religious convictions might be wary of entrusting their children for long periods of time to "secular" hostels, or to hostels operated by personnel of a different faith (Protestant or Catholic).

A portion of the Katz Study which includes a reference to hostels in the Territories is to be found in Appendix A.

12. Political Overtones

The political overtones relative to the manner in which the Department conducts its business with the churches can be far-reaching beyond description. It is conceivable that one of the main issues in a Federal election could be the Department's policy in Northern development, including development in the field of education. The implications of Father Renaud's contacts with "key" people in the Canadian Catholic hierarchy referred to earlier in this report suggests that a policy in Northern Education which militates against Catholic principles could produce repercussions in other Catholic areas in Canada. If political considerations, then, are of major concern regarding education in the Territories, the Department can only continue to work out policies which will try to reflect the Catholic and non-Catholic philosophies of education.

13. Dichotomy of Administrative Control in Combined Schools

Combined schools present a variety of problems in the field of educational administration. The terminology in the regulations which attempt to define duties of principals and vice-principals are open to a variety of interpretations. The regulations assign "general" administrative duties to the principal upon the emergence of an administrative crisis or indeed in many of the details concerning the running of a school, one can readily see how role conflict between the principal and assistant principal may develop concerning how specific or how general are the administrative

powers of the principal. In any case, this dichotomy of administrative authority could result in major problems in administration of a school if the administrative personnel were not highly intellectual about the role of the combined school as determined by the combined school regulations.

14. Summary of Legal Basis

In summarizing the legal position of education in the Northwest Territories the following observation should be noted: apart from the provision in the Northwest Territories Act (and reflected in the Schools' Ordinances) for separate schools in School Districts, the only legal requirement regarding religious schools is that found in the Indian Act. In other words if the religious provisions for schooling under the Indian Act were changed or interpreted as not applying to the Northwest Territories, no other legislation compels the Department to follow the principle of religious separation in its schools in the Territories. It is suggested that further legal interpretation be given to test the validity of this conclusion.

15. Summary

In summary, then, the problem pertaining to the development of Church and State relationships in Northern education, revolve around the following points:

- (a) interpretation of the terminology and "the spirit" of Acts, Ordinances and Regulations;
- (b) conflicting philosophies and assumptions of education and therefore opposing interests and activities;

(c) arising from these philosophies and assumptions have been such problems as:

- (i) recruitment and placement of teachers on a Protestant - Roman Catholic basis;
- (ii) Catholic representation in "Key" positions within the Divisions of Education;
- (iii) the role of the Church in the operation of hostels;
- (iv) the administrative difficulties in combined schools;

(d) political implications with possible repercussions throughout the nation.



CONCLUSION

In the analysis and interpretation of the foregoing data this Report shows that with conditions as they really have existed specific problems have indeed arisen or have a high probability of arising in the future. A study of the problems indicate that in the last ten years delicate situations have been created and at times the relationship between the Churches and the Department has been extremely tenuous.

If contradictory elements appear in the Section of this Report dealing with problems, it is simply because the whole development of the Northern System of Education is a complex development in that both secular and religious elements are interwoven in its matrix. The reason the System works as well as it does is largely due to the goodwill and intellectual approach of the people involved in the execution of the day to day affairs of the educational task in the Northwest Territories.

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4 A

KATZ STUDY  
RE CHURCHES AND HOSTELS

## SCHOOLS

Combined Split Schools. The practice of split school administration found at Iurvik and at Fort Simpson raises serious educational and social questions. The separation of students into two groups, one housed in a Catholic wing and hostel, the other in a Protestant leaves much to be desired. At best this system of administration can only be considered a compromise made to work by the good will of the people who happen to be responsible for the school at the time. The system as it operates now emphasizes differences in children as between white, Eskimo and Indian as well as between Protestant and Catholic. These emphases demonstrate to the native peoples that those responsible for bringing education to them are uncompromising in their attitudes and philosophy even to the point of splitting school programs and residences.

The separation of school children into two groups in the one school poses serious problems of administration to principals and teachers alike. The grouping of children in grades according to ability; the allocation of teachers to classes on the time-table; the best and most economical use of space in school; the use of materials and equipment; these and similar problems can only be made much more difficult of solution where there are two separate wings, staffs, and students to administer from the one office.

Where there is a split school it is much more difficult to arrange for special projects for students involving more than one teacher, and it is likewise much more difficult to arrange for team teaching. The division of a school into a Protestant wing and a

Catholic wing, and in at least one instance, the provision of separate staff rooms, can only further uncompromising attitudes. On balance, it would appear to be essential to bring all school wings under a single administration, with all assistants made fully responsible to the school principal. If these schools are to be operated efficiently on behalf of all the people then it is essential that the principles of the equality of opportunity be adhered to throughout the program.

While the separation of student population on the basis of religious affiliation occurs primarily within the elementary school up to grade six, this separation does affect the proper use of facilities and equipment in the junior and senior secondary programs. Where there are opportunity and vocational classes the selection and distribution of students for these classes is affected in no small measure by the fact of numbers alone, particularly when it comes to being able to transfer students freely from one class to another without regard to denominational affiliation. There is little doubt that the split school pattern reduces the efficient operation of the school by reducing flexibility and by introducing restrictions which impede the all-round educational development of the child. If children are to benefit fully from the educational resources which are placed at their disposal, then it is necessary that all the children have equal opportunity of access to all of these resources whether of personnel or material. The administrative splits which at present obtain in these schools can only contribute

to social, emotional, and educational divisions in individuals and in communities.

Another dimension of the problem of split schools derives from the role played by the town student in the school. There is a tendency for the town student to be considered a third class of student, the first two classes being students resident in one of the hostels attached to the school. All too often the administrative arrangements between school and hostel for athletics and other programs tend to exclude the town student with the result that he does not benefit to the extent that the hostel student does. This difficulty is attributable in large part to the fact that the hostels each make their own arrangements with the school with the result that town students quite often suffer neglect, as witness the need for noonday lunches for many day pupils. Even where there is no split in the school as in Yellowknife, the role played by the hostel in the life of the school can be such as to alienate the town student and deny him in effect equality of educational opportunity.

The Amended Ordinance for Combined Schools of 1956 stipulates the duties of principals, assistant principals, and teachers in combined schools. It is evident from the way in which these duties have been divided between principal and the vice-principals of the separate wings that sound principles of educational administration have been sacrificed in the interests of separation. The unwarranted duplication of effort, the division of groups of students in bases other than educational, the separation of staffs, these and

the like matters can only impede and frustrate the educational program in all wings and emphasize the differences rather than the similarities of staffs and students.

While no one can possibly quarrel with the position that elementary and secondary school youth should have the opportunity to benefit from moral and ethical training, there can be serious question of any program that separates children from one another in a public school system. It has been the experience of school authorities in England and France that denominationalism in schools can only be a divisive force, and that a publicly supported educational system must place the principle of equality of educational opportunity above all others. The growth and development of ecumenism in Canada and abroad suggests that spiritual equality is considered as important as all other forms of equality, and ought to find its place in education on the same basis.

The split school system now in operation in Inuvik, Ft. Simpson, and Ft. Smith, though physically under one roof, is no longer socially, spiritually, or educationally viable. The private, public, and federal schools in Yellowknife are subject to the same criteria. The application of the principle of equality of educational opportunity to youth of school age dictates that all children irrespective of race, creed, or color are entitled to equivalent treatment in all respects, yet in all four centres creed is the basis for the division of wings and schools. The Eskimo, Indian, and other children in the community have extremely difficult problems of

cultural transition and economic and vocational changes to accommodate without having the additional burdens of differences of creed to contend with in public schools. These differences can be submerged in an agreed upon syllabus of moral and ethical values in which all can share, leaving matters of dogma to religious organizations.

A modern, efficient and economical system of education today depends upon there being an adequate supply of qualified staff, equipment, textbooks, teaching aids, and the like. These can only be justified if there are large numbers of students in one place. The large school units of Inuvik, Fort Smith, Yellowknife, and other centres, attest the recognition of these principles. However, these principles are being sacrificed by subdividing these large schools, staffs, and student bodies, and rendering invalid the basis upon which these schools were first established.

The educational dollar may not be divided without serious sacrifice of educational efficiency and economy. Ten dimes cannot purchase the same educational products as one dollar, and neither the state, the community, nor the individual can afford the luxury of unnecessary duplication or reduced objectives. For these reasons, all planning and all programming for school and hostel ought to be centralized at the area level, and all budgets similarly supervised.



## RECOMMENDATIONS

1. All teaching and supervisory personnel in any federal school be made responsible for all aspects of the program to the principal in charge of the school.
2. No criteria other than those which are educationally valid should be used in grouping students for school activities and programs.
3. Day students be fully provided for in all curricular and extra-curriculum programs arranged for by school and hostel.
4. The present practice of grouping students in federal schools on the basis of religious affiliation be dropped.
5. The duplication of religious instruction in school and hostel be examined with a view to reduction.
6. Catholic, Anglican and other denominations apply the ecumenical principle to schools by agreeing upon a course of non-denominational moral and ethical teachings designed to contribute to the humane and spiritual development of all children.
7. All personnel in school and hostel should recognize that the principle of equality of opportunity as it applies to education means that educational opportunity must not only appear to be equal, but must in fact provide for equal access to social, scientific, humane, vocational, and moral teachings.

*B*

MR. SILVERTZ'S LETTER, NOVEMBER 8, 1961

Ottawa, 8th November, 1961.

Memorandum for the Deputy Minister:

High School Education for Roman Catholic  
Children in the Northwest Territories

Your memorandum of October 19th touched on fundamental aspects of education in the north. While the immediate point raised was living accommodation rather than classroom arrangements, the two aspects are inseparable. You invited our comments and suggestions.

General Comment

First, we should like to make a general statement of Branch thinking which, as far as we know, has not before been committed to paper. We are not urging any degree of religious element in education or hostel arrangements, nor are we seeking to resist it. Our task, as we see it, is to examine the implications of any proposed policy when we are asked to do so, and later to carry out the policy that is decided upon.

We should also like to point out the general truism that in education, as in many other fields, what is cheapest, easiest, or most efficient, is not necessarily the most desirable. Political, psychological, aesthetic, or religious factors may override material considerations.

It is our view that there may have been unnecessary misunderstandings about the role of the Church in northern education, for three reasons. First, the advice of the Branch on certain aspects of questions referred to us has been misinterpreted as the Branch position in favour or, or opposed to, a given line of action. This has, on occasion, led to misunderstanding of our position.

Second, there has been misunderstanding because agreements reached at the executive level have sometimes appeared to lack clarity and precision, at least in the form that they have been communicated to

us. Even today, there is no single document which clearly sets forth all aspects of Church-State policy in northern education. We would like to see such a document containing assurance that the policy it embodies remains unchanged until the document is formally altered with the changes being notified to us.

Third, misunderstandings may sometimes have arisen because the fullest consideration was not always given to the future implications of immediate requests. In this we may have been as much at fault as anyone by providing, in response to your request, only an analysis of the present and past without any analysis of future possibility.

#### Bishop Piche's Position

As we understand the present situation, Bishop Piche has now made the following points:

1. That non-denominational education such as is provided in Sir John Franklin School is "not satisfactory from a Catholic point of view".
2. That in order to meet the shortcoming in (1) above, boarding should be provided for Catholic children who do not live close enough to the school to attend without boarding out. Provision could be made to have them attend the new separate school in Yellowknife or the school in Fort Smith.
3. That hostels should be provided at public expense to accommodate the Catholic children not able to attend secondary school without boarding out.
4. That this is "their (Roman Catholic) right under the legal framework in the Territories".
5. That it is wrong to frustrate this right and put the Roman Catholic element in an adverse position as compared with others.
6. That it might be difficult to provide hostels but that at least board should be paid.

Implications of a Policy Based on Bishop Piche's Position

If agreed to, Bishop Piche's proposals would have a significant effect on classroom education and on hostel accommodation throughout the Northwest Territories. It is a far-reaching departure in principle from the 1954 agreements which provided certain facilities only in relation to certain historic precedents.

The provision of opportunity at public expense to obtain high school education in a Roman Catholic institution would presumably mean that any child in the Northwest Territories could opt to attend a Roman Catholic school. This implies the complete separation on religious lines of all classroom education from Grade 1 to Grade 13. We will not comment on whether it is a desirable situation, but it should be recognized that it is a vital departure of policy from the one on which we now have instructions. As we now understand it, there is separation in education only up to and including Grade 9, and then only in certain schools (Inuvik, Fort Simpson, and to some extent Fort Smith).

The future implication of this new policy would be a very large extension of educational facilities to ensure that Roman Catholic parents could enjoy in practice the rights they claim in principle. The implication in areas of considerable Roman Catholic population would be duplicate facilities for both confessional and non-confessional schools. In other areas, presumably the Government would have the obligation to pay transportation to the nearest community where a Roman Catholic institution exists.

We take Bishop Piche's suggestion to mean that the Government might be obliged to pay the cost of living accommodation under Roman Catholic auspices for any Roman Catholic child at any grade of academic school or vocational school. While in practice this might temporarily be affected by the payment of boarding allowances, the principle would be established that Roman Catholic children would have the right to be accommodated under Roman Catholic auspices. All Roman Catholic children would be withdrawn from Akaitcho Hall and consideration would be given to erecting duplicate facilities to be operated by the Roman Catholic Church in Yellowknife. Unless otherwise limited, the principle would doubtless apply to other centres such as Frobisher Bay or in communities where future hostels of this type are planned. Unless otherwise limited, the principle would also apply to all cottage-type hostels. As we understand it, this would mean that not only the house-parents would be of the same faith as the majority of the children, but that no Roman Catholic child would live in a cottage-type hostel whose house-parents were of other

than the Roman Catholic faith. To implement this policy, duplicate Roman Catholic hostels would have to be erected or else a Roman Catholic child would have to be sent to the nearest community where a Roman Catholic hostel existed. (Our present policy of avoiding one-room schools adds considerably to the need for hostel accommodation.) This arrangement would, of course, add greatly to educational costs and would in some respects vitiate the main advantage of the cottage hostel in its proximity to the child's home. Whether the hostels for Roman Catholic children would be operated by the Government under the supervision of Roman Catholic house-parents or would be operated by the Churches, is a point that would need to be considered.

If it is established as a right for Roman Catholic children to live in hostels operated by their Church or members of their faith, consideration would have to be given to granting the same right to other denominations. In this respect, note must be taken of the shift of religious affiliations in many parts of the north where there are now more than two denominations. In parts of the Western Arctic, for example, not only does the Anglican Church no longer command the active support of the overwhelming majority of the non-Catholic population, but it is indeed a minority denomination. In numbers it is in places exceeded by the Pentecostal group. In numbers, the Pentecostal group is in at least as strong a position within the total population as the Roman Catholic Church has been in many times and places when it has been granted the right to separate educational facilities. It may also be noted that with the influx of southern population into northern Canada, the relative numerical position of the Anglican Church is weakening as a reflection of its minority position in the national picture. In practice this may not have great importance for some time to come because the new residents of the north for the most part live in larger communities where questions of hostel accommodation do not arise. In the case of the Pentecostal group however, they do arise, and the situation has now passed when it may be assumed that all indigenous people of the north belong to one of two main denominations.]

The implication, therefore, of a policy of educational facilities, including hostels, operated by people or even organizations of the faith of each resident within them is that at some time the Government may be faced with the necessity of building multiple institutions so that all substantial denominations can exercise the rights that have been given.

As we understand existing arrangements and the historical background of them, church-sponsored boarding institutions were limited only to those places where there was a clear historic precedent in the form

of church-sponsored residential schools. The implications of Bishop Piche's suggestion is to depart from that precedent and to make the policy general. If this were to be done, it would be necessary to provide several denominational institutions to serve various religious groups who are now in the north,--and to provide the way in principle to extend the policy to cover other denominations that may develop in the north.

#### Administrative and Professional Evaluation of the Implications

The separation of educational facilities, whether in the school itself or in hostels, will lead to higher costs. This is not true when the concentration of pupils is such that separate facilities have to be provided anyway, as in a southern city, but it is true in the north and it will be so in almost every foreseeable circumstance. At present it is costing the taxpayer more to provide separate facilities in the Mackenzie District than it would to have no religious separation. At Fort Simpson for example, a hostel has had to be duplicated for a small religious minority. This is not to say that the duplication is wrong, but it is only right to point out the cost of it in dollar terms. That extra cost is borne by the taxpayers as a whole rather than by the religious group seeking the separate facility.

It would be difficult to show this extra cost in dollars. One would have to consider not only existing or already planned hostels such as the cottage-type and Frobisher Bay hostel, but all future hostels that would have to be built to implement the policy. At a very rough guess, it might add between 25 and 50 per cent to the capital and operating expenses for physical educational facilities if complete separation is to be guaranteed at every level of classroom and in all living accommodation. I must emphasize that this is only a guess and that for a working estimate it will be necessary to undertake a complex study of projected buildings under various assumptions.

It is impossible to set a fixed figure as a minimum on school size or hostel accommodation from the point of view of financial efficiency. It may be noted, however, that in the north we are unlikely ever to reach the maximum beyond which efficiency declines. That is, we are unlikely ever to be faced under an integrated system with such heavy requirements in one area that more than one physical institution would be needed. We could approach this point only by drawing pupils from far more scattered regions than is economically or socially desirable. With rare exception, in the light of forecasts over the foreseeable future therefore, the only

justification for additional new school buildings in any community would be to meet aspirations of religious groups.

There would also be a certain penalty in teaching standards. One cannot precisely evaluate such a loss, but it is worth noting that an enrolment of 500 is generally regarded as the adequate minimum for effective high school instruction in southern Canada. Dr. James B. Conant, in a recent study, places the minimum for a graduating class at 100. Only with a school of such a size is it possible to make effective use of the specialized qualifications of staff. In smaller institutions, it is necessary for teachers to give instruction not only in their specialization but in other subjects in which they are far less competent, and in which they lack training. Perhaps less serious, the smaller schools cannot provide the best instruction in special subjects such as music or art.

The smaller school has other serious disadvantages beyond a staff of lower quality. Such ancillary facilities as libraries, film collections, and so on, must be more limited. This is particularly serious in the north where pupils do not have the opportunity to make up for such deficiencies by alternative means in the community. Smaller schools also give far less scope for extra-curricular activity both of an intellectual and of an athletic character. In the north such group activities are particularly important whether they take the form of sports leagues or dramatic groups but distances limit the opportunities for inter-school activities. Schools should, therefore, be large enough to be internally self-sustaining.

Bishop Piche told you he felt it is a right of Roman Catholics under the legal framework to have education of the type they thought suitable. The provisions of the Northwest Territories Act recognize this right, but it is subject to the proviso about ratepayers paying the costs. I know of no clear right.

Some aspects of Bishop Piche's request have a background in agreements that were reached after negotiation and I believe they were regarded at the time as firm and permanent. In the year 1955, the then Minister had extensive discussions with Bishop Trocellier and others of the Roman Catholic hierarchy. Agreement was reached with respect to a whole set of arrangements which had the effect of providing in Federal Schools what amounts to Roman Catholic separate schooling at public expense (as opposed to the idea of Roman Catholic separate schooling contemplated in the Northwest Territories Act, provided the costs were met by the Roman Catholic separate school local ratepayers). Very strong



views were expressed on this subject in the Council of the Northwest Territories and elsewhere. Some of the strong views were in opposition to any steps whatsoever beyond those provided in the Act. In due course, however, the set of arrangements to which I referred above obtained general acceptance on the clear understanding that the separation into two wings of certain federal schools was to be confined to those schools and not extended to any others. Similarly the concept of hostels to be operated by the churches carried with it no implication of extension.

Although it is indisputable that a fragmentary school system in an area of low population will give substantially lower standards of education at substantially higher costs, it must be pointed out also that only by the provision of completely separate high schools based on religious lines can the aspirations of the Roman Catholic Church be realized. This is indeed an important factor but it is not for us to weigh the advantages against the cost in financial and pedagogical terms.

In due course, we look forward to receiving your instructions in this matter. I realize this is not a simple thing to arrive at. Also I realize that this memorandum so far lacks any proposal that would help in reaching conclusions. Let me end therefore with the suggestion that Bishop Piche's representations be not dealt with unilaterally. Just as he would be disappointed if the Department should make, unknown to him, any important arrangement regarding religion and education with another church, the same disappointment would be felt by Bishop Marsh,-- and others,-- if the Department decided to accede to Bishop Piche's requests without multilateral church consultation -- preferably in open meeting. The Indian Affairs Branch uses this method in dealing with the four churches that are at work with them in education for Indians. In the meetings with Indian Affairs called by the Assistant Secretary of the Treasury Board last year, this course was recommended to us as the best way of negotiating arrangements for the management of hostels -- a round table of all concerned, with all proposals open to virtually public scrutiny and comment.

(Sng'd) B.G. Sivertz

Director.

C

WESTWATER REPORT  
RE CHURCHES AND HOSTELS

Extract from the  
Westwater Report

NOT FOR FICE

#### Organization of Schools and Hostels

The basic reason for the establishment of a compulsory education for all citizens is that a democracy cannot function efficiently with an illiterate population. It follows that the educational system aims at preparing the pupil for efficient citizenship. With such an aim in view, the system must avoid, in the interests of efficiency, as many limiting factors as possible. On the other hand, it must reflect to some extent not only the aspirations of society as a whole and the educational theories of the expert, but also as far as possible the wishes and aspirations of the individual parent, on whom lies the primary responsibility for the upbringing of the child. Parents are many and their wishes and aspirations widely varied. Therefore, the curriculum of any democratic system must, in the last analysis, effect a compromise amongst many varied opinions.

#### 1. Hostels

In the Mackenzie District the opinions of two religious bodies have profoundly affected the administrative set-up of the schools and hostels. The only hostels open at present are administered by either the Anglican or Roman Catholic authorities, though the full cost of all is borne by the government. One of the criteria for admission to hostels is, "Only children of the faith of the church authority operating the residential school or hostel will be eligible for admission." There appears to be an assumption here that only two faiths exist in the Mackenzie District, an assumption quite at variance with the facts. If one may judge from the missionary work being carried on in the district by faiths other than Anglican and Roman Catholic, it will not be long before the administration is faced with a demand either for "neutral" hostels or for denominational hostels other than Anglican or Roman Catholic. If the second alternative is accepted, I need not point to the reductio ad absurdum.

With any rapid economic expansion in the area and a consequent upsurge of population of varied beliefs the problem will become acute and the policy of maintaining hostels on a religious basis, while paying the cost from public funds will, undoubtedly, be subjected to strong criticism. I would suggest that as soon as possible all hostels for which the entire cost is borne by the Department be operated on a non-denominational basis by the Department, operation and inspection being the responsibility of the Chief Superintendent of Education. I would also strongly recommend that if it is necessary to provide hostel accommodation for a large number of children in one location, units much smaller than those now being built at Inuvik be erected. In the case of young children the substitution of an institution for a home is rarely a desirable procedure. At Inuvik the institutions being built are each longer than a football field and have little resemblance to a home. If the housing of a large number of children in institutions does become necessary, it would be better to build a series of smaller buildings, housing from 25 to 30 pupils, with a house father or mother in charge, rather than attempt to house, as is planned at Inuvik, 250 children under one roof. The houses could be ranged round, and connected to, the administrative centre by covered passages, and at least some semblance of the intimacy of a home would be preserved. Apart from the limitation placed on the admission of pupils on religious grounds, I have no criticism of the criteria established for the admission of pupils on purely educational grounds.

There is, however, another factor to be considered, the admission on welfare grounds. No pupil should be admitted to a hostel on welfare grounds until the case has been considered by a justice of the peace or a magistrate and a recommendation made to the Superintendent of Child Welfare. If the latter accepts the recommendation, he in turn should recommend admission to the Chief Superintendent of Education who will finally approve the application. It is a simple

matter to deal with pupils admitted on educational grounds. They are returned to their homes as a matter of course at the end of the scholastic year. The welfare cases, however, present another problem. Most of them are admitted because of home conditions and for one reason or another cannot or ought not to be returned to their homes and the problem of placing them for the months of July and August arises. It is not always possible - nor, in some cases, desirable - to place them in foster homes. The agreement regarding the Fort Smith Hostel obligates the Roman Catholic authorities to provide services during the school year only and I presume this establishes a pattern for hostels now being built or in the planning stage. I would recommend that consideration be given to the establishment of a non-denominational hostel, controlled and operated by the Department, at a central point, to which pupils admitted on the recommendation of the Superintendent of Child Welfare would be admitted and which would be operated on a year-round basis. Actually, if one of the hostels planned for Fort Simpson were established for this purpose, it would meet the needs of the situation.

#### 4. Religion and School Policy

As with hostels, a school policy based largely on the religion of the pupils has been established. I find in the policy files of the Department some very conflicting statements of policy, although of

recent years a definite trend can be noted - a trend with which I, as an educationist, do not agree. In a letter from the then Deputy Minister, written on July 24, 1952 a clear-cut statement of policy is made with much of which I do agree. General Young wrote, in part, "The principle of the legislation governing schools in the Northwest Territories and in most of the provinces of Canada is that there shall be in every reasonable location a public school that is non-denominational. When provision is made for the establishment of a separate school for a particular religious group, this can only be done provided the public or non-denominational school continues to exist. This public or non-denominational school is not a Protestant school, it is a school to which the adherents of any religious group, or parents who have no religious affiliations may send their children without objection.

Roman Catholics as well as any other religious group are entitled to use the final half-hour of each day to give religious instruction in the school to children whose parents desire it. They are also free to give whatever religious instruction they may wish to the children outside the school.

Where the Federal Government is operating a non-denominational public school in any area, it is not feasible to cater to any particular religious group. There would be, of course, no objection to any religious group establishing their own school providing they carried the complete financial responsibility, both as regards capital investment and maintenance and operation".

In July 1957 a memorandum to the District Administrator, Port Smith stated, "The present policy in the appointment of teachers is to appoint Protestant teachers where the majority of the children are Protestant, and to appoint Roman Catholic teachers where the majority of the children are Roman Catholic. Since the majority of the children attending the new Federal School at Port Smith will be Roman Catholic, all Roman Catholic teachers could be employed. However, it has been agreed that the Industrial Arts and Home Economics teachers

will be selected regardless of religion since teachers in these fields are in short supply. It has also been agreed that in the old school building one or two Protestant teachers may be employed. Miss Wetterlund, who is a Protestant, will also be employed in one of the classrooms in the new school".

This policy has been developed to the point where the unqualified Roman Catholic teacher is to be employed in preference to a qualified non-Catholic teacher. In March 1958 when the question arose of the employment of a teacher at Fort Smith for the balance of the school year, it was directed that an unqualified Roman Catholic be employed, although a qualified non-Catholic teacher was available. It was also directed that the same policy would apply at Fort Simpson, if a similar situation arose. Such a decision can only mean that quality in education must take a secondary place to the religious status of the teacher, and as an educationist I must register my protest. There should be no compromise on the question of the qualifications of the teacher. In an educational system established by the State, operated by the State, entirely supported by the State, and which all children, regardless of their faith, must attend, religious limitations, either on the part of the pupil or the teacher, should play no part. Speaking in Ottawa in February of this year, Sir Ronald Gould, General Secretary of the National Union of Teachers, England and Wales put the matter in a nutshell. He stated, "It appears to me to be implicit in the whole idea of democratic liberty, that the State should not be allowed to use the teaching profession as more funnels through which it puts any political, or religious, or indeed educational ideas into the minds of children". That, in effect, as far as religion is concerned, is just what the State is doing in the schools of the Mackenzie District.

In the employment of teachers I feel that professional competence, not religious persuasion, should be the criterion. Limiting the reservoir from which teachers are engaged can only result

in a lowering of educational standards. Professional competence, desirable in any educational system, is even more important in the north where the conditions make more than the usual demands on the ability of the teacher. If the present policy remains in effect it is quite possible that a chaotic situation can develop with the teaching staff changing from year to year as a result of changes in the religious persuasion of the pupils. I need not emphasize that continuity of service on the part of the teaching staff is very desirable in the operation of an educational system.

I would strongly recommend that as quickly as possible the federal schools in the Mackenzie District be established as public or non-denominational schools, the teachers being engaged for their professional competence, without regard for their religious persuasion, retaining the present provision for religious instruction during the last half-hour of the school day, conducted by any clergyman with the consent of the parents.

#### Teachers

Teachers well qualified in every way, are fundamental to the well-being of any educational system. Good buildings, first-class equipment, comfortable working conditions are a necessary part of an educational system but the money spent on them is wasted if the teachers are of low standard. To get good teachers should be the aim - as I am sure it is - of the Department, but I am not so sure that the Department has achieved success in following that aim. Evidence of this lies in the high rate of staff turnover. One factor is, of course, the remuneration. In attracting good teachers to the service, the salary offered plays an important, though not necessarily the most important, role. School boards across Canada, as elsewhere, are in active competition with each other for the services of teachers and, salarywise, a great change has come over the scene since 1940. Teachers' salary scales that would have appeared fantastic in 1940 are now the rule and if the Department wants the services of good



In the system, the record card is sent by mail to the new school.  
 If the pupil leaves the system it is sent to the central office  
 to be filed.

#### Summary of Recommendations

##### General Policy

1. That, as quickly as possible, all schools and hostels established and maintained entirely at public expense be freed from religious control and limitations, with respect to both pupils and teachers.
2. That no teacher be permitted to conduct classes in a Federal School while wearing the garb of a religious order. In a long experience in education, I have heard many objections on the part of parents of differing religious persuasions to this practice, which is forbidden by law in many of the Canadian provinces.
3. That the present provision for religious education during the last half-hour of the school day be retained.
4. That two classes be established for the education of mentally and physically handicapped children. (Children with intelligence quotients from 60 to 80 can be trained to be self-supporting. Generally speaking those with intelligence quotients less than 60 are dependent on others in varying degree).
5. That a non-denominational hostel for the care of children be established on the recommendation of the Superintendent of Child Welfare be established.
6. That provision be made for maintaining academically bright students who have been successful in obtaining high-school matriculation at universities in the provinces and that on becoming qualified professionally these students be required to follow their professions in the north for a period of at least two years in positions made available by the administrations. This will necessitate a choice of faculty based on the requirements of the north.

**COPY OF AGREEMENT BETWEEN THE  
MINISTER OF CITIZENSHIP AND  
IMMIGRATION AND THE COMMISSIONER  
OF THE NORTHWEST TERRITORIES RE  
THE ADMINISTRATION OF SCHOOLS IN  
THE NORTHWEST TERRITORIES**

NAC RG22 Accn 1995-96/693 f. 40-10-4 box 15

MEMORANDUM OF AGREEMENT made in duplicate this fourteenth day

February, 1955.

BETWEEN:

HER MAJESTY THE QUEEN in the right of  
Canada as represented by the Minister  
of Citizenship and Immigration (herein-  
after called "the Minister")

OF THE FIRST PART

- and -

THE COMMISSIONER OF THE NORTHWEST  
TERRITORIES (hereinafter called "the  
Commissioner")

OF THE SECOND PART

WHEREAS under authority of the Indian Act, the Minister may,  
subject to the authorization of the Governor in Council, enter into  
an Agreement with the Commissioner, providing for the education in  
accordance with the Indian Act of Indian children in the Northwest  
Territories;

AND WHEREAS it has been agreed between the parties hereto  
that centralization of the administration of education in the North-  
west Territories will bring about increased economy and efficiency;

AND WHEREAS the Governor in Council has by Order in Council  
P.C. 1954-1898, dated 1st December, 1954, authorized the Minister and  
the Commissioner to execute this Agreement.

NOW, THEREFORE, this Agreement witnesseth that the Minister  
and the Commissioner agree as follows:

1. The Commissioner agrees to
  - (a) provide for the education of Indian children in the  
Northwest Territories in accordance with the  
provisions of the Indian Act and to provide the  
facilities therefor;
  - (b) provide educational facilities in accordance with  
paragraph (a) of a standard equal to the educational  
facilities available to other residents of the North-

west Territories;

- (c) ensure that there will be no segregation of children on account of race in any school in which Indian children are educated;
- (d) submit to the Minister copies of all inspection reports of schools in the Northwest Territories at which Indian children attend, and copies of all annual reports dealing with education in the Northwest Territories.

2. The parties agree that the present arrangement between the Commissioner and the Department of Northern Affairs and National Resources shall continue whereby the Department provides buildings, equipment, supplies and staff for the administration of education in the Northwest Territories, and the Commissioner pays to the Department of Northern Affairs and National Resources for the cost of education of children who are the responsibility of the Government of the Northwest Territories, and that no portion of the cost of educating Indian children in the Northwest Territories shall be borne by the Commissioner.

- 3.(1) The parties agree to establish a Committee on Indian education in the Northwest Territories, which shall be composed of the following members:-

Chairman - Director of Indian Affairs,  
Department of Citizenship and  
Immigration.

Member - Superintendent of Education,  
Department of Citizenship and  
Immigration.

Member - Superintendent of Education,  
Department of Northern Affairs  
and National Resources.

Member - Chief, Territorial Division,  
Department of Northern Affairs  
and National Resources.

The Minister and the Commissioner may substitute alternate members as representatives to attend meetings of such committee

as may be necessary from time to time. The duties of the committee shall be as follows:-

- (a) to recommend standards of education for Indian children in the Northwest Territories;
- (b) to recommend the establishment of bursaries for vocational training and higher education for Indian children in the Northwest Territories, and to approve the selection of Indian children for higher education through such bursaries for vocational training;
- (c) to arrange for such surveys as may from time to time be considered necessary into the costs of operation of day schools and residential schools operated by an agency other than the Commissioner and to recommend the rates of payment by the Commissioner for Indian children educated in such schools;
- (d) to arrange for such investigations as may be necessary from time to time and to recommend the construction of new schools or additions to existing schools at which Indian children will be educated in the Northwest Territories, and to recommend from time to time the closing of any existing schools;
- (e) to recommend standards of qualifications for teachers, and revision of salaries;
- (f) to consider any special report of school inspectors and the annual report of the Superintendent of Education of the Northwest Territories, and recommend changes and improvements in the administration of education in the Northwest Territories as may affect Indian education;
- (g) to consider any matter dealing with education of Indians in the Northwest Territories which may

be referred to it by the parties hereto.

- (2) If, in any case, the Commissioner does not agree with a recommendation of the Committee in respect of a matter which relates to the provision of education as laid down in the Indian Act, he will consult with the Minister, whose views with regard to the requirements of the Indian Act shall be final.

4. The Minister agrees to make available without charge to the Commissioner on the 1st of April, 1955, the school buildings, equipment, residences and other buildings now owned and operated by the Department of Citizenship and Immigration for education of Indians in the Northwest Territories.

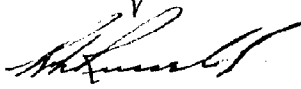
5. No Indian children shall be admitted to residential schools owned and operated by a religious or charitable organization or to hostels provided for their accommodation without the approval of the Minister.

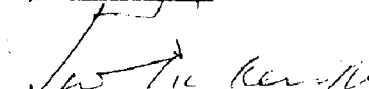
6. The Committee referred to in clause 3 shall recommend to the Commissioner such regulations as it considers necessary, under the School Ordinance governing the operation of residential schools.

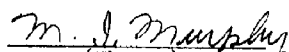
7. The parties agree that in addition to the appointment of the Committee mentioned in paragraph 3 of this Agreement, the employees of the Indian Affairs Branch of the Department of Citizenship and Immigration, and the employees of the Department of Northern Affairs and National Resources, who are responsible for the administration of the education of Indians and other Canadians in the Northwest Territories, will continue to co-operate towards the improvement of administration of education in the Northwest Territories by every means at their disposal.

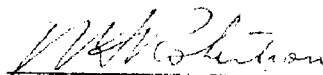
8. The Minister agrees to take the necessary action when so requested by the Commissioner to transfer to the Department of Northern Affairs and National Resources the teachers, welfare teachers, caretakers, and other employees of the Government of Canada in the Northwest Territories who are at the time of entering into this agreement employed in Indian educational services in the Northwest Territories. The Commissioner agrees to recommend to the Minister of Northern Affairs and National Resources that such Government employees presently transferred from the Department of Citizenship and Immigration continue to be employed by the Government of Canada with the Department of Northern Affairs and National Resources.
9. This agreement may be cancelled at the end of any fiscal year by either party giving notice of such cancellation at least twelve months prior to the day on which such cancellation is to take effect.
10. Subject to the approval of the Commissioner in Council of the Northwest Territories this agreement will take effect on the first day of April, 1955.

DATED at Ottawa this fourteenth day of February 1955.

  
(Witness)

  
Minister of Citizenship & Immigration

  
(Witness)

  
Commissioner of the Northwest Territories.

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STATISTICAL RECORDS FROM REPORTS (1963-64  
AND 1964-65) OF THE EDUCATION DIVISION

- CONSTRUCTION
- EXPENDITURES, A SIX-YEAR ANALYSIS
- EMPLOYMENT OF TEACHERS 1963-64
- EXPENDITURE ON EDUCATION  
(Operation and Maintenance)
- SCHOOL STATISTICS



# SCHOOL STATISTICS

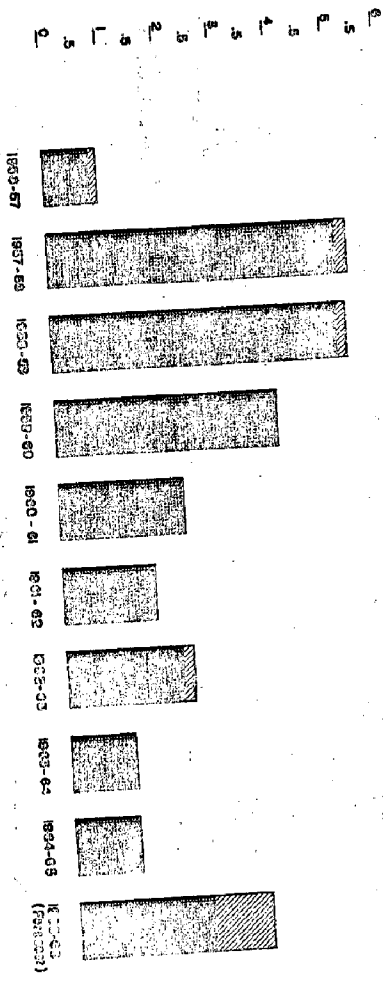
## Arctic Education District

Arctic Education District																												
Settlement	No. Teachers	No. of Classrooms		Spec	Estimo		Indian		Other		VT	AU	1	2	3	4	5	6	7	8	9	10	11	12	Religion		Total Enrt	
		Elem.	H.S.		M	F	M	F	M	F															RC	PROT.		
Arctic Bay	1	1			10	13			1	0		8	5	4	3	4										1	23	24
Broughton	2	2			25	18						10	16	6	6	5										3	43	43
Cape Dorset	4	4			33	34			2	1		16	14	21	8	6		5									67	70
Clyde River	2	2			29	23						39	12	1													52	52
Grise Fiord	1	1			14	16						4	7	11	6	2											30	30
Frobisher Bay	19	14	1	4	100	107			32	33		52	60	52	27	33	26	8	7	2	2	2	1		37	235	272	
Iqloolik	3	3			32	27				1			25	16	15	4									5	55	60	
Lake Harbour	1	1			7	4							2	5	2	1		1									11	11
Padloping	1	1			9	11						3	7	5	5												20	20
Pangnirtung	4	4			32	38			1				51	10	10												71	71
Pond Inlet	3	3			34	20							22	14	14										6	49	55	
Resolute Bay	1	1			14	15				1		5	7	8	8	2											30	30
Belcher Islands	1	1			10	5							10	4	1												15	15
Fort Chimo	8	8			59	69	2	1	7	8		23	31	26	29	22	5	6	2	2					5	141	146	
George River	2	2			17	22			2	1		39	2		1												42	42
Great Whale River	9	7	2		74	54	36	28	3	4	22	30	39	31	29	20	19	9									199	199
Ivuyivik	1	1			14	15						4	3	6	11	4	1										20	29
Kortak	1	1			7	9						2	6	4	4												16	16
Payne Bay	2	2			20	24				3			22	6	10	9											47	47
Port Burwell	1	1			10	10			1			9	11	1													21	21
Port Harrison	3	3			29	39			1	1			46	6	8	3	6	1									70	70
Povungnituk	5	5			68	54			1				43	38	21	5	10	6									123	123
Sugluk	3	3			28	54			4	4	22		24	10	6	14	2	5	5		2						90	90
Wakeham Bay	2	2			25	19						4	11	21	6	2									12	32	44	
Baker Lake	5	5			55	47			3	1		17	25	20	15	12	10	7							4	102	106	
Chesterfield	4	4			54	58						1	21	30	36	14	5	5							112	112		
Churchill Voc.	9	4	5		59	46					105															28	77	105
Coral Harbour	3	3			18	28						10	14	8	9	4	1								15	31	46	
Eskimo Point	4	4			39	51						13	17	29	12	17	2								31	59	90	
Rankin Inlet	6	4	2		33	34			4	10		12	13	20	15	10	9	2							69	12	81	
Whale Cove	2	2			19	13			4	2		6	14	7	5	3	1	1		1					19	19	38	
Total All Regions	113	99	1	13	977	977	38	29	67	70	149	268	607	431	323	201	97	56	14	5	4	2	1		347	1811	2158	

# MacKenzie Education District

Settlement	No. Teachers	Regular		Sp.	Makimo		Indian		Other		VT	Bag.	1	2	3	4	5	6	7	8	9	10	11	12	Religion		Total Enr. (31)
		Elem.	H.S.		M.	F.	M.	F.	M.	F.															R.C.	Prot.	
Aklavik	7	5	1		35	30	13	18	22	21			36	13	20	16	24	15	11	4					16	123	139
Cambridge Bay	3	3			29	31			7	5			17	14	16	14	4	5	3						11	62	73
Coppermine	3	3			26	29				5			7	11	13	15	9	4	1						11	49	60
Discovery	1	1							9	5			3	1		2	1	3		1	3				6	8	14
Ft. Franklin	4	3	1	2			36	53					17	11	7	21	17	5	8	4	1				89		59
Ft. Good Hope	1	1					7	8	2	2			4	3	2	1	5		4						19		19
Ft. Liard	1	1					6	1	2	2			1	2	2	1	3	2							7	4	11
Ft. McPherson	8	6	2	3	1	2	47	77	20	23			26	27	24	24	17	20	18	14				1	169		170
Ft. Norman	2	2					11	11	10	6			13	5	9	5	3	3							36	2	38
Ft. Providence	3	3					21	27	8	7			18	8	10	10	10	7							63		63
Ft. Resolution	6	5	1				19	15	55	61			33	24	26	16	20	14	8	9					145	5	150
Ft. Simpson	19	11	3	4	15	9	73	109	47	46			17	47	32	41	42	40	23	23	22	7	5		212	87	299
Ft. Smith	36	20	8	10	5	1	100	88	248	225			131	88	71	77	81	35	55	36	39	17	24	13	504	163	667
Wrigley	1	1					12	8					5	5		9	1								15	5	20
GJOA Haven	2	2		inc. temp. room 14		16							9	4	8	5	4								17	13	30
Hay River	15	7	5	4			15	15	160	108			31	37	34	30	34	23	30	25	19	17	18		64	234	298
Hay River/SEP	8	5	3	8	171	193	2	2	80	89			28	27	24	22	15	15	15	11	16				162	11	173
Inuvik	47	23	11	8	171	193	67	77	214	167			39	189	99	106	77	82	70	50	38	56	35	25	322	567	889
Jean Marie R.	1	1					5	2		1	4		5	2		1	4	4							16		16
Lac La Martre	1	1					15	12					7	6	8		4	2							27		27
Nahanni Butte	1	1					11	9					6	4	7	3		1							20	1	21
Norman Wells	2	2					2	4	7	2	3	2	2	4	7	2	3	2	1	3					4	20	24
Pelly Bay	1	1			11	7							3	5		8	2								18		18
Pine Point	2	2							23	8			8	5	4	8				3					1	30	31
Reindeer Stn.	1	1			7	9							2	4	3	1	3	3								16	16
Saowdrift	1	1					19	12	1	1			13	9	6	5									33		33
Spence Bay	2	2			12	25							5	9	9	7	5	2							6	32	38
Rae	4	4					69	50	9	8			37	31	24	6	19	6	9	2	2				130	6	136
Tuktoyaktuk	5	4	1	2	58	52	2		6	2			35	21	24	7	12	7	4	10					43	77	120
Tungsten	1	1					11	12					4	2	4	2	5	2	4						5	18	23
Yellowknife	24		10	10	11	14	29	28	102	60	113											45	36	50	104	140	244
Yellowknife PUB	23	14	4				1	229	218				7	64	63	55	53	49	41	33	30				32	416	448
Yellowknife SEP	13	7	6		2	3	18	18	120	125			56	35	35	31	35	26	26	14	12	10	3	1	287	5	286
Total	249	144	56	44	397	421	599	648	1396	1222	113	161	855	600	592	514	475	149	292	226	182	129	106	89	2420	2263	4683

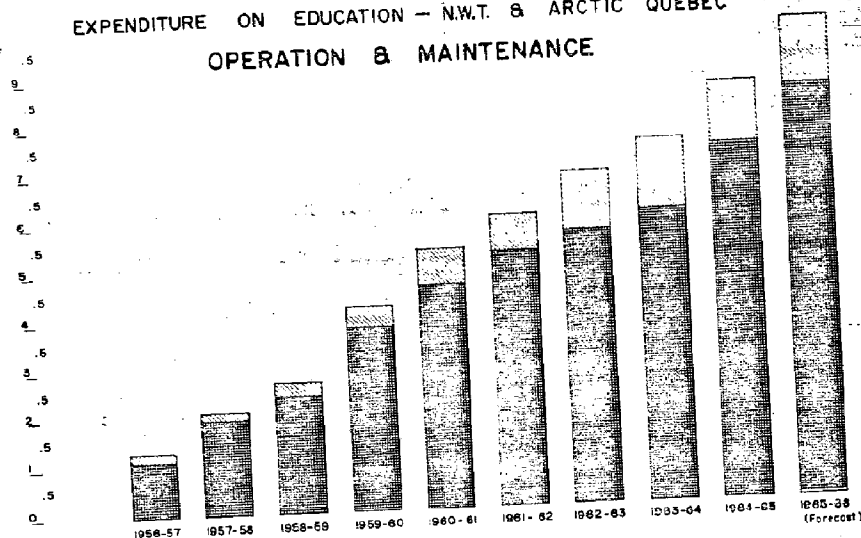
BILLIONS OF DOLLARS  
 EXPENDITURE ON EDUCATION - N.W.T. & ALBERTA QUEBEC  
 CONSTRUCTION



FEDERAL	1,751,982	5,006,897	5,016,489	3,000,314	2,240,514	1,601,634	2,142,014	1,162,833	921,175	2,179,100
N.W.T.	222,180	506,471	454,726	87,925	7,185	47,793	308,328	38,820	168,834	1,049,380
TOTAL	1,974,162	5,513,368	5,471,215	3,088,239	2,247,699	1,649,427	2,450,342	1,201,453	1,090,009	3,228,480
FEDERAL	88%	81%	82%	83%	89%	87%	85%	87%	89%	87%
N.W.T.	11%	19%	18%	17%	11%	13%	15%	13%	11%	13%

# EXPENDITURE ON EDUCATION - N.W.T. & ARCTIC QUEBEC OPERATION & MAINTENANCE

MILLIONS OF  
DOLLARS

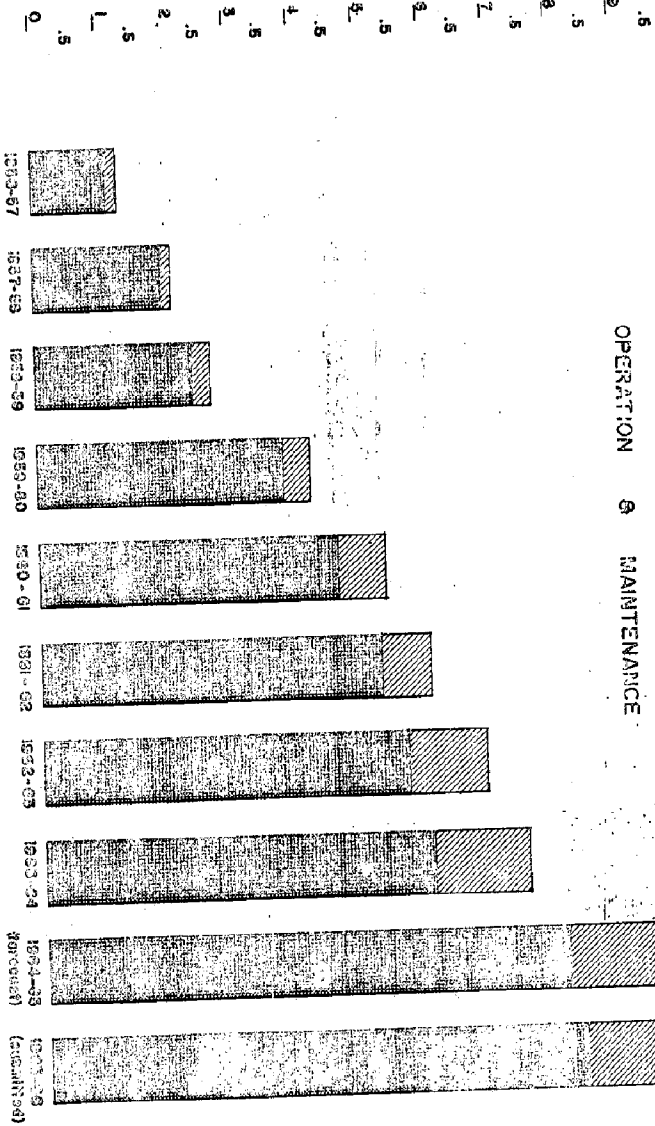


	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66 (Forecast)
FEDERAL	1,73,239	1,994,999	2,424,120	5,793,361	4,898,725	5,398,140	5,638,133	6,085,744	7,010,912	8,243,000
N.W.T.	148,817	174,297	294,032	444,192	642,035	709,887	1,140,180	1,202,000	1,420,000	1,400,000
TOTAL	1,322,056	2,169,296	2,718,152	4,237,553	5,540,760	6,108,027	6,779,313	7,287,744	8,430,912	9,643,000
FEDERAL	85%	92%	89%	89%	86%	88%	83%	84%	83%	85%
N.W.T.	11%	8%	11%	11%	12%	12%	17%	16%	17%	14%

NUMBER OF  
DOLLARS

# EXPENDITURE ON EDUCATION - N.Y.T.

OPERATION & MAINTENANCE

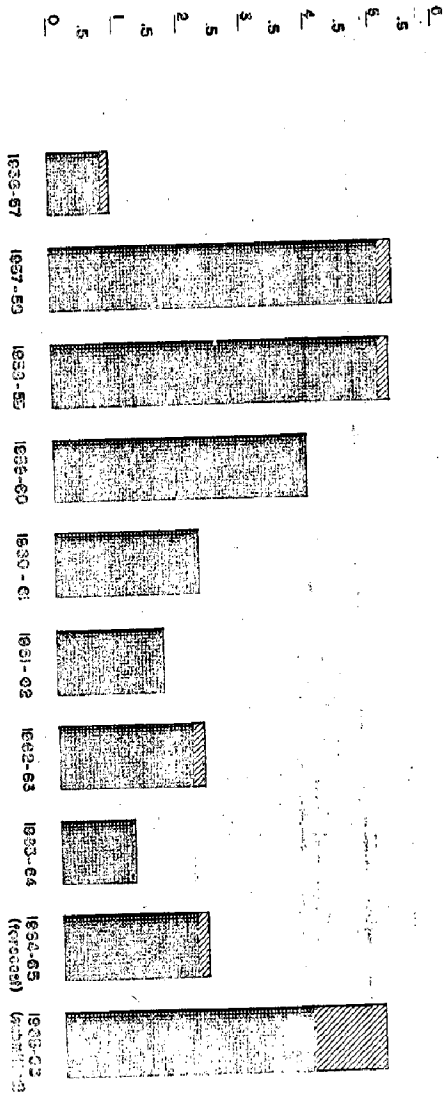


FEDERAL	1,732,250	1,681,550	2,424,120	3,733,581	4,095,725	5,553,140	5,879,133	9,095,744	9,128,000	9,395,370
N.Y.T.	174,897	174,897	284,652	4,411,824	2,424,625	750,597	1,420,100	1,200,000	1,420,000	1,420,000
TOTAL	1,907,147	1,856,447	2,708,772	8,145,405	6,520,350	6,303,737	7,299,233	10,321,488	10,548,000	10,815,370
FEDERAL	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%



# EXPENDITURE ON EDUCATION - N.Y.T. CONSTRUCTION

MILLIONS OF  
DOLLARS



FEDERAL	1,751,033	5,029,007	5,040,162	3,910,214	2,280,315	1,601,234	2,162,018	1,163,623	2,212,700	3,553,000
N.Y.T.	222,100	503,571	423,780	89,630	7,105	47,759	305,480	33,000	401,800	1,162,100
TOTAL	1,973,133	5,532,578	5,463,942	4,000,000	2,287,420	1,648,993	2,467,498	1,196,623	2,614,500	4,715,100
PERCENT	80%	91%	92%	80%	60%	67%	63%	67%	63%	70%
DEBT	11%	9%	8%	2%	1%	3%	12%	3%	15%	23%

EXPENDITURES  
A SIX-YEAR ANALYSIS

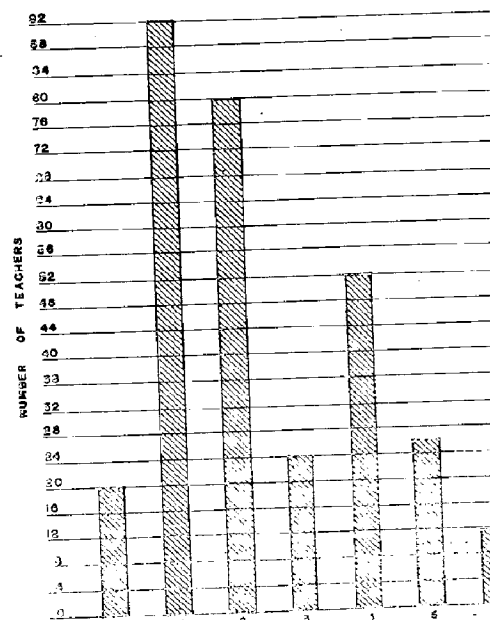
YEAR	ADMINISTRATION	FEDERAL SCHOOLS	MISSION AND OTHER SCHOOLS	PUPIL RESIDENCES	VOCATIONAL EDUCATION	ADULT EDUCATION	TOTAL
1960-61	\$ 768,439 (14%)	\$3,103,820 (58%)	\$ 80,845 (2%)	\$1,198,519 (22%)	\$187,137 (4%)	-	\$5,338,760 (100%)
1961-62	\$1,045,607 (17%)	\$3,459,900 (56%)	\$ 35,425 (1%)	\$1,373,270 (22%)	\$188,625 (4%)	-	\$6,102,827 (100%)
1962-63	\$1,690,856 (25%)	\$3,425,577 (50%)	\$ 13,120 (1%)	\$1,355,731 (19%)	\$282,293 (4%)	\$ 11,736 (1%)	\$6,779,313 (100%)
1963-64	\$1,705,824 (23%)	\$3,750,284 (51%)	\$ 61,736 (1%)	\$1,553,889 (22%)	\$192,803 (2%)	\$ 23,238 (1%)	\$7,287,774 (100%)
1964-65 (Budget)	\$1,721,170 (19%)	\$3,770,225 (42%)	\$332,875 (4%)	\$2,220,725 (25%)	\$795,325 (9%)	\$ 79,730 (1%)	\$8,920,100 (100%)
1965-66 (Budget)	\$1,768,775 (18%)	\$3,911,414 (40%)	\$291,800 (3%)	\$2,934,092 (30%)	\$742,019 (8%)	\$118,700 (1%)	\$9,766,800 (100%)

# EMPLOYMENT OF TEACHERS FOR THE SCHOOL YEAR 1963-64

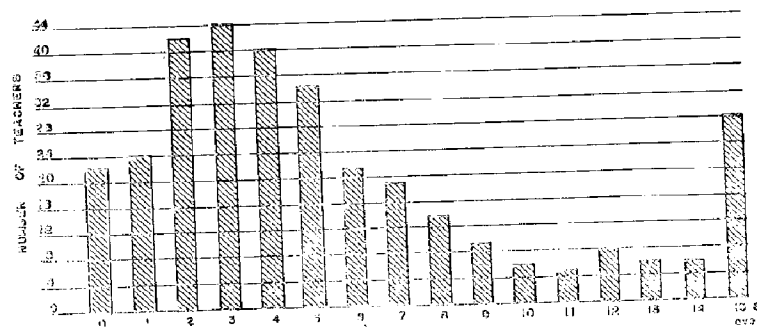
## TEACHING CERTIFICATES HELD

PROVINCE OF CANADA	NUMBER EMPLOYED
BRITISH COLUMBIA	19
ALBERTA	27
SASKATCHEWAN	53
MANITOBA	41
ONTARIO	94
QUEBEC	7
NEW BRUNSWICK	9
NOVA SCOTIA	29
PRINCE EDWARD ISLAND	2
NEWFOUNDLAND	4
OTHER COUNTRIES	22
GREAT BRITAIN	7
UNITED STATES	2
AUSTRALIA	2
SIRE	1
JAMAICA	1
DENMARK	1
	<u>253</u>

## QUALIFICATIONS OF TEACHERS EMPLOYED IN THE NORTHWEST TERRITORIES DURING SCHOOL YEAR 1963 - 64



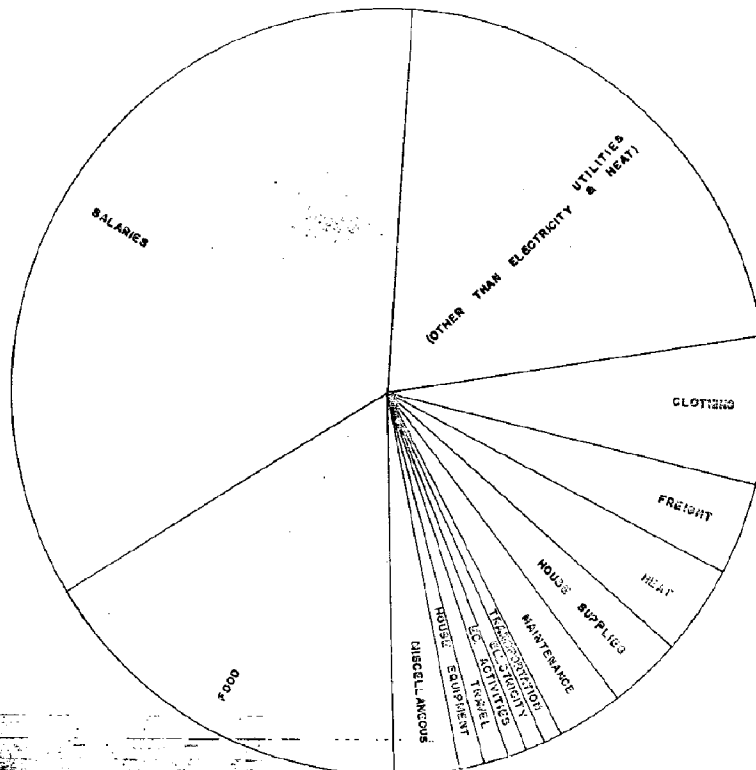
## TEACHERS TEACHING EXPERIENCE OUTSIDE THE NORTHWEST TERRITORIES TO JUNE, 1964





PUPIL RESIDENCES  
1963 - 64 \$1,250,000

# OPERATING COST



## NUMBER OF PUPIL RESIDENCES IN OPERATION

	LARGE	BEDS	SMALL	BEDS	TOTAL
1937 - 38	3	400	-	-	400
1938 - 39	5	800	-	-	800
1939 - 40	6	900	-	-	900
1940 - 41	8	1,100	-	-	1,100
1941 - 42	8	1,100	6	70	1,253
1942 - 43	8	1,100	10	180	1,340
			(23 units)		
1963 - 64	9	1,280	10	180	1,470

## LEGEND

### CONTRACT COSTS

SALARIES	34 %
FOOD	17 %
CLOTHING	0 %
FREIGHT	4 %
HOUSE SUPPLIES	3 %
HOUSE EQUIPMENT	1 %
TRAVEL	1 %
EXTRA CURRICULAR ACTIVITIES	1 %
MISCELLANEOUS	2 %
	63%

### DIRECT COSTS

HEAT	4 %
ELECTRICITY	1 %
OTHER UTILITIES	21 %
MAINTENANCE	3 %
TRANSPORTATION	1 %
OTHER MISCELLANEOUS	1 %
	31%

L

FINANCIAL CONTRIBUTION TO HOSTELS  
(written form compiled by F. Short,  
Administration Section - Education Division)

Remain Bottle Shells

George H. ...  
 1911 F. ...  
 1911 F. ...

Shall  
 August Shall  
 & Hesterfield Shall  
 August Shall  
 East Simpson  
 Lucie Shall,  
 Shall  
 August Shall,  
 East Shall

1960 #	1961 #	1962 #	1963 #	1964 #	1965 #	
55,366.06	64,344.73	66,659.17	79,384.41	82,649.25	65,172.98	
79,787.54	117,325.82	124,879.22	121,008.02	92,104.51	112,299.44	
249,192.45	156,115.66	174,914.29	212,504.87	175,014.60	200,883.16	
128,524.20	113,618.58	110,686.34	123,658.87	129,112.24	128,160.74	
512,870.25	451,404.79	477,139.02	527,556.17	478,881.60	506,516.22	2,954,328.15

*Indian Wells*

*Home*

*Bongue Place  
East Simpson*

*Simpson Place  
Simpson*

*Shaw Place  
East Simpson*

<i>1960</i> #	<i>1961</i> #	<i>1962</i> #	<i>1963</i> #	<i>1964</i> #	<i>1965</i> #	
42,691.56	45,411.22	55,681.34	53,103.31	64,155.42	62,074.14	
175,802.71	234,266.03	297,674.43	164,433.34	229,652.84	250,025.55	
64,803.47	53,320.38	56,850.15	71,326.99	72,361.22	69,672.71	
283,297.74	332,997.63	410,205.92	308,863.64	366,169.48	372,772.40	2,074,311.81



# OPERATING COSTS FOR PUPILS - ROSELANDS - KOL

PER PUPIL PER ANNUM

PER PUPIL PER DIEM

\$1,500  
1,400  
1,300  
1,200  
1,100  
1,000  
900  
800  
700  
600  
500  
400  
300  
200  
100

1959 1960 1961 1962 1963

\$256 \$344 \$358 \$438 \$387

\$625 \$744 \$815 \$808 \$883

\$2.01 \$1.008 \$1.154 \$1.306 \$1.250

DIRECT COSTS



CONTRACT COSTS



\$5.00  
4.50  
4.00  
3.50  
3.00  
2.50  
2.00  
1.50  
1.00  
.50

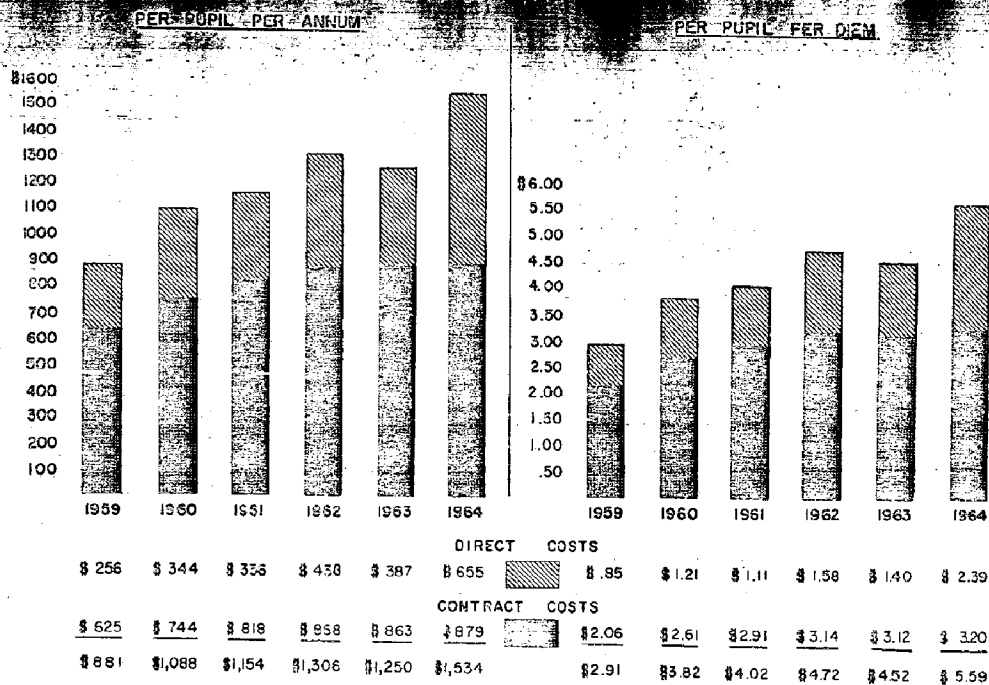
1959 1960 1961 1962 1963

\$1.95 \$1.21 \$1.11 \$1.53 \$1.40

\$2.08 \$2.81 \$2.91 \$3.14 \$3.12

\$2.91 \$3.82 \$4.02 \$4.72 \$4.52

# ESTIMATING COSTS FOR PUPILS



## Document Separator

Item no. AHU-000010[000-000]



Department  
of Northern Affairs

and National Resources Northern Administration Branch

Ministère  
du Nord canadien et

des Ressources nationales Direction des régions septentrionales

DIRECTOR

Fort Smith, December 27, 1966

Attention: D.W. Simpson

our file / notre dossier

your file / votre dossier

Supervisory Staff Salaries  
at Akaitcho Hall

Mr. Gillie is attaching a memorandum from Mr. Macpherson and Mr. Boxer dealing with the recent resignations of two of the supervisory staff at Akaitcho Hall. The material is self-explanatory and once again emphasizes the urgent need for some kind of complete overhaul of the salaries and working conditions in our government operated hostels.

During the past two years we have been plagued with a steady turn over of supervisory staff at Akaitcho Hall and for long periods have operated without adequate staff. The reasons for this are self-evident and have been brought to the Department's attention on numerous occasions. Under these conditions we find it almost impossible to recruit and hold people with only minimal qualifications, let alone those who are as qualified as we feel they should be, for such an important task. We will make an attempt to fill the positions vacated by [redacted] and [redacted] but Mr. Gillie has little hope that much success will result and that even if we do succeed in recruiting for these positions they will stay only until such time as they are able to transfer to other better paying positions with much more attractive work conditions. Mr. Gillie does not feel that it is an exaggeration to state that unless drastic remedial action is taken on this whole situation we may shortly face a situation where it will be impossible to operate Akaitcho Hall at all, or where some serious problem will develop as a direct result of inadequate staffing. It is my opinion that we cannot afford to have such happen, but have no other recourse if an improvement in salary and work conditions is not made at once. There has been repeated reference to this in correspondence for several years now and it has been talked about at great length, but the steps that have been taken thus far have been too insignificant to constitute any real remedy.

Your early and most urgent attention is directed to this matter and we would appreciate a reply indicating what steps you plan to take in order to head off further trouble in the immediate future.

K.W. Hawkins,  
Administrator of the Mackenzie



## Document Separator

Item no.                      NWT-000221[000-000]

# MEMORANDUM

CLASSIFICATION

TO  
A

Mr. Simpson,  
Room 905

RECEIVED  
GENERAL C-725  
DEC 17 1968  
copy 6.30/158-9

OUR FILE No.  
Votre dossier

OUR FILE No. 1/25-13-2 (E.1)  
Votre dossier

DATE December 16, 1968.

FROM  
De

Co-ordinator, Student Residences

FOLD

SUBJECT  
Sujet

Transfer Northern Administration Residences  
to Territorial Government

On November 15 you were advised that six of the seven Northern Administration Residences would be transferred to the Territorial Government by April 1, 1969, the one exception being Turquetil Hall, Chesterfield Inlet, Northwest Territories.

A decision has now been made that this unit will be transferred with the other six prior to April 1, 1969.

Consequently, no action on the part of any Departmental unit need be taken with respect to this residence.

*Paul Reziel*  
P. Reziel.

*FR*

*While you were enjoying your sojourn in Whitehorse!*  
*(See attached Dug copy)*  
*F.S.*  
*17/12*  
*Mark*

000221 [000-000]

## Document Separator

Item no. AHU-000009[000-000]

PA

630/105-10  
600-11-16

Ottawa 4, March 11, 1969 X

Mr. Russell Moses  
EXECUTIVE ASSISTANT

Akaiicho Hall Pupil Residence - Yellowknife, N.W.T.

Further to the memorandum prepared by Mr. R. J. Green February 25, 1969 for the signature of Mr. J. A. MacDonald, Deputy Minister and addressed to the Minister, the following is a resume of the more important points.

Akaiicho Hall is the pupil residence for Sir John Franklin School.

The Residence Student Committee is appointed by the Residence Superintendent a Mr. Bert Boxer. The Committee consists of 30 boys and girls, of which 14 are Whites, 8 are Indian, 4 are Eskimo and 4 are Métis.

This Committee meets every Sunday to discuss administration of the Residence.

There is a Sub-Committee on Rules Review which is also appointed by the Residence Superintendent. It consists of 3 boys and 3 girls which are as follows: 2 Indians or Métis and 4 Whites.

This has no direct bearing on the Residence Student Committee, but the Sir John Franklin Student Council is elected by the students. It is composed of 6 Treaty Indians and 12 non-Indians.

ORIGINAL SIGNED BY  
E. E. BOYD

E. E. Boyd,  
Chief, Indian-Eskimo Bureau.

PN/ltm

## Document Separator

Item no. AH 00531

Saddle Lake/Athabasca District  
ST. PAUL, Alberta

ST. PAUL - August 17/70  
779/25-1

Miss [REDACTED]  
FORT CHIPEWYAN, Alta.

Dear [REDACTED]

I have not been able to contact the School or the Residence in Yellowknife. I am afraid it is a little too late to make the desired change.

Could you kindly attend St. Francis Xavier High School in Edmonton, which has already accepted your application for the 1970-71 school year. Thanking you,

Yours sincerely,

B. M. Berry  
Guidance Counsellor

B. M. Berry:ld

AH 00531

779/25-1  
Pt. 4, 1970  
NAC

INSPECTION OF FOOD SERVICES

NORTHERN AFFAIRS HOSTELS

I School: General Information

1. Name of Hostel..... Akaitcho Hall
2. Location..... Yellowknife, N.W.T.
3. Operated by..... Dept. of Northern Affairs
4. Principal..... Mr. Foxe
5. Number of students: INDIAN... 31... ESKIMO... 39... OTHER... 44
6. Matron..... Mrs. Elenko

II Pupils: Factors influencing food habits. No problem with food. Most have gone to Mission schools before. Accustomed to dorm. life and foods.  
Age of the majority of pupils is from 17 - 20 years.

III Staff: (Duties, experience, salary, efficiency)

1. Head cook responsible to... Mrs. Elenko.
2. Cook
  - (a) Name..... Mrs. Grangvist
  - (b) Training.....
  - (c) Experience... 4.10 yrs. - 2 years
  - (d) Time as cook at present school... 2 years
  - (e) Ability..... Very capable.
3. Cook Assistant
  - (a) Name..... Mrs. Dobiansky
  - (b) Training.....
  - (c) Experience.....
  - (d) Time as Cook Asst. at present school... 2 years
  - (e) Ability..... Capable.
4. Bread Baker
  - (a) Name..... Bread is purchased.
  - (b) Full-time..... Part-time.....
  - (c) Time as baker at present school.....
  - (d) Ability.....
5. Do staff have medical inspection..... Have one before T.O.S. and before school begins.

3281  
8.60

- include sketch On main floor.
- IV Kitchen - Location.....
- (a) Size 23' x 36'. Receiving entrance and garbage can area.
- (b) Walls 6' green tile high glass 'channel' walls. Ceiling height 10'.
- (c) Flooring Red Terraza tile.
- (d) Ventilation Hood and fan over stove.
- (e) Lighting Large windows; fluorescent lighting. Lighting in hood.
- (f) Equipment and arrangement (see sketch).....
1. List principal equipment - make and size
- Stove Garland 2 (1 grill 2 ovens below Fuel Propane.
- Oven Vulcan - 4 bank thermostat Fuel Propane
- Slicer Berkel - Meat Slicer 1/2 h.p. Serial 1805-17650.
- Cook's table None, rack hood over stove (very high)
- Other See attached information.
- Equipment needed.....
2. Duties performed by children. None in preparation of food or in baking.
3. Kitchen Organization
- (a) Supervision Mrs. Granquist.
- (b) Menu planning..... Same for staff. Yes.
- Is a menu planned ahead? Yes, for one week.
- Is it followed? Yes.
- Is it posted in kitchen? Yes.
- Who plans it? Mrs. Blenko and Mrs. Granquist.
- Attach 1 week's menu
- (c) Work Schedules 10 hour day in kitchen (Permanent Staff) 6 days a week. 8 hour day for prevailing rate
4. Methods of food preparation and cookery staff. 6 days per week.
- (a) Working techniques Well organized.
- (b) Use of recipes Yes. Books on hand. Yes.
- (c) Time for food preparation Adequate - 4 kitchen staff members.
- (d) Use of mixes None used.
- (e) Use of dehydrated - vegetable None.
- fruit Apples, figs, dates, raisins.
- meat None.

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5. Quality of Food

- (a) Tasting food before serving. Yes.  
 (b) Appearance. Very good.  
 (c) Flavour. Good.  
 (d) Suitable use of left overs. Yes. Soups, stocks.  
 Shepherd's Pie, desserts put out for second time.

6. Comparison of servings of each food with Canada's Food Rules

Food Groups	Amts. recommended in Canada's Food Rules	Amts. served to Children at this Hostel
MILK	1 1/2 pints to 1 quart	milk offered 4 x day.
FRUIT - Citrus or Tomato	1 serving daily	5-7 x weekly.
- Other Fruit	1 serving daily	About 6 x weekly.
VEGETABLES - Potatoes	1 serving daily	1 serving daily.
- Other Veg.	2 servings daily	1 serving daily.
CEREALS & BREAD		
- Wholegrain cereal	1 serving daily	1 or 2 weekly.
Wholewheat or C.A.		
Vit B. White Bread	at least 4 slices	At least 6 x weekly.
with Butter	daily	
MEAT (or Fish, Eggs, Cheese, Pasa, Beans)	1 serving daily	2 x daily.
EGGS	3 servings weekly	3-4 weekly.
CHEESE	3 servings weekly	1 weekly.
LIVER	frequently	
FISH LIVER OIL	recommended	
IODIZED SALT	recommended	used.
OTHER VITAMIN PREP.		Daily Vitamin Pills.

V Dining Room: Include sketch

- Facilities
 

Dividers between dining room and recreation hall. Can be expanded or used as recreation hall 66' x 33'. Large.

(a) Size expanded or used as recreation hall 66' x 33'. Large.

(b) Walls Corrigated glass in ..... Ceiling Height. Very high 22'.

(c) Ventilation and Lighting. Very good for both.

(d) Flooring. Blue and brown linoleum tile.

(e) Tables and benches. Arborite and metal stacking tables. Wood and metal chairs.

(f) Cupboards. None. Water cooler in dining room.

(g) Tableware. Melmac.

(h) Cutlery. Stainless Steel.
  - Duties performed by school children. Sweep cafeteria floor.
- Clean tables, re-set the tables before meal. Clean thoroughly weekly. Girls help serve foods in cafeteria at mealtime.

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K.60

3. Food service

- (a) Meal hours. B - 7:30 A.M. D- 11:45 -12:00 Noon. S- 4:45 on weekdays.  
Saturday - B-9:00, D-1:00, S-5:00. Sunday: 9:45, 1:00, 5:30
- (b) Type of service....Cafeteria.....
- (c) Supervision. One or more staff members eat in cafeteria.
- (d) Size of servings. Very adequate.
- (e) Mealtime atmosphere. Very good.
- (f) Mid-meal nourishment - Vitamin biscuits?.....Milk, at bedtime.

VI Dishwashing Room: Include sketch  
Cocoa?.....  
Night lunch - 9:15 - Sandwiches or cookies,  
fruit or doughnuts and milk.

1. Facilities

- (a) Location and size.... Part of main kitchen.
- (b) Walls.... Green Ceramic tile.
- (c) Flooring. Red Terrazo Tile.
- (d) Ventilation and lighting. Hood over machine, exhaust attached to Dish machine. Hood over stove.
- (e) Sinks - type and condition. CHAMPION I. - KCP. Condition Good. Too small for use.

2. Method of dishwashing

- (a) Tableware.... Dish machine.
- (b) Pots and pans.... By Hand.
- (c) Detergents used. Mixture of Soap and SPAX and bleach.
- (d) Bleaching agents.... General - done weekly.

3. Duties performed by school children: Box, wash dishes and stack away.

VII Bakery: Include sketch

1. Facilities

- (a) Location and size.... Part of main kitchen.
- (b) Walls.....
- (c) Flooring.....
- (d) Ventilation and lighting.....
- (e) Mixer..... Over..... Storage.....

2. Do the children assist with baking?..... NO.....

VIII Store Rooms: Include sketch

1. Facilities

- |   | (1) | (2) | (3) |
|---|-----|-----|-----|
| (a) Location.... Main Kitchen                               |     |     |     |
| (b) Size.... APPROX. 12' X 14'                              |     |     |     |
| (c) Walls.... Painted Wallboard                             |     |     |     |
| (d) Flooring. Painted Cement                                |     |     |     |
| (e) Ventilation and lighting. One door. Artificial lighting |     |     |     |
| (f) Shelves.... Wood slat                                   |     |     |     |
| (g) Locked.... Yes  |     |     |     |
| (h) Used for.... Weekly supplies                            |     |     |     |
- as they come in. No other store room for food stuffs needed.

## IX Refrigeration

(a) Location.	Main Kitchen	Main Kitchen	Main Kitchen
(b) Size.	Approx. 6' x 12'	6' x 12'	6' x 12'
(c) Type.	Walk in. Meats	Milk, dairy	left overs
	Reach in	vegetables	
	Deep freeze.		
(d) Temperature.	32°F	38°F	42°F
(e) Floor.	Beige Terraza Tile	Tan Terraza	Tan terraza
(f) Walls.	Wood	Wood	Wood
	Rack with hooks		
(g) Shelves.	Metal slats	Metal slats	Metal slats
(h) Paint.	Unpainted	Unpainted	Unpainted

## X Sanitation

Cleanliness generally in K. and D.R.

- (a) Equipment. Washed in sinks in veg. preparation area, by hand.
- (b) Crockery. Dishmachine.
- (c) Glassware. Dishmachine.
- (d) Cutlery. Dishmachine.
- (e) Garbage disposal. Town truck collects daily.
- (f) Vermin. None - Mosquitoes, and flies in summer.

## XI Hygienic Conditions:

1. Water Supply. Town water.
2. Pasteurized milk. Re-constituted milk, 1994, 4 Yellow White Dairy.
3. Food handling - (hairnets, hands washed) Yes, clean in working habits. Wash sink in kitchen, washrooms adjacent to kitchen.

## XII Pupils' Living Conditions:

1. Dormitories. Include sketch.
  - Location.
  - Size.
  - Accommodation. Adequate. 4 students to each room.
2. Washrooms - Include sketch. Two washrooms, each with the following:
  - Number of basins. 20
  - Number of toilets. 6
  - Number of baths. 1
  - Number of showers. 5
  - Towels. 2 towels per student one week
  - Washcloths. 1 each per student one week
  - Toothbrush. Supplied if necessary

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E.60

3. Playroom Space... Recreation Area 33' x 45'.....
4. Children's duties in these areas... Clean the dorm and recreation areas continually; good cleaning on Saturdays.....
5. Recreation provided... Basketball, pool, ping-pong, hockey.....
6. Rising and bed time... Week Nights - 9:30 (under 16) 10:30 for others. Friday and Saturday 11:30 and 12:00.....
7. Supervision..... 2 boys' supervisors; 1 girl's supervisor.....
8. Comments.....

XIII Children's Health.....

Physical examination.....

When.....

By whom.....

Sick bay..... Medical room in main hall, infirmary in each dormitory.

In charge... Mrs. Elenko.....

Medical supplies.....

Comments.....

XIV Laundry:

1. Location... ~~XIX~~ Below kitchen on ground floor.....
2. Size..... 21' x 15'.....
3. In charge of... Mrs. Nicholson.....
4. Work done by pupils... Students for 20 minutes in laundry 3 x weekly.....
5. Output... All boys clothes one sheet/bed/week. 2 towels, face cloths, Kitchen towels.....
6. Bedding changed... Once weekly.....
7. Clean clothing issued... All washed once weekly.....
8. Comments... Hostels supply clothes to those who require it.....

XV Food Supplies:

1. Source..... Yellowknife.....
  - (a) Purchased by... Ordered through the nurse/matron.....
  - (b) Purchased where... Yellowknife.....
  - (c) Availability of supplies... Food supplies tendered for once yearly, from local farms.....
2. Expenditure - Yearly... Quarter ending March 31st, 1960 - \$13,094.76  
 Monthly average... Total number of meals served 29,437  
 Daily average... Meal costs = .444 per meal.....
3. Suggestions re selection and buying of foods... Mentioned vacu-dry fruits and McKees Juice Crystals which they could perhaps request tenders for.....

3281  
8.60

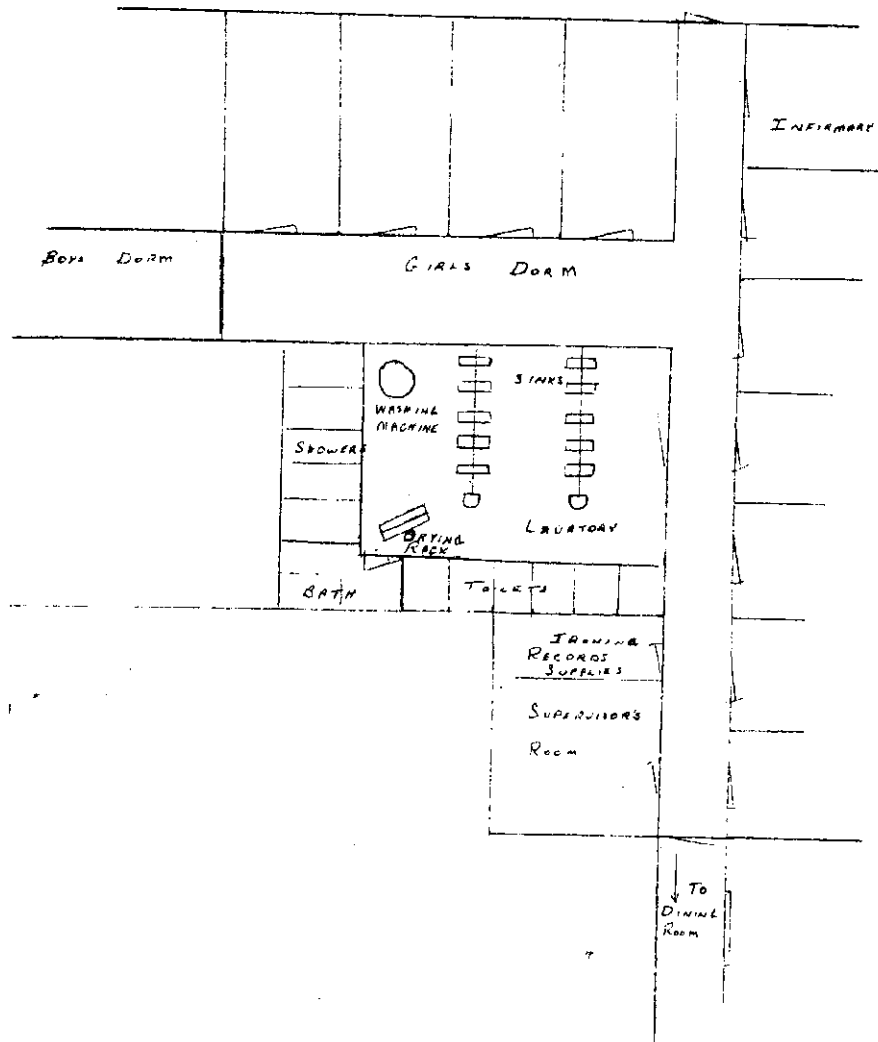
- XVI Training of girls in cooking.....Done in vocational school.....
- XVII Nutrition education in classroom.....In curriculum, some nutritional information is taught.....
- XVIII Interest indicated by staff.....All staff were extremely interested in giving good food to the pupils in their charge.....
- XIX Principal's Views.....
- XX General Remarks.....

$$\begin{array}{r} 32.81 \\ \underline{6.60} \end{array}$$

AKAITCHO HALL, YELLOWKNIFE

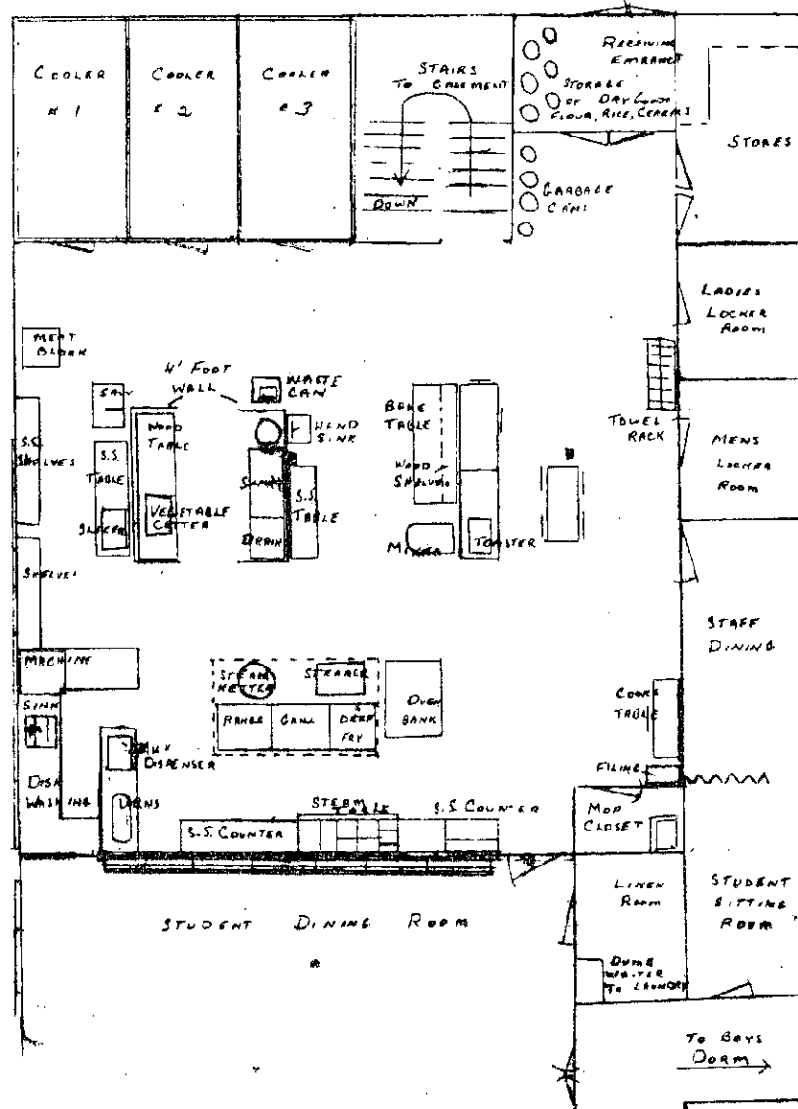
SKETCH OF GIRLS DORMITORY

OCT, 1960



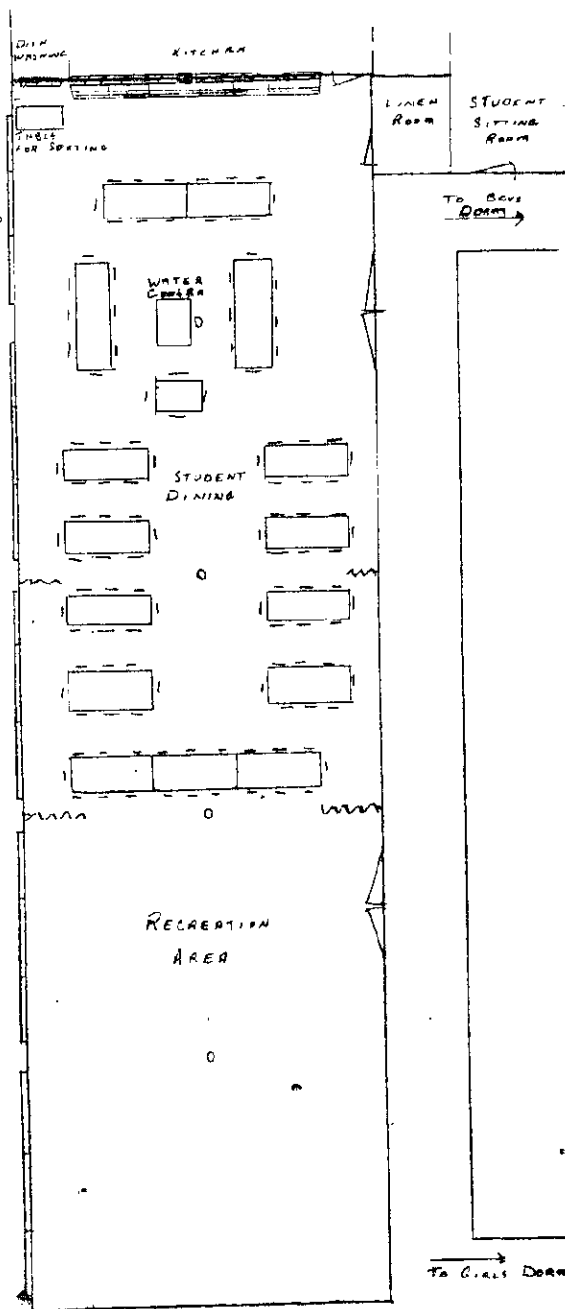
AKRITCHO HALL, YELLOWKNIFE  
SKETCH OF KITCHEN

OCT. 1960



AKAITCH HALL  
YELLOWKNIFE

SKETCH OF DINING  
ROOM AND RECREATION  
AREA OCT, 60





GENERAL COMMENTS - Akaitcho Hall, Yellowknife, N.W.T., Oct, 1960.

Criticisms of Menu and Comparison with Canada's Food Rules:

Milk - is available at each meal and at bed time everyday. The students do drink a great deal.

Fruit - Citrus or tomato or their juices are offered daily. If not served at breakfast, they are served at lunch, dinner or snack time.

Vegetables - Potatoes are served once daily. Other vegetables are served only once daily. It was suggested another vegetable be made available during the day, either canned or fresh. Fresh vegetables are served once or twice weekly, but are expensive. A point was raised that serving two canned vegetables daily would create difficulties in planning varied menus and as a result vegetables would become unpopular. There are only a certain number of canned vegetables available and few fresh obtainable that variety would be difficult.

Cereals and Bread - Cooked cereal was served once or twice weekly and in the winter is served every other day. It is not popular. The cold cereals offered are corn flakes, shredded wheat and rice krispies. Bread is a favorite food, but never eaten to the exclusion of the main meal.

Meat and Meat Alternates - A meat or a protein alternate is served twice a day and often used in sandwiches in evening snacks.

Eggs - Eggs are served 3 - 4 times weekly.

Cheese - is served two to three times weekly during the day and in evening snacks.

Liver - Is served infrequently. One week's menu had steak and kidney pie on it. A lot of fried fruit (both raw and cooked) is used and this would supply some iron and Vitamin A.

Vitamin Pills - Are distributed daily.

OTHER COMMENTS -

Dishwashing facilities - Part of the difficulty in the operation of the dishmachine, I believe, resulted from the use of a compound unsuitable to use in dish machines. This was causing a great deal of sudsing, which covered the bottom rinse pits. The rinse water could not get through the suds immediately, when the rinse cycle was initiated. A dishmachine compound has been ordered and was expected daily. This should eliminate some of the problem. With the increase in attendance expected, a proposed larger machine would be advisable. Meal costs do not seem too excessive (.44) as food is purchased from Yellowknife. Transportation and freight costs ? would be included in the food costs.

The opening of the highway may make more fresh foods available and also cut down the food costs.

The atmosphere in the dining room is very good. It is neither rowdy nor restrained.

When the school is expanded to accommodate 100 more students, the recreation room will be used as dining area.

OTHER EQUIPMENT IN KITCHEN - Akastoko Hall (No more on form.)

Deep fat Fryer	Anschutanger Bros.	RMT-18-18	Propane
Mixer	Triumph	N-20	
Steam Kettle	Leim	L-20	
Steamer	Market Forge	5 HTS	
Toaster	Savory	CTB-4	Electric
Meat Saw	Bird	Model 11	
Meat Block	Wood Velled	3'x2'x16"	
Vegetable Peeler	M.S.H. Man. Co.	1/5 hp. motor	
Vegetable Slicer	Qualheim Electric Co.	400	
Household Mixer	Sunbeam Mix-Master	-	
Sorles - Table.	Fairbanks-Morse.	240 lb. cap.	
Milk Dispenser	Arnett	2 cans x4 gal.	
Urns	Quest	2 tanks x2 gal.	
Water Cooler	Boss Drinking Fountain	(in cafeteria)	
Scales, floor	Fairbanks-Morse	Capacity 500 lbs.	
Ovens	Vulcan	Propane 2 bank	
Carts (4)	Lakeside Man. Co.	444	
Carts (5)	" " "	311	

MENU - AKAITCHO HALL, YELLOWKNIFE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<u>Breakfast</u>						
Grapefruit Sections	Orange Juice	Apple Sauce	Pineapple Juice	Stewed Prunes	Grapefruit Juice	Stewed Figs
Dry Cereal	Dry Cereal	Cooked Cereal	Dry Cereal	Dry Cereal	Dry Cereal	Dry Cereal
Hot Cakes with Syrup	French Toast with	Toast & Jam	Boiled Eggs	Denver Omelette	Poached Eggs on	Boiled Eggs
Grilled Bacon	Syrup	Coffee & Milk	Toast & Honey	Toast & Jam	Toast	Toast & Honey
Coffee & Milk	Coffee & Milk		Coffee & Milk	Coffee & Milk	Jam	Coffee & Milk
					Coffee & Milk	
<u>Dinner</u>						
<u>Snack</u>	Apple Juice	Beef Veg Soup	Tomato Juice	Cream of Chicken	Cream of Potato	Tomato Juice
Fresh Oranges	Chinese Food with	Bacon & Eggs	Noodles & Meat	soup	soup	Hash & Home Fries
Egg Salad Sand.	Rice	with Toast	balls	Cold Plate and	Grilled Cheese	Bread & Butter
Tea & Cocoa	Bread & Butter	Orange Tapioca	Bread & Butter	salad	sandwich	Canned Peaches
	Canned Plums	pudding	Lemon Jello	Bread & Butter	Pickles	Tea & Milk
	Tea & Milk	Tea & Milk	Tea & Milk	Butterscotch	Lemon Snow	
				pudding	pudding	
				Tea & Milk	Tea & Milk	
<u>Supper</u>						
Roast Chicken	Hamburg Steak	Beef & Kidney	Pork Chops with	Mock Duck	Creamed Chicken-	Hot Pork Sandwich
and Dressing	and Onions	stew	apple sauce	Scalloped Potatoes	Eggie on Toast.	Roast Potatoes
Mashed Potatoes	Steamed Potatoes	Mashed Potatoes	Roast Potatoes	Buttered Peas	Mashed Potatoes	Creamed Corn
Mixed Peas & Carrots	Green Beans	Mixed Vegetables	Buttered Carrots	Steam Pudding	Golden Wax Beans	Apricot Upsidedown
Gravy,	Parsley Butter	Pineapple Cream	Vanilla & Bread	Tea & Milk	Apple Pie	Cake.
Cranberry Sauce	Cherry Crisp	pie	pudding		Tea & Milk	Tea & Milk
Devil Food Cake	Tea & Milk	Tea & Milk	Tea & Milk			
Tea & Milk						

# **\$2,000,000 YELLOWKNIFE HIGH SCHOOL & HOSTEL PROJECT COMPLETED**

ARCHITECTS  
Diamond Dupuis & Dunn  
CONSULTING ENG.  
Crowther MacKay & Assoc.  
GENERAL CONTRACTORS  
Burns & Dutton  
PLUMBING  
Haddow & Maughan Ltd.  
HEATING  
McCreedy & Johansson Ltd.  
ELECTRICAL  
Hillas Electric Co.



Before Construction, 1957

Footings On The Rock



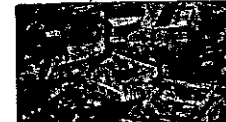
School Forms

Foundation



July '57 From Air

Superstructure



Oct. '57 From Air

Winter 1957-58



Workshop, April '58

Near Completion



The doors of the new \$2,000,000 Yellowknife High School & Hostel will be opened officially Sept. 29th by the Honorable Alvin Hamilton, Minister of Northern Affairs and National Resources. This occasion marks the completion of a job which began in May 1957.

The project, which employed approximately 100 men, consists of three major buildings; the school, hostel and dormitory. The school (280'x110') is of one and two storey construction containing 10 classrooms and a complete workshop for woodworking, welding and automotive. The workshop will be the headquarter for the Dominion Government Eskimo Training Program which up to this time has been held in Leduc. The Dormitory (90'x140') is of one storey construction and has 37 rooms facilitating 120 resident students, an infirmary and staff quarters. Thirty-five rooms, the dining room, playroom and staff quarters are housed in the Hostel (60'x180').

All buildings, built by Burns and Dutton Concrete and Construction Co. Ltd., Edmonton are of reinforced concrete, brick veneer and cedar siding. The foundation is situated on bed rock which necessitated the excavation of permafrost. Approximately 4,000 yards of concrete were used and 500 yards of rock had to be removed by blasting.

Materials for the project were shipped in to Yellowknife by barge. 200 plumbing fixtures were used in the buildings by the plumbing firm of Haddow & Maughan Ltd., supplied by Western Supplies and Empire Brass. The Electrical Contractor for the job was Hillas Electric Co. of Edmonton and the heating was handled by McCreedy & Johansson Ltd.

In the picture above left are, left to right: Ed Jackson, Hal Robertson of Crowther & MacKay & Assoc., Jerry Diamond, Diamond Dupuis & Dunn; Walt Hillier, Burns & Dutton and Joe Donahue, Diamond and Dupuis & Dunn. All photos were supplied to ON THE LEVEL through the courtesy of Burns & Dutton and Haddow & Maughan.

Con't. on page 34

RG 85, Vol. 708, File 630/105-7, pt. 3,  
High School Facilities - Yellowknife  
[Public & Separate School],  
1958-1959,  
National Archives of Canada

AHU-000014[000-000]

# **Yellowknife School Project cont:**



In the picture above, taken at the Yellowknife Airport is Harry Maughan of Haddow & Maughan (directly above) and George Sims of Wells H. Morton (right). Charlie Hillas is seen in the picture at the right inspecting the home Economics Room in the High School.



Seen above are Cliff Williams, Foreman for Haddow & Maughan on the project and Bernie Drinkwater, Manager of Haddow & Maughan (Yellowknife) Ltd. The boys are seen in the picture above right inspecting the boiler room.



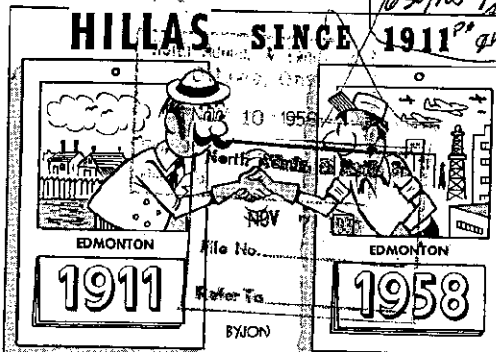
Workshop



Hostel Washroom

September

On The Level



## **47 YEARS OF SERVICE**

We are proud of our 47 year contribution to the growth of Alberta. Since 1911 we have constantly expanded to keep pace with the industry's needs. In doing so we have maintained a high standard of quality workmanship on all our jobs whether it was a big industrial job or a small commercial one. Our staff are all fully trained men capable of doing the best of work.

MAY WE BE OF ASSISTANCE TO YOU?

**HILLAS ELECTRIC CO.**  
ELECTRICAL CONTRACTORS

24 HOUR PHONE 47371

10347 JASPER AVE.  
EDMONTON, ALBERTA

RG 85, Vol 708, File 630/105-7, pt. 3,  
High School Facilities - Yellowknife  
[Public & Separate School].  
1958-1959,  
National Archives of Canada

First

When planning

On Your

**TRIP NORTH**

Wire or Write the

**Yellowknife HOTEL**

YELLOWKNIFE, N.W.T.

for a comfortable and restful stay

Plus all the facilities you expect

**In a Modern Hotel**

Operated by

**YELLOWKNIFE HOTELS LTD.**

First group  
integral part of the  
hall from 1960  
quarters, along  
Borden the  
still are fine

**Electrical work**

IN THE N.W.

**Federal School and Hostel was ins**

**HILLAS ELECTRI**

10347 JASPER AVENUE — SIKKINGTON

Yellowknife in particular and the Northwest Territories in general are to  
congratulated on the fine new vocational training school and we are pro  
to have had a share in constructing it.

AHU-000696[000-000]

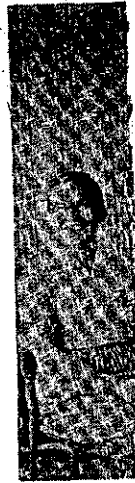
September 26, 1958

## First residents of the ne

NORTH

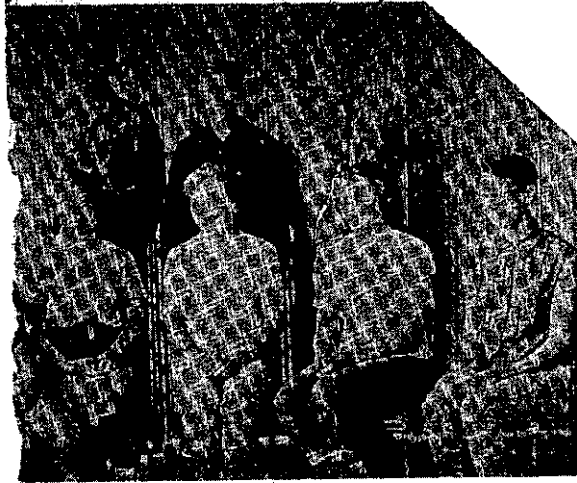
TEL

ful stay



First grade  
tegral part of the  
hall from which  
quarters, along

From the  
girls are from



Students to take up resi- dence in the new hostel, which forms an in-  
new school buildings at Yellowknife are the youngsters shown above. They  
operated parts of the Terri- tories and are now settled down in their new  
in the many others who have since arrived.

If the boys above are Russel Look, Charles Franklin and Joseph Wood and  
Edna Baisille, Violet Baisille, Frances Cambridge and Pat Hancock.

## Electrical Work

IN THE N W

chool and Hostel was installed by

# LLAS ELECTRIC

10347 JASPER AVENUE - EDMONTON

Yellowknife in particular and the Northwest Territories in general are to be  
congratulated on the fine new vocational training school and we are proud  
to have had a share in constructing it.

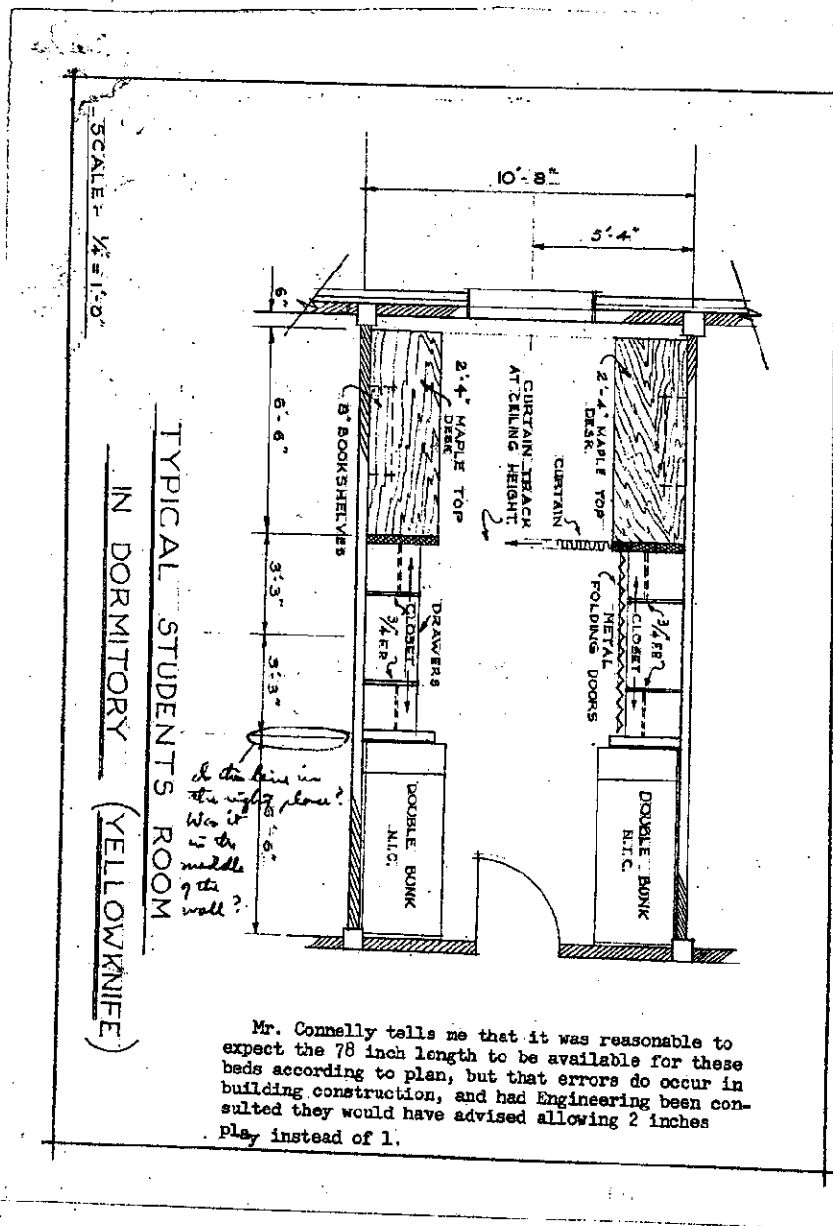
*DP & Yellowknife*  
**NATIONAL**  
**is Checking**  
**Services Limited**

TORONTO - CANADA

Yellowknife, N.W.T., News of the Month  
Thursday, September 25, 1958.





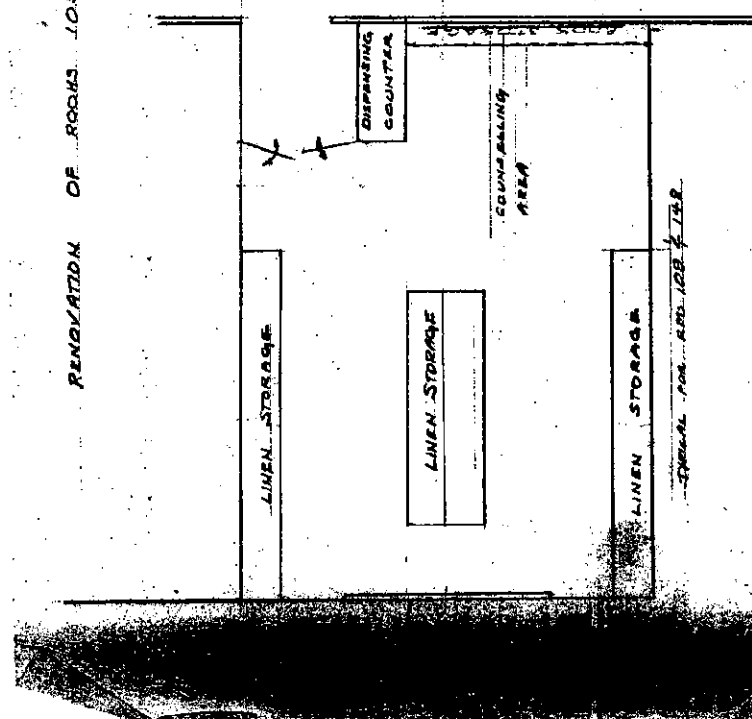


Mr. Connelly tells me that it was reasonable to expect the 78 inch length to be available for these beds according to plan, but that errors do occur in building construction, and had Engineering been consulted they would have advised allowing 2 inches play instead of 1.

AHU-000933[000-000]

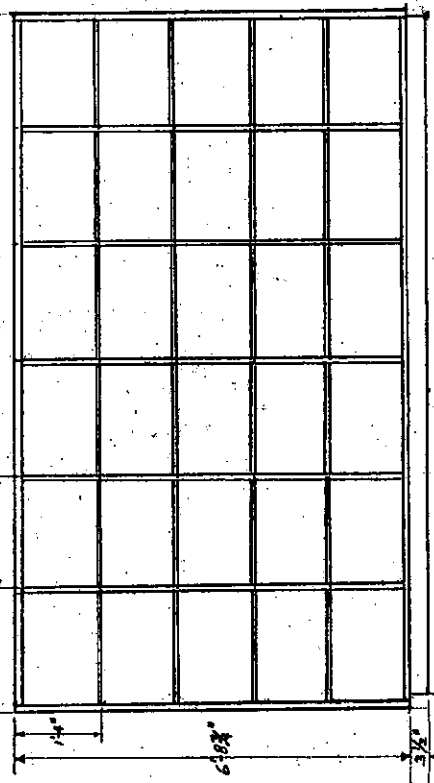
# RENOVATION OF ROOMS 109 & 148 TO COUNSELLING ROOM & LINEN STORAGE.

CURBOARDS BUILT DEC. 62			
NO.	SIZE	HT.	LT.
8	6'-0" X 8'-0" X 1'-4"		
4	4'-0" X 6'-0" X 1'-4"		
1	6'-0" X 6'-0" X 1'-4"		



CURBOARD THICKNESS IS 1 1/4"

12'-0" LT.  
ALSO 8'-0" LT.



ELEVATION OF CURBOARD (CURIAL)

#24 JANNE WEYALLOD	#23 YUDANE BROWNING	#22 SHARON PELLISSEY	#21 CAROLINE SCOTT	#20 ANGIE KUKUKTAO	#19 SUSIE KEMUNTAO	#18 BERNIE AKAUGAR	#17 BRENDA CHALIFOW	LAUNDRY & JANITOR RM	LOUNGE	#8 LEONA AGLUKLAG	#1 JOELLE FOSTER	#6 MICHELLE SCHMITZ	#2 GLORIA WATSYK	#7 VIOLETA CHI	#10 DOLLY MACPHERSON	#9 CELINE WEDDIN	DOA OFFICE
IRENE BLACKBURN	ANITA VILLENHUM	ROSEMARY MOSES	JACQUELINE SCOTT	PATTI EVANK	DIANE MALA	JULIE MINGINAK	DIANE GIBSON			FINA BUCHAN	CHRISTINE LIABSTROM	LORI CHEMERYS	ZIAA LAFFERTY	GLORIA VILLENHUM	SHARON LAFFERTY	JINA DRYNCK	

HALLWAY

HALLWAY

BACK OF HOSTEL

#25 DORREN CRAPEAU	WASH ROOM
IRENE NOTAINA	
#26 KATHY TIKTAK	
JEAN KUSUGAK	
#27 SELMA KARETAK	
LEAN AITTAAG	
#28 NORMA HARRIS	
CAROLINA CHOCOLATE	
#29 RUTH NIPTADATIAK	
PAULETTE OARAGAR	
#30 RITA PAGALAK	
HELEN JOSS	
#31 PEARL LAFFERTY	
VOLET BISSEVE	
#32 CINDY TIZZARD	
BARLENE TOPALINSEL	

HALLWAY

#56 PAULA KANGARAK	WASH ROOM
BERNIZIGIUK	
#55 MAXINE NORWOODIAN	
MARY KAGYUT	
#54 DIANE PELLISSEY	
KATHY PELLISSEY	
#53 JUDY ALANAK	
MARY OLIEI	
#52 BARBARA AGLUKLAG	
CHARLOTTE HICKES	
#51 JACKIE DOOK	
BRENDA TIZZARD	
#50 MARY ADAMS	
ANGELA ANDWAK	
#49 RITA DEYNECK	
MARY JANE RABESCA	

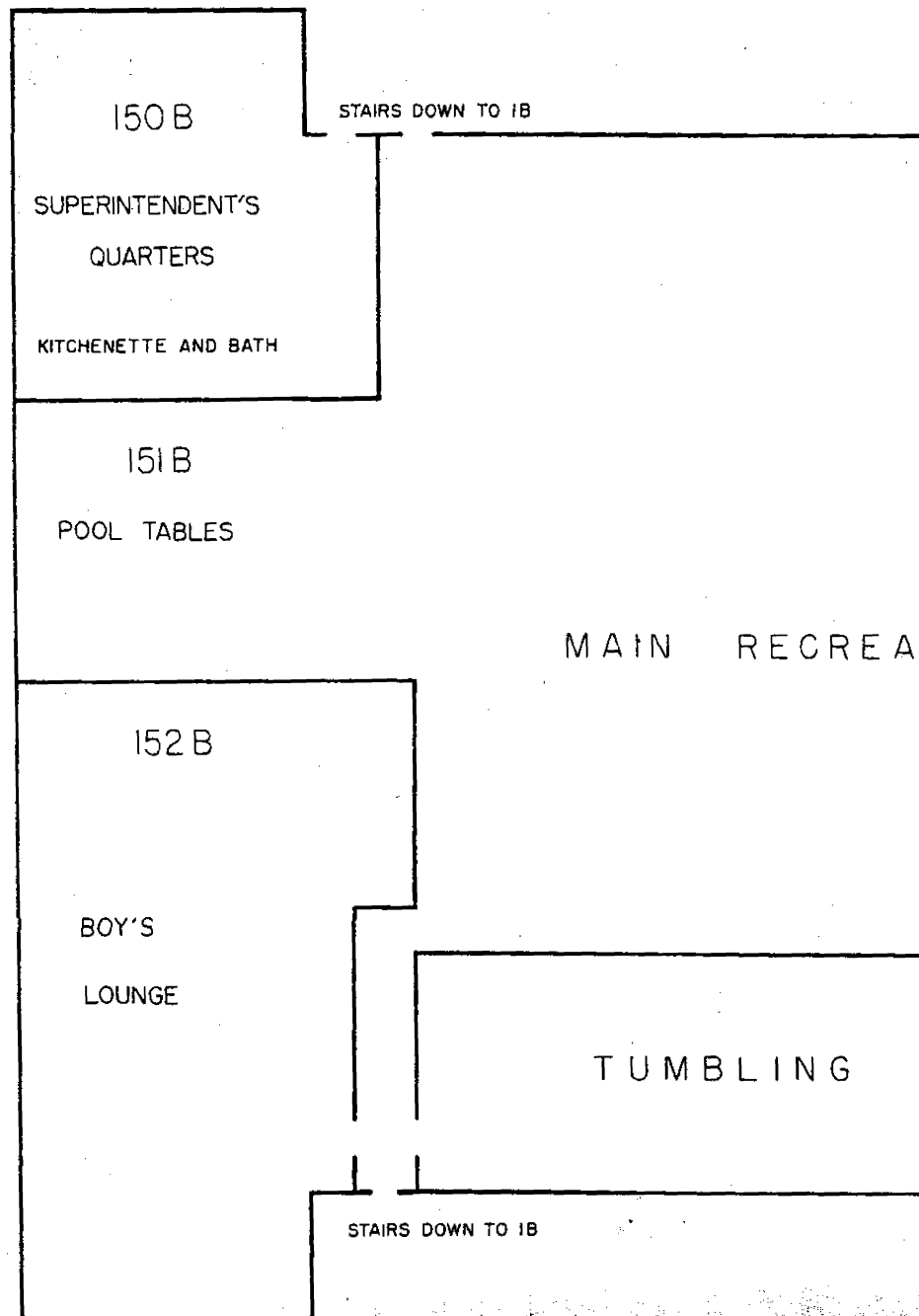
BOYS COMPOUND

#10 ANNE KINGMINTAG	#9 STAFF OFFICE
LOUISE NEHEGASHEK	
#11 LINDA TUCKER	
DEBBIE TANNE	
#12 CAROLINE SANDERSON	
PAULINE MICHEL	
#13 LINDA MCPHERSON	
ANDREA DUFFY	
#14 LORI ROBINSON	
ANGELA MCKAY	
#15 KATHIE MORAN	
SONYA MORGAN	
#16 JOYCE HAYDOK	
LINDA ETUKTUK	

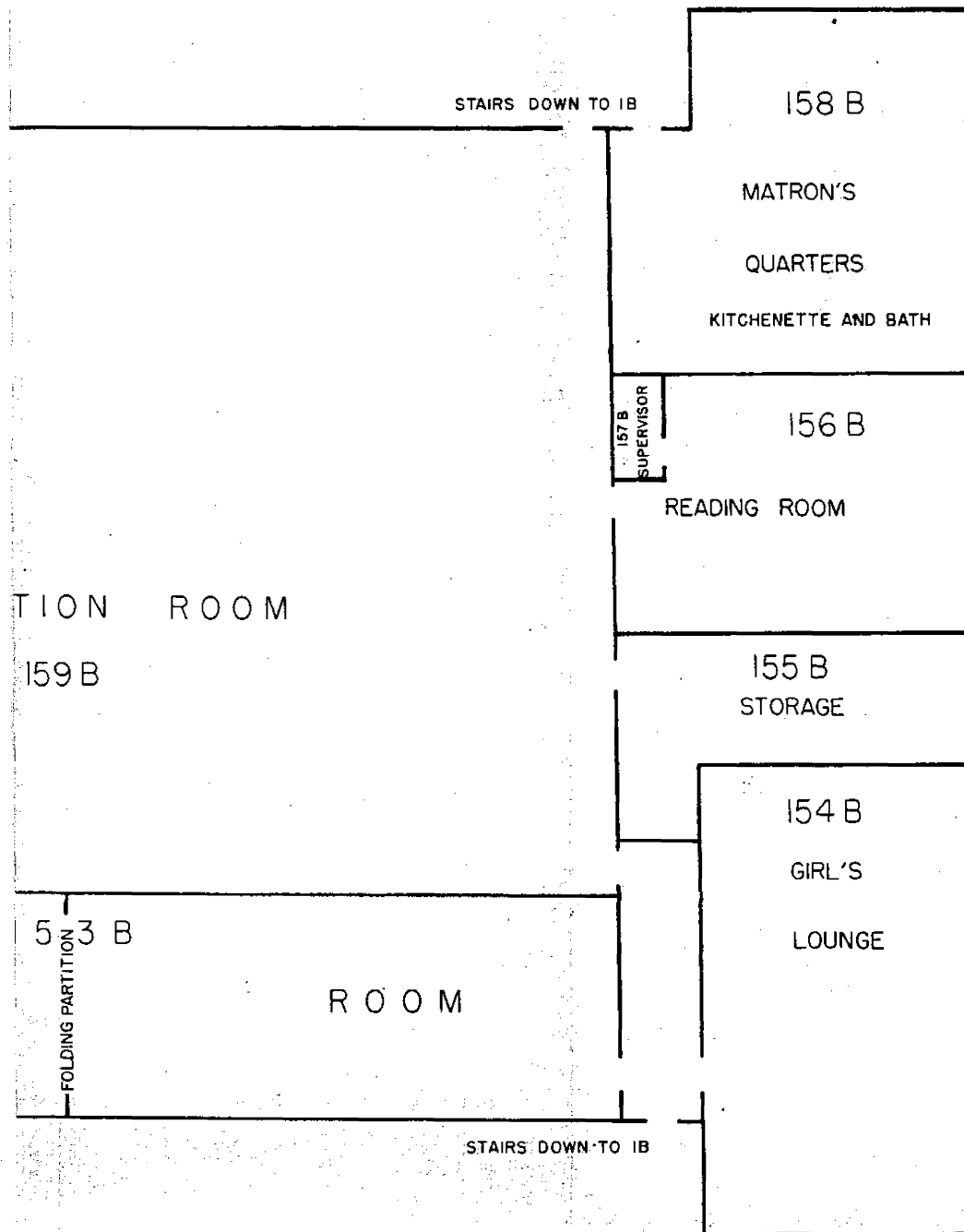
HALLWAY

AHU-003278

Lists - Student, 1983-1984  
Transfer No. 1419, Box 12  
GNWT-ECE

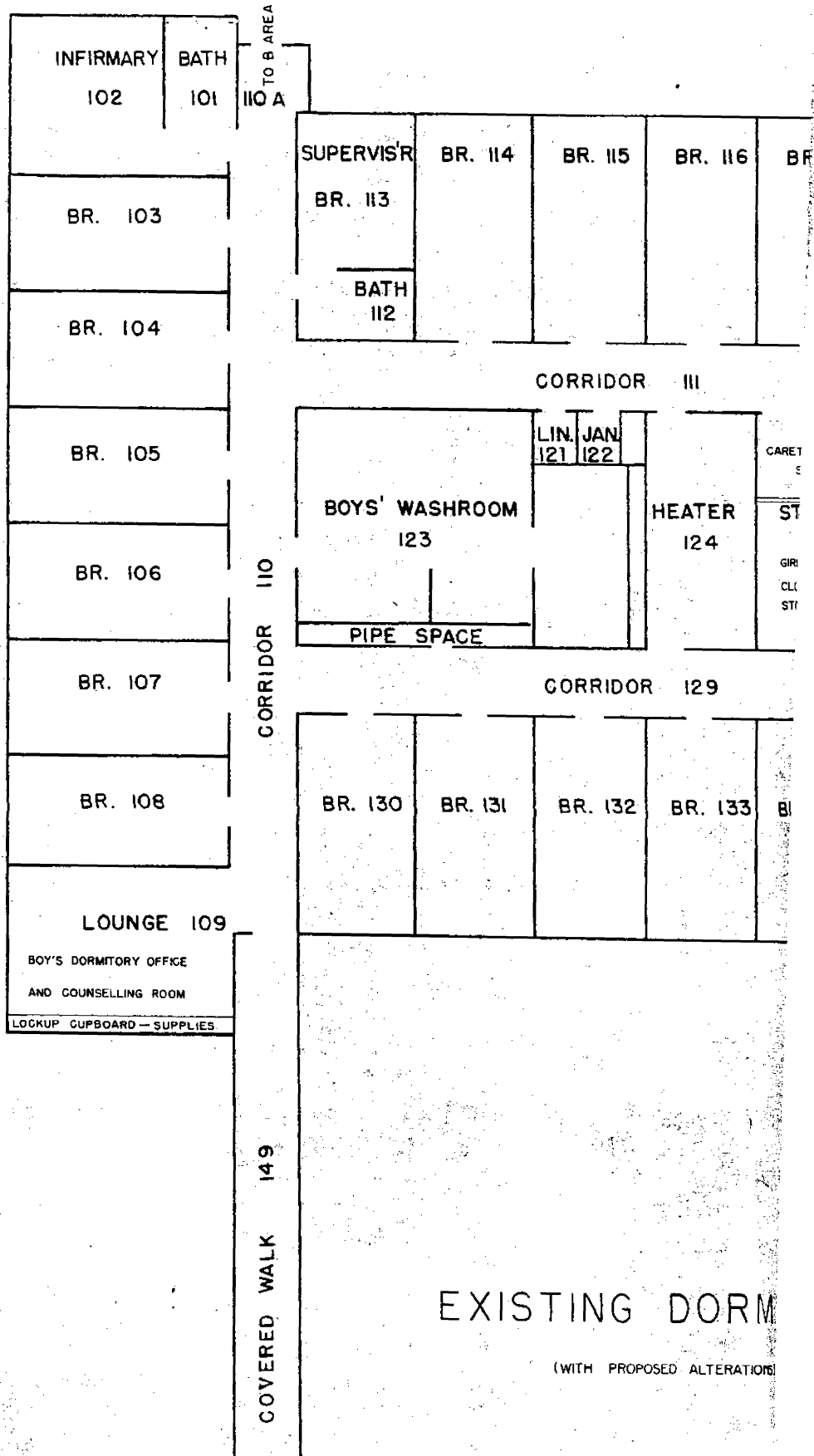


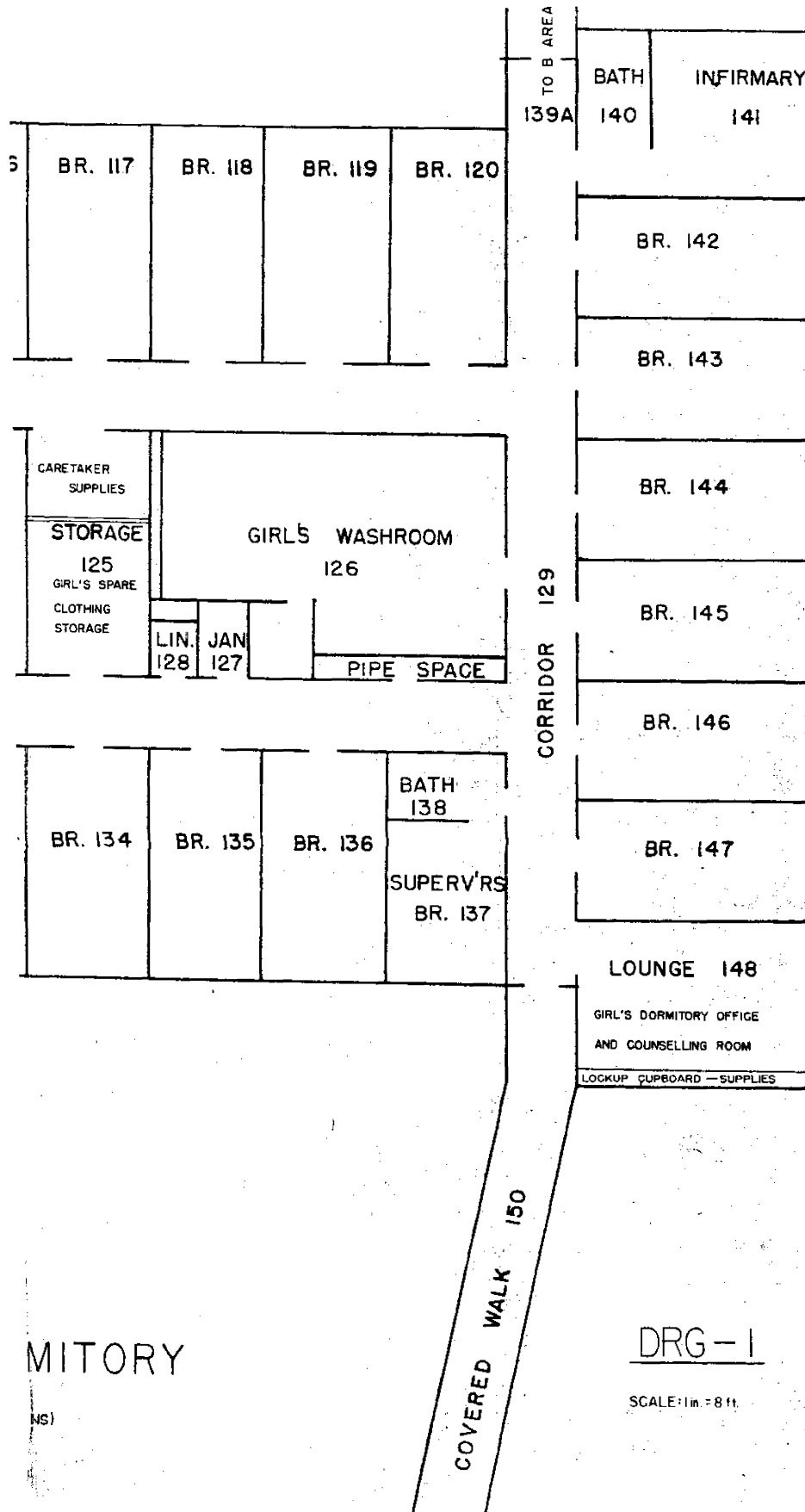
AHU-003784-0001

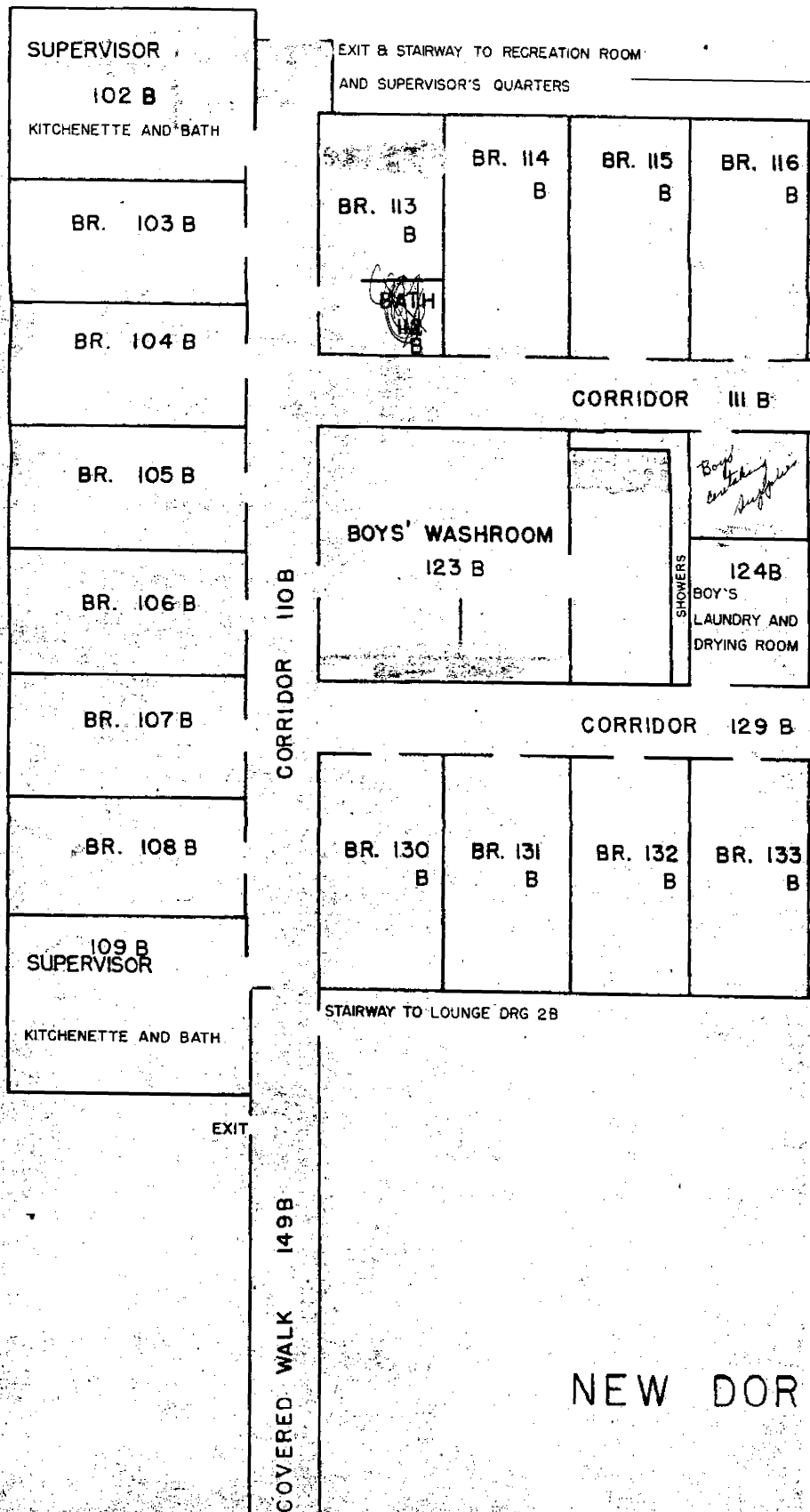


DRG 2B

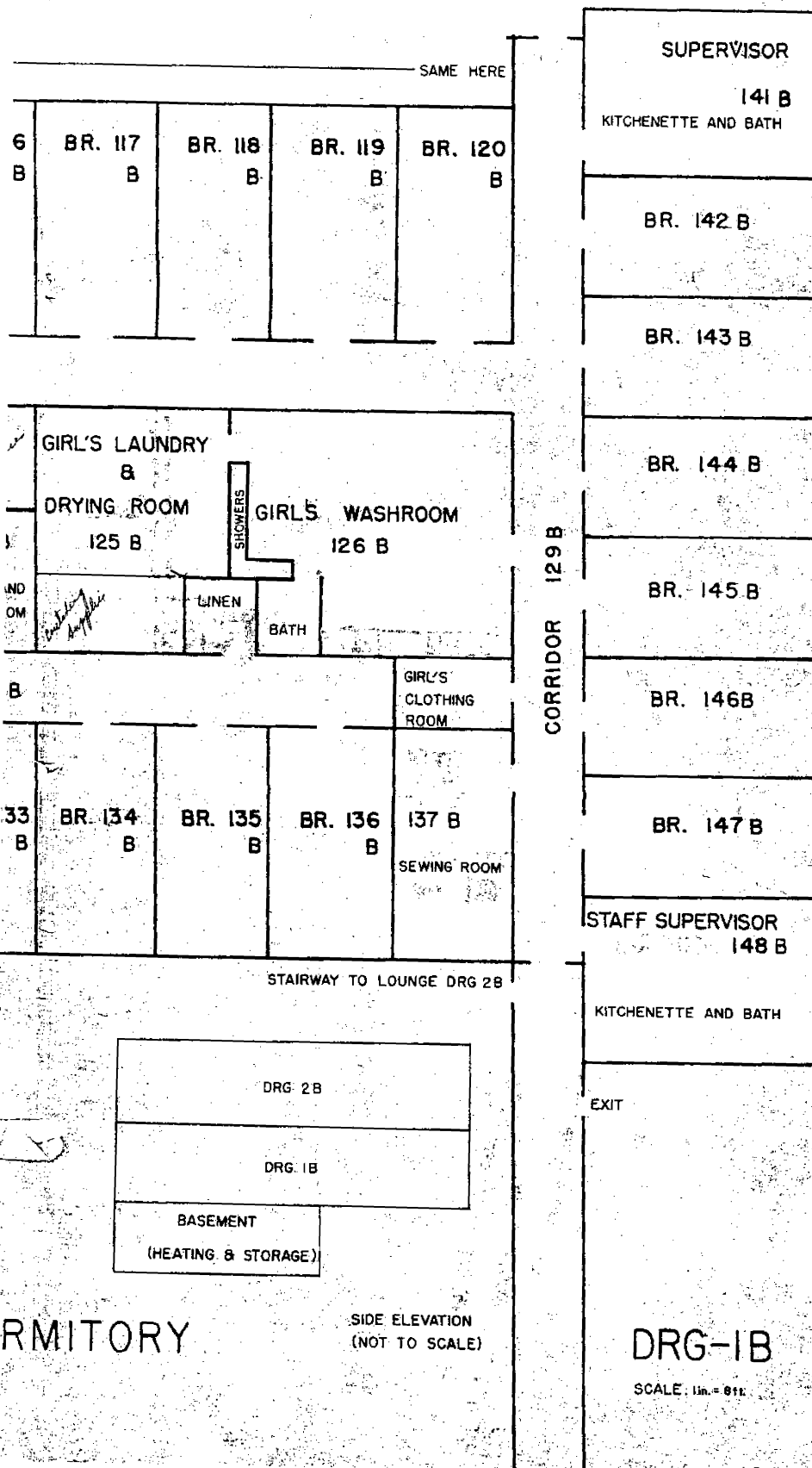
SCALE: 1/4" = 8 ft





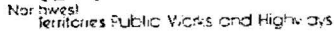












project officer SETTA VUORINEN

sheet 3 of 3

project number 32-501-004

project title - REPAIRATIONS - AKAITCHO HALL

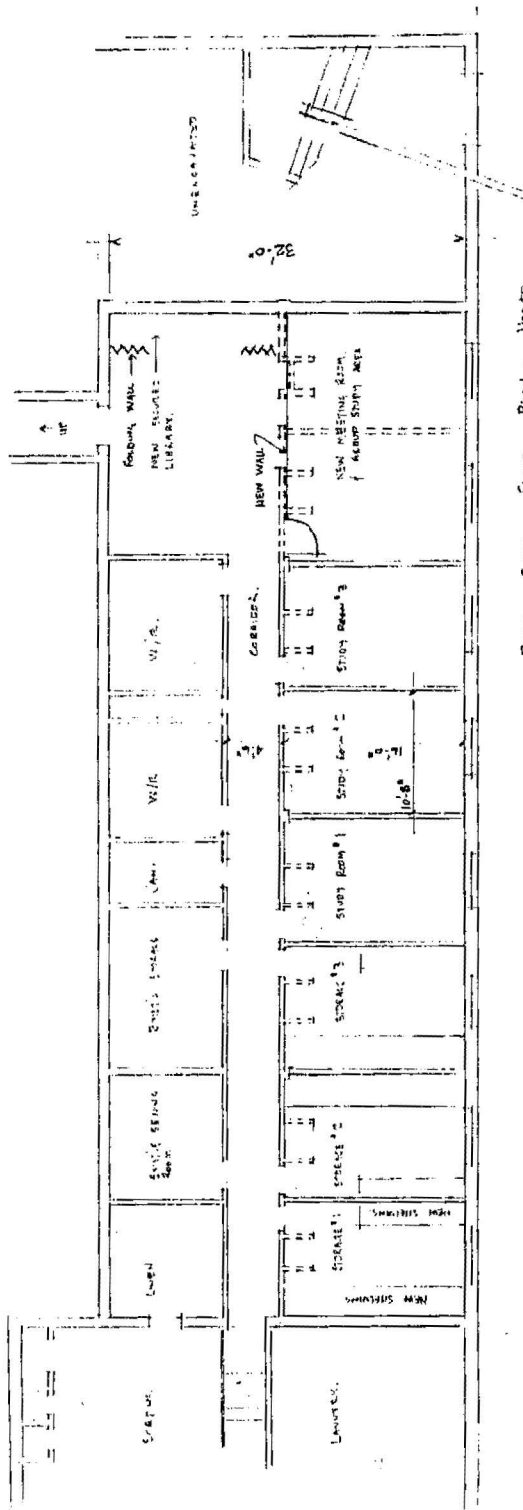
location YELLOWKNIFE NWT.

date 15 April 86

ITEM	DESCRIPTION	MATERIAL QUANTITY	UNIT COST OF MATERIAL	COST OF MATERIAL	SHOP RATE	NUMBER OF HOURS	UNIT COST OF LABOUR	COST OF LABOUR	TOTAL COST
	Curr Summary.								
1	DEMOLITION.								5 000.00
2	NEW CONSTRUCTION								32 800.00
3	CONTINGENCY								2 300.00
	NOTE - THE COST OF NEW ADDITIONAL FURNITURE AND STUDY CUBICLES IS NOT INCLUDED IN THIS ESTIMATE.								

form	position	cont.
------	----------	-------

40,000

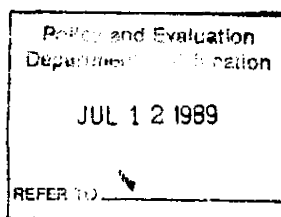


PART FIRST FLOOR PLAN - HOSTEL



JUL 11 1989

*File*  
*Ak. Handley*  
*600-3*



JOSEPH L. HANDLEY  
DEPUTY MINISTER

**Akaitcho Hall Management**

Yesterday I received a copy of your recent letter to Dennis Lyall regarding the management of Akaitcho Hall. The letter elicits my following comments.

Although the Kitikmeot Board of Education may pursue the issue and request the Board of Secondary Education to take over responsibility for Akaitcho Hall, it is extremely unlikely that the request would even be seriously considered. At this time, the Board of Secondary Education see little benefit from such a move but lots of headaches. Considering the above in conjunction with your strong opposition to the idea, it is obvious that this initiative is going nowhere. Consequently, we should proceed with preparations for establishing the Akaitcho Hall Management Board.

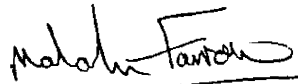
At their recent meeting, the Advisory Board discussed the report from the March 10-11, 1989 workshop presented by Geoff Isherwood. There is no doubt in my mind that the Board is now ready to assume greater powers. Their next meeting is September 13, 1989 and at that time, firm decisions need to be made in regards to office staff, financial structure, membership and frequency of meetings.

Akaitcho Hall will be responsible for an even larger number of students during the 1989/90 academic year placing an ever increasing strain on staff and resources. An effective Management Board is thus more essential than ever before. Acknowledging this as a priority task, I propose to assign Peter Murray prime responsibility for Akaitcho Hall. The Residence Administrator will report to him and he will undertake Board development and training.

. . . /2

- 2 -

We would appreciate meeting with you during the latter part of August to discuss details of the structure, function and responsibilities for the Akaitcho Hall Management Board.



Malcolm Farrow  
Director  
Operations, Training and  
Development

cc: Eric Colbourne  
Gail Joyce

\$2



1958-1991

# Akaitcho 2001 Gazette



Reunion The Hall Reunion

June 29-July 1, 2001





## Minister's Message

The Honourable Jake Ootes  
Minister of Education, Culture and  
Employment

When Akaitcho Hall closed in 1994, it was the end of an era. For 36 years, the Hall housed students who came to Yellowknife to complete their high school education. Today, these students work in communities across the North. Many have gone on to be leaders. The "Kids From the Hall" are an important part of the fabric of life in the NWT.

I'd like to welcome all of you who lived and worked at



the Hall as you gather at the Akaitcho Reunion here in Yellowknife. I'm sure there are many stories to tell and much laughter to share. Enjoy!

## Principal's Message

Anne-Mieke Cameron  
Principal, Sir John Franklin  
High School

Greetings to all Kids  
From the Hall and Welcome  
Back!

It is very exciting to have former Akaitcho Hall residents at this eventful reunion, a place to renew old acquaintances and remember the good times. Congratulations to the Organizing Committee for their persistence in making it happen!

In this Gazette, you will see some of the memories of the past 37 years, lovingly recreated by a small group

of Sir John students and staff and lead by Bill Braden (see last page). They are only a starting point for many, many conversations over this weekend of reconnecting. You will notice significant changes in your old stomping grounds. As one of your Sir John teachers back in the 70's, I look forward to visiting with you and hearing the many inspiring stories of your lives since your Sir John and Akaitcho years.

My first experiences with teaching in a residential school setting at Sir John were some of my best. There are many warm and special



memories. You are the people who made Akaitcho hum, and you will always be a part of Sir John - know it, celebrate it, and revel in this truth.

Enjoy your weekend of Reunion, and God Bless.



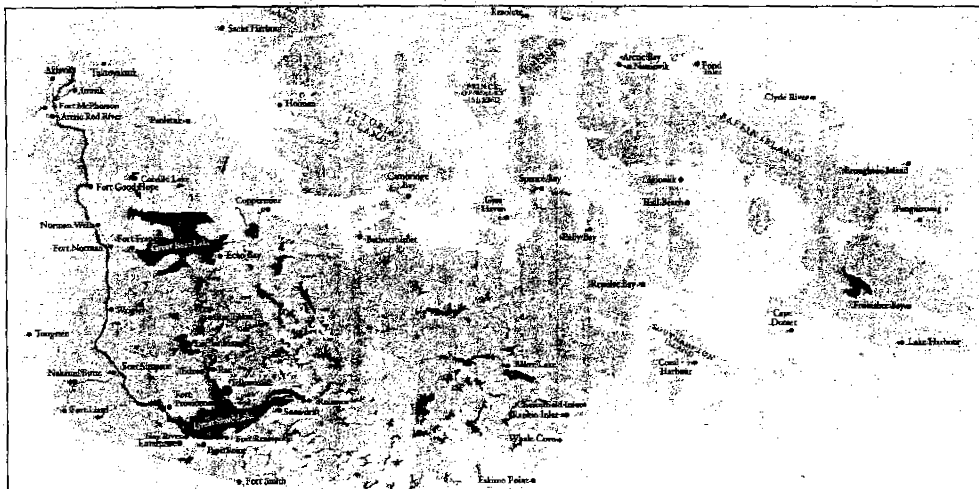
Yellowknife, circa 1957-58. (Busse Photo)



"The Between Class Break"

Happy, well-groomed young men and women chat in the corridors. No sloppy jeans, no leather jackets or duck tails in this group.

From: Prospectus on Sir John Franklin High School and Student's Residence. Department of Northern Affairs and Natural Resources, 1958.



# Welcome back Kids From the Hall!

What were our thoughts that day when we first walked through Akaiicho's doors?

Excited? Scared? Homesick already? No doubt each of us has vivid memories of those first few minutes in what was to be our home-away-from-home for the next few years.

The sights, sounds and smells of this big, new place were only the beginning of an amazing time in our lives. We made new friends, learned new things, tried different ways. We grew, we changed, we laughed, we hurt and ached and struggled. We discovered so much about ourselves.

Thirty-six years is a lot of history in a place as young as Canada's North. We are the thousands of Northerners - Dene, Inuvialuit, Inuit, Metis, European and many other races and cultures - who entered those doors and came out different people.

Like their namesakes of 180 years ago - Akaiicho and Sir John Franklin - the school and the residence created relationships and bonds that provide today's leaders, explorers and adventurers. That's why this reunion is such a significant event: we've come together again to celebrate, revisit and renew an important part of our lives, and of the North.



Well, here we are!

Akaiicho Hall, the home we once knew, is a very different place. It stopped being a residence in 1994, giving way to new education ideas that brought high school into our own communities, rather than a central place. It served since then as a stand-in for students while Sir John was undergoing its renovation from 1998-2000. Today, it stands unused, and seems destined for demolition.

Perhaps there's something that can come out of this reunion. Perhaps a new idea will come through that could see the Hall continue to serve the North in some way. At the very least, could we come up with a new way to commemorate the name of Akaiicho and keep it alive in our capital city?

In the meantime, welcome back, everyone, to Kids From the Hall - The Akaiicho Reunion of 2001. We hope this gazette, and all the events we have prepared, will be as memorable as the years we had away back when.

Sincerely,

The Akaiicho Reunion Committee

Margaret Begg (Class of 1971-74)

Dr. Judith Knapp (Superintendent, YK Public School District #1)

Hon. Tony Whitford (Class of 1958-61)

Linda Whitford (Class of 1969-72)

Bill Braden (SJS Class of 1972)

Judy Hewitt (Class of 1970-71)

Carol Van Wyck

Kathryn Youngblut, Co-ordinator

Edna Krutko

Mieke Cameron, Principal, Sir John Franklin High School



A gathering on the front steps, 1958.

## A reader's guide

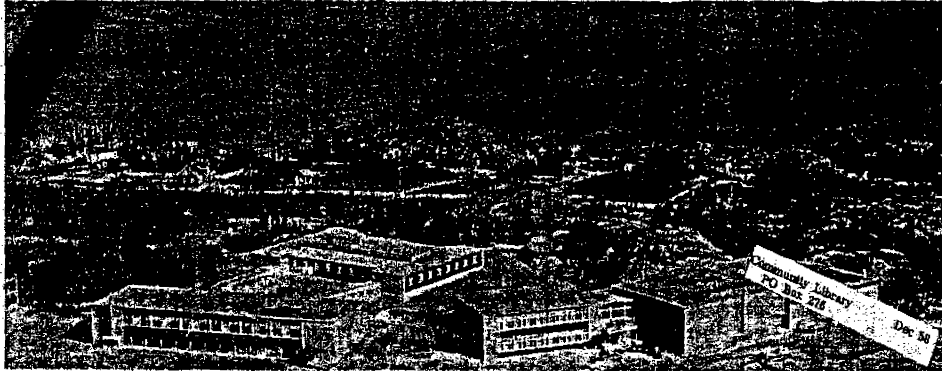
Bill Braden  
Editor, Akaiicho Gazette

In assembling this 36-year yearbook, we tried to put together images and stories that would help you, the staff and the residents, remember the daily living and special events that were part of your time at Akaiicho Hall.

As you browse these pages, you'll see photos and excerpts from many different sources. Regrettably, most of them gave little or no information about the peoples, or dates they cover. In many cases, our captions are only a good guess about what's going on. For any errors (I hope there are few) and any omissions (I know there are many) I accept full responsibility. For the full story on this Gazette, and the people who made it possible, please see page 31.



## Aerial view of the new Vocational Training and High School



## Greetings:

### From the Minister

On behalf of the Government of Canada May I extend congratulations and best wishes to the people of Yellowknife on the occasion of the opening of the new Composite High School - a project made possible through co-operation between the Territorial and the Federal governments. The "News of the North" is greatly to be commended on its public spirit in presenting this special edition to mark such an important event in the life of this community.

The new school is an institution of which the people of Yellowknife can be justly proud. Fully modern in every respect, it provides fine facilities for both academic and vocational training and compares most favorably with the secondary schools to be found anywhere in Canada. As a former high-school teacher, I am particularly pleased to note that the curriculum has been planned to meet the entrance requirements of all the major universities throughout Canada.

From its earliest days the people of Yellowknife have recognized the need for education and have taken steps to meet it. This latest addition to our educational facilities is an important step forward in providing to the children of this community and the surrounding area the finest possible preparation for the future that lies open to them.

Alvin Hamilton,  
Minister of Northern Affairs  
and National Resources

## Federal School Opening Edition

### From the Mayor

Office of the Mayor

Editor, News of the North,  
Yellowknife, N.W.T.  
Dear Sir:

It is fitting that during the same year as Yellowknife celebrates its 21st birthday, it should also "come of age" to other particulars. And the new school which has arisen on the pre-constructed rocks is substantial evidence that the town will be here to celebrate other anniversaries.

Developments of this nature indicate that the town of Yellowknife is much more than "just another mining camp". It is obvious that while the riches of the town are "washed" from the rock and while this is regarded as a depleting resource, people in authority do not see it as becoming exhausted for many generations yet and these people see the need of encouragement of that other vital resource - the young people.

E. R. Horton,  
Mayor



VOLUME 14 Thursday, September 25, 1983 NUMBER 30

### From the Commissioner

This special edition of the "News of the North" marks the opening of the new Composite High School which will provide academic and vocational training to the children of Yellowknife and others from many outlying points. I am happy to join in offering my warmest congratulations to all who have had a part in the completion of this important project.

Education has an essential part in the life of any community. This has long been recognized by the people of Yellowknife who have led the way in seeking for their children educational opportunity more nearly in line with that available in the more settled areas of southern Canada. This latest addition to the educational facilities of Yellowknife is another notable advance towards the achievement of this ideal.

I am sure that in the years ahead this fine new building will be matched by the quality of its teaching and by the contribution made by its graduates to the future development of Canada.

Gordon Robertson,  
Commissioner of the  
Northwest Territories

## Below - First Student Body and Faculty of the New School



## Hostel Students' Column this week by native of Bathurst Inlet

By Steve Anavlik

Writings are more interesting when we have some knowledge of the author. The voluntary contributor to the hostel students' column this week is Steve Anavlik, who was born at Bathurst Inlet, an isolated settlement on the Arctic Coast that is graced with one supply ship each year. Steve left home and family at the age of nine to receive elementary education at the R.C. Residential school at Akivik. After four years, he returned to Bathurst and engaged in hunting and trapping - the profession of his people. Steve found this tedious and unproductive for both the white fox population and the price of pelts were low. His next bout with the text books was at the Mission School at Port Resolution. Here he gained grade 8 standing and also acquired considerable skill in carpentry which provided opportunity for employment on the DEW Line. After this he returned to study at Port Greville from whence he came to us about two weeks ago as a grade 10 student. Steve's ambition is to become a radio operator. As a student, he is courteous, hardworking, and cheerful. To the new students we extend a hearty welcome. We hope you enjoy his column.

Bert Boxer,  
Hostel Superintendent.

Our hostel home has been in operation for some time now, and everything is running smoothly, thanks to the able Superintendent and his faithful staff members whose names you already know through previous issues of the "News of the North". Thanks also to my fellow hostelers who cooperate very well indeed.

Last Sunday, after being twice forced back by bad weather, nine more hostelers arrived from Hay River. Already they're getting in the swing of things. They did look a little sad when they found their mattresses on the floor, but smiles broadened when they found that this was a temporary situation, necessitated by the absence of our long-awaited dormitory beds. Cheer up, fellows. They're on the next barge.

Perhaps you know some of our new students. Their names are: Ellen Whitlock, Linda Wright, Stella Lafleur, Irene Boovier, and Mariette Lefebvre; and the gentlemen's names are Chuck Fennell, John MacDonald, Delbert Umer, Louis, Maximey and Jack Pope. To the new students we extend a hearty welcome. Let's hope we have a successful year together.

Now a little side glance at our

Hostel activities other than going to classes. Most of our recreational equipment has not arrived, but we are making the most of what we have. Some of us are learning to play Chess, while others are occupied with Checkers and Bridge. One evening last week, we had a little informal dance, which was, I believe, the first ever held in the

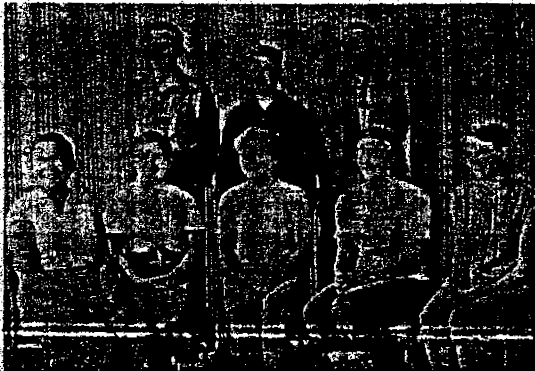
Page 6 — News of the North — Thursday, September 25, 1958

hostel. We all wanted to dance, students and staff would want to see the Hostel Column in last week's paper, good, naturally, should get Elvis to teach us. Oh, yes, and spreading of dancing, we would like to thank the young folk of the town for inviting us to their Teen Town dance. We had a most enjoyable evening, and look forward to others in the future.

We have concrete evidence that our hostel column is boosting our circulation for "News of the North". For instance, Miss Fairful, the girls' supervisor, knowing that the

when the girls take over again.

### First Residents of the new Hostel



First group of students to take up residence in the new hostel, which forms an integral part of the new school buildings at Teluk. The youngsters shown above. They hail from widely separated parts of the Territories and are now settled down in their new quarters, along with the many others who have since arrived.

From the left the boys above are Russell Look, Charlie Francis and Joseph Wood and girls are Irma Clark, Edna Belsille, Violet Belsille, Frances Cambridge and Pat Hancock.



Homework in the dorm. 1961-62.



Bert Boxer, Akaitcho Superintendent, at the Hall opening, October 1, 1958. (From Dreams and Visions).

## Language Barrier Crossed

About two weeks after we opened - a plane arrived from the Eastern Arctic and it had about 6 young Eskimo men in their 20's, all married with families. Nobody knew they were coming, but they had arrived to take a building supervision course at the school. Just the men arrived - they didn't bring their families with them, but they had never been out of the Eastern Arctic before and they all came from small settlements - some from Northern Quebec, some from around Baffin Island. There was no such course. So we had to spend a whole weekend saying "how do you teach people to maintain buildings?"

They were going to be working on the DEW line buildings. So we talked to Alex Glowach, the school caretaker. We all sat down and we got from Alex how to look after buildings, and we analyzed it and broke it down into course content... The major problem was that

these young men did not know English, but it's a tribute to these young men that they were able to hack it as they did, because they were under a real strain in this very, very strange environment where no one really understood their language. But they were men of integrity. I remember very well how impressed I was with their strength of character!

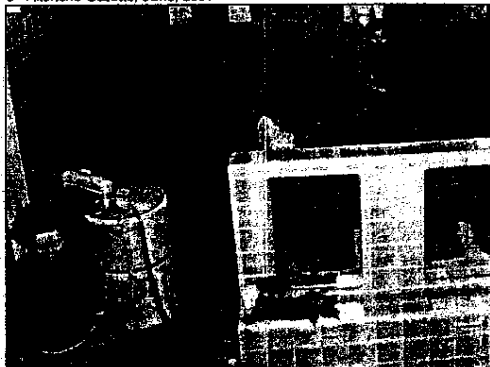
by Dave Wattie, Vice Principal, Sir John Franklin High School, 1958.

### Jacquet the Cook

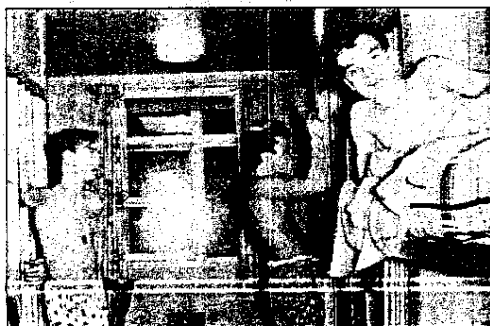
One of the key people in every residence is the cook and boy we had a cook. My impression of Jacquet is going in the lineup for lunch, and he slips a scoopful of potatoes, and then he takes a couple of sausages and then takes a big hairy hand and pushes the sausages down in the potatoes - that's my picture of him. Well, through the kids, we had our first protest! We had a number of protests in Akaitcho Hall, but the first protest was over Jacquet, the cook!

Dave Wattie

Both excerpts from DREAMS & VISIONS: Education in the Northwest Territories from early days to 1984.



Girls' washroom, circa 1960.



Neatness counted – even combing your hair before bedtime. (Photo from the Akaitcho Photo Club circa 1960-61)

Letter to the Editor – News of the North – October 27, 1958

## School Takes a Famous Name

Dear Mr. Horton:

Thank you very much for your letter of November 3rd with which you enclosed the entries received in the 'Name the School' contest sponsored by your newspaper. May I say first of all that I was most interested in noting the very extensive readership of the 'News of the North', which is indicated by the widely scattered addresses of the contestants.

Let me say at once I was most gratified at the enthusiastic response to this contest. And I am pleased to say that we have been able to select a winning name which will henceforth belong to the new Yellowknife School. There were a number of suitable suggestions but I have come to the conclusion that the most appropriate name "Sir John Franklin School". This name was suggested by two persons both Yellowknife people I was happy to note. Mrs. D.C. Spain, Box 2000, Yellowknife; and Mr. E.J. Dagenais, Giant Mines. I would like to suggest that you divide the prize money equally between Mrs. Spain and Mr. Dagenais. Your suggestion has had another by-product. We have decided that since the school is to be named after Sir John Franklin, who holds an important place in the history of the Yellowknife Area, it\* would be fitting to name the hostel

after Akaitcho, the chief of the Yellowknife Indians, who befriended Franklin and was responsible for saving the lives of his party on their return from the disastrous first overland journey to the shores of the polar Sea. In his Journals Franklin speaks very highly of the character and devotion of Akaitcho. It did seem to me particularly appropriate that this outstanding member of our native population should be remembered along with the white explorer to whom he rendered such valuable help. Together, these two men are closely linked with the early exploration of the Yellowknife area and it's first claim to fame and world attention.

You will be interested to know that we plan to have suitable plaques prepared bearing inscriptions of the new names. I might just add the Minister the Hon. Alvin Hamilton, agrees that these two names, the Sir John Franklin School and Akaitcho Hostel are most suitable.

Would you please pass on warmest congratulations from Mr. Hamilton and myself to both Mrs. Spain and Mr. Dagenais and our thanks to all those who sent in suggestions.

R.G. Robertson, Department of Northern Affairs and National Resources.

## Hostel Students' Corner We've got the Mumps

Bert Boxer, Hostel Superintendent

The Column, this week comes from Violet Balsille who is 17 and is taking academic studies at the school and is now doing grade 10.

Violet has spent her life so far at Fort Resolution where she attended the Residential School and the Federal Day School and completed her studies up to grade 9.

She still thinks that Resolution is the best place but likes it here in Yellowknife and enjoys life in the hostel where she gets on well with the other students and is a co-operative member of the group. She is very interested in sports and is a keen baseball player, as well as being a good skater so that having the rink open is very nice for her.

Violet is not quite sure yet just what she wants to do or where she would like to settle but the idea at present is either to become a school teacher or a stenographer.

By Violet Balsille

We are singing 'We've Got the Mumps' at the hostel and the flu bug comes back every now and then, apparently enjoying the hostel hospitality. Our sympathy goes to Mrs. Boxer who is in the hospital, we hope her stay there may be short.

Mr. Clinn has come to assist the boys' Supervisor. Guess the boys are a bad lot if their supervisor needs help, or it may be that there are more boys than girls.

We welcome Margaret Wignick and Harry Debastien from Aklavik to the hostel this week. Gosh! They

were showered with a lot of questions from the Aklavik and Inuvik students who were excited about getting first hand news of home.

On Monday night an interesting film was shown by Mr. Kelsall – grizzly and polar bear, walrus, muskoxen and smooos (Arctic Hare) from Ellesmere Island.

We are getting excited about the approach of Christmas holidays. The students from Fort Resolution, Hay River and Fort Smith are the lucky ones who can go home, as transportation is easily arranged for them, but most of the students come from so far away that air transportation is difficult and too costly. However, we hear whispering of plans that suggest there is going to be a pretty good time at the hostel for those who remain.

The report cards were handed out this week, and the results show that harder work is the order. We have heard staff discussions, and it seems the harder work part is going to be attended to after New Year. Some of us received good marks but we all have weak subjects.

Plans are underway for a combined Hostel and School dance on the nineteenth, but guess I had better leave this for the boys next week.



Everyone did their share at kitchen duty. (Photo from the Akaitcho Photo Club circa 1960-61)

# Memories of a Monitor

An Interview With Tony Whitford  
by Cheryl Robinson  
Sir John Franklin Student  
Volunteer, May 2001

Tony Whitford, born in Ft. Smith in June of 1941 shares his memories of Akaitcho Hall. Tony was among the first to attend Akaitcho starting in the fall of 1958.

"There were fourteen of us on that plane to arrive from the Ft. Smith area," he recalls. "We were excited."

"I had seen Akaitcho Hall during its construction when I was working on a boat in the bay. We could just see the building in the horizon."

Tony had asked what the building was, after thinking it was a jail of some sort, he was later informed that it was in fact going to become a school equipped with a residence.

"By the time I got back to Ft. Smith, the Superintendent of Education, Mr.

Devitt, told me that I was to become one of the first residents... I thought to myself, 'this was great!'"

When asked about the rules that came along with living in the residence of Akaitcho, Tony smiles and recalls the 'quarter rule'.

"It was the old quarter method, you had to make your bed so tidy and neat so that they could drop a

quarter right in the middle of it, and that quarter had to bounce. If it didn't bounce, you made your bed again."

Tony recalls occurrences when the supervisors, Mr. Radcliff or Mr. McMillan would "walk through the dorms, and inspect."

Along with making your own bed to standard, came other rules such as curfews and cleaning your room. "There was even a certain way of hanging towels."

"Tony can still hear the system of buzzers that would ring when it was time to do something specific." "It wasn't



Tony Whitford, circa 1960.

offensive. It was just a reminder that it was time to eat lunch or to have study period, things like that."

Tony must have been good at following the rules because he was appointed monitor. "Monitors were boy supervisors who were appointed by Mr. Radcliff or Mr. McMillan. They

were the ones that were well behaved and could set the example," he said with pride. "I even got a little badge that says 'MONITOR' on it."

Tony claims that he still has this little badge, and he advised - he plans to bring it to the reunion, to 'MONITOR' you!

So with all these rules, was there any fun? "We used to play all kinds of tricks," Tony proclaimed. "One night we took a tin can, and we rolled this tin can down the tile hallway. It rolled and rolled until it smacked into the supervisor's door."

He also remembers the nights that they would sneak through the 'trunk room' and have raids into the girls' dorm. "We would run through the girls' dorm and grab whatever we could and then run back up to the boys' side."

Living in Akaitcho was just as much fun for the supervisors as it was for the residents. "One day we planned to run through to the girls' side and the girls had planned to keep their door unlocked for us," Tony explains that when the supervisors found out about this, they threatened to 'ground' anyone who was out of their room that night. Once they learned of the plan, however, the three supervisors decided to make the raid themselves. "They went sneaking through the trunk room and got into the girls' side, and they were just about to make the raid when the lights went on and there were these girls with blankets and bath tubs of ice-cold water! The girls tossed the supervisors into this water that was planned for us!"

The residents and supervisors at Akaitcho hall became, in a sense, a family. "Akaitcho hall was an excellent home away from home," states Tony. "I hated to leave."

(Today, the Hon. Tony Whitford is the Member for Kom-Lake, and Speaker in the NWT Legislative Assembly)

## Hostel Report

By Joe Wood  
News of the North, October 9, 1958

So many events have taken place at the Hostel since the Official Opening, that we haven't had a chance to catch our breath. Almost every day new students arrived usually unannounced. I was going to list the names but the list is so long that it will be best to say that the lads and lasses from Tuktoyaktuk, Aklavik, Inuvik and Fort McPherson all arrived okay. These fellows talk of interesting experiences that made us a little envious. They're all very nice; we're glad they came.

Last Friday, a number of us were guests at a birthday party at Bobby Thorpe's home. Lively dancing topped off by turkey salad, fruit and coffee. It was a wonderful evening. Thanks, Mrs. Thorpe. We are happy to add we all got home on time.

The next barge (you remember the one with our beds on it) came at last. What hustle and confusion putting them together. But how fine to sleep on a real bed once again!

The boy's supervisor, Mr. McMillan, is attempting to grow a beard, but every time he has a few days' growth on his face and looks really uncouth, he has to appear in some official photograph and of course, the precious growth has to go. However, the proverb, "If at first you don't succeed, try, try again" seems to pay off in his case, for he's now supporting a fine six-day growth.

By the way, do you remember the School Naming Contest? Hostel students are really cracking ahead on it; so, if you want that fifty bucks, you'd better get on your thinking caps.



Life in the Hall, circa 1961-62. (Photo from the Akaitcho Photo Club, 1960-62)



An evening sing-along, circa 1961-62. (Photo from the Akaitcho Photo Club, 1960-62)

# THE 60's

## AKAITCHO HALL

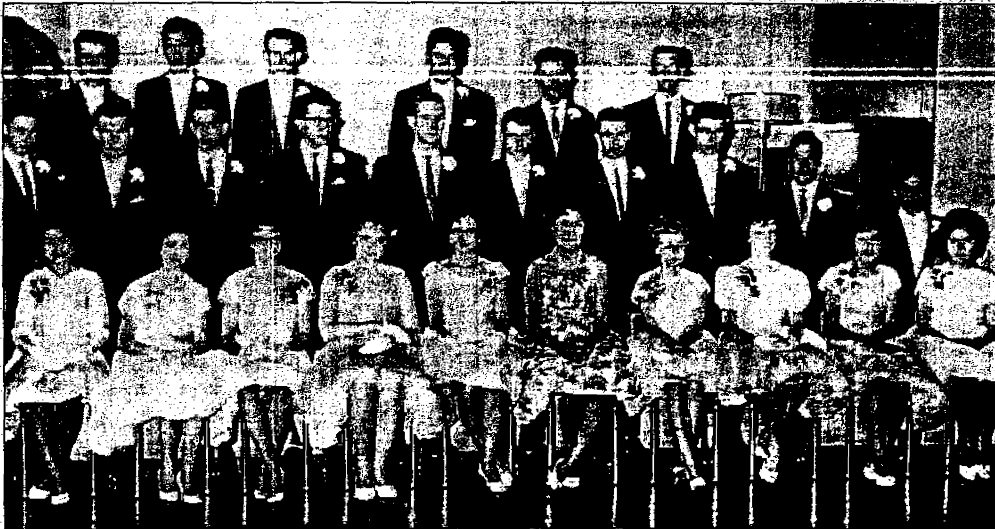


Here we are, Indians, Eskimos and Whites gathered at Akaitcho Hall from homes scattered throughout the North where schools are not provided.

While completing our schooling at Sir John Franklin the residence provides a home for us. In the beginning everything seems strange and new to us, but before long we adapt ourselves to the unique environment created here. With the cooperation of both students and staff a family atmosphere is developed. Like a family we plan and carry out most activities together, yet the individual's personal life is greatly respected.

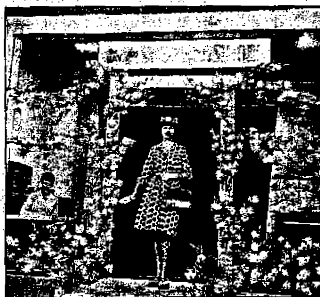
One of our most valuable assets is the opportunity to learn to live together. Life in Akaitcho Hall helps us to develop this ability.

*From Echo, 1961 - Sir John Franklin High School Yearbook.*



*Akaitcho Graduates, 1962.*

## Sir John Franklin / Akaitcho Fashion Show 1963



*Oh! Those Polka dots! The Bay teamed up with students to stage an impressive display of northern and southern fashion and talent in 1963. (Photos G. Reimann)*



# Residence Living

A \$2 dollar allowance and town-leave credits



From "Echoes" Yearbook, 1961

"It is clear that, to serve humanity and our nation well, every home must have a clear programme and a purpose to help develop our youth into productive, conscientious and responsible citizens. This is a paramount aim of the residence staff, the members of which were selected by virtue of previously demonstrated ability to deal with patiently and knowingly with the problems of young people."

"The hostel with its color, gay draperies and happy atmosphere, its cosy comfort of such things as books and short wave radio, brings a new world to these people of the north, and dramatically points up how education is one means whereby the white man can share the better things of his world with his northern neighbour."

"From the foregoing it can be stated that Akaiicho Hall provides experience in living; to the untrained, experience in living in harmony with others of different opinions and cultural status. At Akaiicho Hall, work details are assigned to the students on a weekly basis; these include the care of the dormitory rooms, the cleaning of corridors and lounges, washing dishes and other domestic tasks, as well as duties in the laundry and cafeteria. Town leave credits are to some extent based upon the thoroughness and satisfactory manner in which these family chores are executed. There is a daily one and one-half hour supervised study period; students are required to participate in

organized recreational and social activities; and while it is not compulsory, students are expected to maintain regular attendance at a church of their choice."



Letters, 1962

needs coincident to teenage groups. The amount of the allowance is generally closely related to the students' residence record of performance."

## Meals

"The residence has a well-equipped kitchen in which a pleasant, homey atmosphere has been created through the happy qualities of a selected staff whose aim is to serve nutritious, wholesome home-type food. The menus are prepared by the kitchen supervisor in consultation with the residence nurse. Meals are eaten in the friendly setting of a brightly lighted cafeteria. Day students may obtain meals in the cafeteria by purchasing dinner tickets."

"To conclude, Akaiicho Hall is a students' home where members willingly undertake duties and tasks for the convenience of all, where play is properly balanced with responsibilities, where graces of good citizenship are cultivated and where the actions of each are demonstrated to have either an agreeable or unpleasant effect on all."



Lineup, 1962

## Akaiicho Students Committee

"The students have an elected Residence Committee of seven members, whose duty it is, to arrange parties, dances and other social functions. The committee also receives and considers student complaints; the complaints, if deemed well-founded are brought to the attention of the Residence executive."

## Spending Allowance

"The Residence Superintendent is authorized to issue a \$2.00 weekly allowance to indigent students whose parents are unable to provide the same. This allowance is given to meet the numerous casual spending



Boys' dorm, 1964





Kicker class, early 1960's



An early spring shinny match. Photo from the NWT Archives Akaitcho Collection.



Ed Jeske's Driver Training class, 1960's

## Fire Drill!

From 'Echoes' Yearbook, 1961

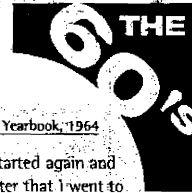
It always happens when you least expect or want it. The showers, for example, are the most inconvenient places to get caught and are often the cause for much additional embarrassment. Particularly if you, as one girl experienced some time ago, nearly lose your blanket - the only coverage you may have at the time you scramble your way out of the building!



Akaitcho Girls' Dorm, 1965.

## Ida Epoo's long journey from Port Harrison to Yellowknife - 1960

From 'Echoes' Yearbook, 1964



I left Port Harrison Quebec for Great Whale River and stayed over two or three days to wait for flight that I am going on. On September 10th I started for Yellowknife. First we went to Val'dor Quebec. I stayed over there for about 45 minutes and at about 5:30pm we left with the same flight for Montreal. When I arrived there I was scared because I had never seen so many people in my life. Then I met a man who was going to look after me while I am there.

Next morning I started again and went to Toronto. After that I went to Edmonton and stayed overnight again. Next morning I start for Fort Simpson and then to Yellowknife. I sure didn't have a nice trip because the plane motion was just about to kill me. When I arrived in Yellowknife I was thinking again, how am I going to get out of the airport but then I find out that one girl from Akai'tcho Hall was in the same flight as me and she tells me who will come to take us...



## Akai'tcho's Dog Team - 1969

Main trainer for the past three years was Daryl Blonjeaux of Fort Smith. As Daryl graduated June 1969, the dogs were given to him and he took them to Fort Smith. Akai'tcho Hall no longer kept dogs for hobby.



Shining up the dining room floor - hmmm, what did we do to deserve this? Photo from the Akai'tcho Photo Club, 1960-61.



Akai'tcho Boys' Dorm, 1967.

THE  
60's

# Bee Bop a Lula...

From Echo 1962 Yearbook



All the new students were asked to attend the dance held on October 6th in our school gym. It was decorated in blue and yellow loops hanging from the ceiling. The Master of Ceremonies, John Scott, got the dance going around nine. After nearly an hour dancing, it was decided to invite six new girls. These girls, on the stage, acted and sang 'I'm a Little Teapot' amid the glare of flash bulbs.

After this display, eight boys put on a fashion show called "Styles of Paris." These styles consisted of a pin striped bathing suit, a slinky sheath, and various other evening dresses. Of course, the styles may have been the latest, but the figures - well, Albert Canadian and his partner Lily Jacobson won a prize for the broom dance. Next on the

program, twelve girls performed, "Ring Around the Rosy."

Refreshments in the way of pop and long Johns (doughnuts) were sold.

Towards the end of the evening, Brian North auctioned the remaining long Johns for high prices. One student paid \$1.50 for a couple of doughnuts.

Time passes quickly and soon it



was 12:30. All the students were sorry for they were really enjoying themselves, but it was time to say "good-night."



Photo from the NWT Archives Akaitcho Collection.

# ...In My Blue Suede Shoes

THE 60's



Schoolyard square dance. (Photos from the Akaiicho Hall Photo Club, 1960-61)



# THE 10<sup>th</sup> Apathy, indifference makes 1970 a dark year: Boxer

The school year is about over. What would be a fair assessment of it in terms of our Residence? While there are a number of exceptions, my thought is that the key word in anyone's book must be APATHY. Sports and social events floundered; programs that managed to get underway lost momentum and failed; sports programs failed to arouse the spirit of competition that leads to effort and excellence. Interest in academic progress was low as demonstrated by skipping classes, gloomy attitude to study and prolonged absences on home holiday leave. Your Council was shackled by a lack of support.

There was a tendency to pursue individual inclinations, especially those requiring little personal effort.

My message to you is that apathy, indifference, and non-involvement is not good for Akaitcho Hall. Everyone and everything has a future - the hours and days and years ahead into which we cannot see too clearly. We can only judge the future from the past, and the



A.J. (Bert) Boxer and Mrs. Boxer received the Commissioners Award from Commissioner Stuart Hodgson in 1970. Photo: Reimann.

past teaches you that in general one gets from life only what one gives to it. You will get from school and life in our Residence only in proportion to your own efforts and involvement.

To our:

graduates, I would say our very best wishes. Some of you are having doubts

and misgivings about a career. Abraham Lincoln, even when well along in life, was in difficult circumstances. He did not know

what the future held, but it looked dark and dreary. He said "I will work and study to be ready and perhaps opportunity will come." It came. He was ready. At a decisive period in his country's history, he was the man of the hour.

To those of you who will be returning, I say "Have a good refreshing summer, and come back next September with a dedication to become involved, and to restore vim and vigor to our School and Residence. Let us together make it swing-academically, socially, and competitively."

Signed

A.J. Boxer, Superintendent, Echoes Yearbook 1970.



Sir John Franklin High School Grad Class, 1970.



# Remembering the Seventies

by Les Cameron  
Teacher, Sir John Franklin High School

Reflecting on the Seventies at Akaitcho and Sir John one must keep in mind that they were the decade of change. Man had just walked on the moon. Woodstock was a festival to end all festivals. The Vietnam War was continuing. The FLQ Crisis, the Mackenzie Valley Pipeline issue, Watergate, Kent State, Wounded Knee, Three Mile Island, and the first Earth Day. Archie Bunker, Million Dollar Man, Bionic Woman, Star Wars and ABBA.

Times have changed. Names have changed. Let me take you back.

My wife, Mieke, and I had been married two years. We motored up the Mackenzie Highway in the Summer of 71. The gravel started around Manning and seemed to never end. Construction was everywhere and it wasn't uncommon to have a D-6 Cat latch onto your front bumper and tug you through the mudholes. We had four dozen eggs sitting on the back window ledge of our '66 Pontiac Parisienne, a last minute gift from my wife's mother. They made it and we made it to Yellowknife to begin teaching at Sir John Franklin High School. We parked our car at the school door and met Glen Dies, V.P. He helped us to find our apartment.

Our allowable belongings had been shipped in wooden crates a month earlier and arrived just before we did. They were delivered and stacked on the lawn outside.

From our apartment balcony, hidden behind bright orange curtains, we overlooked the front entry of Sir John. There was a dome building, a parking lot, a ball field and behind all that, a building which stretched across the skyline. IT WAS HUGE!

The orientation that we had attended weeks before was misleading. We didn't need the rations that most NWT teachers needed. We wouldn't end up with a case of ketchup or sardines in June. We didn't have a snowbank in our living room in January. We didn't get cabin fever and require medivac.

People that we met at 'new teacher orientation' at the University of Alberta helped us and we helped them get settled in to 'Life in the 'Knife'. Brian Swann (currently a Principal of a K-8 school in Stony Plain, Alberta) assisted with the unpacking. Wendy Fee (currently Wendy Bisaro and a city of YK council member) prepared us a meal where the salad came at the end and I thought "OK, there are a few things to get used to". Bruce Richer just kept saying "WOW" to the experience and Joe Foley was already planning his escape. It was said that Civil Servants, including teachers, averaged a 2.4 years length of stay.

As we were unpacking and getting ready for school, an entourage of new



Les and Mieke Cameron, 1971. (Photo Bill Braeden)

and returning students were unpacking their suitcase (and maybe one box) to set up their home away from home at the residence, Akaitcho Hall. They had bunk beds, sometimes unacquainted roommates, and new food.

All 'newbies', students and teachers, would meet next week when school opened.

In September of 1971 there were three 'Grade 9' classes taught in separate rooms by Mrs. Charles, Mrs. Cameron and myself. They rotated for Math, Science, English and Social Studies. In our first week we learned

so much. We were told that you accent the second syllable in many 'Eskimo' names and that each student who was 'Eskimo' had a government-assigned Disk Number. E number - for those from the Eastern Arctic and the Keewatin and W number - for those from the West. The 'Indian' students would have a Treaty Number. Their names would be easier to pronounce. These details were dutifully recorded in our Registers.

We discovered that our students had travelled great distances and that some had already been in Yellowknife

Continued on Page 16.



On the rocks behind the Hall.



Sir John Franklin Grad Class, 1972.

# THE 70's

## Remembering the Seventies (cont...)

Continued from Page 15

for a week or two, depending on the availability of flights. During our careers at Sir John we would come to meet and know hundreds who came to Yellowknife for High School. In the early Seventies it was home for ten months. They were here from September until June. So were we.

In choosing to stay at Sir John for the 1972-73 school year Mrs. Cameron and I proposed that we team teach all of the Grade 9 students in one room. There wouldn't be as many students this year since the Department of Education was promoting other residences in Inuvik, Simpson, Smith and Frohisher Bay. Our proposal was accepted and we were allocated to Room 3. We were excited and readied the room by painting cupboards, putting up posters, arranging desks and preparing for our new adventure.

Cal Stevens was waiting on the record player when the kids arrived in the morning. Akaitcho students were always punctual. There were always friendly greetings and a little bit of teasing. We didn't mind if the kids spoke in their own language so, in the rooms you'd hear small groups almost

whispering as they shared feelings and experiences in Inuktitut, Slavey, Chipewyan, Dogrib and English. When it came to instruction, it was English only.

For the kids from the hall, town traffic lights were a topic of discussion. The number of cars were a surprise. The length of the roads took time to comprehend. The choices in the stores resulted in most savings disappearing by mid September and for the rest of the year, most were limited to the weekly allowances provided by Akaitcho. That allowance was usually gone before they turned in for the night.

The elevator at Fraser Towers, the first public one in town, created awe. The indoor pool on the main floor of the building witnessed many non-swimmers in the fall of each year. Trees and rocks were new for some. Canned television (day old programs were broadcast from 7 to 11 p.m. each day) drew many students interest. Cable was introduced later and B&W TV gave way to color, news became news of the day.

Through our contact with the kids we picked up 'lingo' - eeeeeee, just cheeky, so cheap, just really good eh, and made attempts at saying some of the words in the student's own language until I discovered, from the

chuckling, most of the words they were getting me to say were naughty words. We also developed 'personalities'. The boys always wanted to arm wrestle me and teasingly called me 'Son of Tarzan'. I lost a couple of times. They also liked to play 'Uncle' where you intertwined fingers with your opponent and tried to bend their fingers backwards until they cried

Everyone laughed heartily and that's how we minimized embarrassment until the digestive systems got used to the new food.

Being first in line for lunch was the primary focus of most Akaitcho students and resulted in bee line rushes in the halls of Sir John when the noon buzzer sounded. Meal times at Akaitcho were a sight to behold. I



Pre-bedtime smoke in the boys dorm lounge, circa 1960. (Photo NWT Archives Akaitcho Collection)

'Uncle'. 'Just really big hands' was the usual observation. Meanwhile, Mrs. Cameron would chat about home and other personal matters with groups of girls in another part of our space.

Food was a hot discussion item each day. There were always comments, both good and bad, every day about supper last night or breakfast this morning or what they heard was for lunch. As each new school year began, students at Akaitcho often discovered that the Dorm food created havoc with their digestive systems. It was quite common to witness 'aromatic' experiences in the classroom. Noses would 'scrunch', mutterings would be made and quiet chuckles could be heard. I at first pretended that I didn't notice the smell but one day I remember saying to the class - Whoah, put your feet up. There's a big yellow cloud floating around the floor. 'It might be coming your way!'

always felt tremendous 'energy' in the Dining Hall whenever we were limited for a meal. I always marvelled at the amounts of food and the size of the serving dishes. One particular dish that I enjoyed eating was a concoction of about ten dozen poached eggs floating in a creamy cheese sauce. It was very rich and very yummy. The end of the meal saw kids whisk away their trays to the dishwashers and within minutes the 'energy' disappeared and peace reigned as the kitchen staff went about their duties. On the occasions that I had to drop in to Akaitcho during school hours, I always found the kitchen/dining area peaceful. All that you would hear would be sounds associated with food preparation: pat, pat, pat or whisk, whisk, or shuffle, shuffle, shuffle.

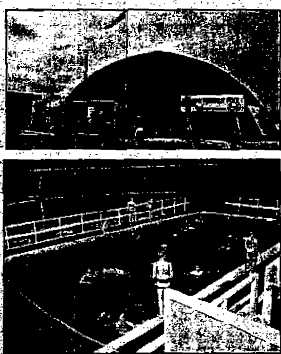
When we started at Sir John in 1971, Akaitcho students were here for the whole school year.

Christmas was a lonely time. Some

### Yellowknife's First Swimming Pool

In 1969, Yellowknife's first indoor swimming pool was built at Sir John. The unheated dome, with a 4-foot deep pool, served the school and community through spring and summer until a larger pool opened at the Fraser Towers apartment building about 1973.

(Reimann photos)



Sir John Franklin Grad Class, 1974.



time in the early '70's the Government decided that Residence students could go home for Christmas holidays. That was a banner decision but one which meant that any students who did not come back after Christmas to finish the term would not get credits. The school terms were changed to address this problem. The first term started earlier in August and finished at Christmas to allow students to go home for the Christmas break and receive credits for one semester. Inch by inch, schooling was focussing on the people instead of the program. Hurrah!

Some of the memorable moments of teaching occurred because of the individuality of the kids.

During a half hour reading period I discovered one student lying under his desk, clasped hands on his tummy, looking up at the bottom of his seat. I said "What are you doing?" He said "Reading". I said "yeh-right" and bent down for a closer look. To my surprise, I saw an open book lying upside down on the little rack that was under the seat of most desks and indeed, he was reading!

On another occasion I noticed a young man come walking out of the classroom closet. He looked around, didn't notice that I noticed and promptly spun around and walked back into the closet and closed the door. This closet was just a normal, small closet but in his mind it must have been some place special. He

stayed inside for at least five minutes and repeated his re-entry. This time he caught my eye and sheepishly went back to his desk.

In February 1973, Mrs. Cameron and I had our first child, a daughter. It was a Friday night around midnight. We were very excited parents. I visited Saturday and Sunday, took pictures of Mother and new daughter and looked forward to sharing the news and pictures with our students. On Monday, I proudly announced to the kids "Mrs. Cameron and I are the proud parents of a daughter." The first question was "What did you name her?" I said "Marni Leanne". From the side of the room came a surprised "MARNI? I have a dog named Marni. I was a new father, but I forgave him."

Mrs. Cameron and I were privileged to have come to Yellowknife in 1971. It marked the beginning of what has been our career. It was the home for our children. Marni is 28, a teacher, lives in Slave Lake, AB and is getting married this summer. Lisa is 26, a teacher at Queen Elizabeth High School in Edmonton and has a 'significant other'.

Many of our old students are now in their forties. Actually I have taught several students who are the children of my old students. Blows me away! Thanks for the memories. Enjoy yourselves at the Reunion for KIDS FROM THE HALL!



Alberta Game Farm owner Al Deming often travelled into the Arctic. On a trip in 1970, he brought a furry fearsome friend - the cheetah - for a visit to Akaitcho Hall and Sir John. (Photo: Reimann)



Miss Fairfull, one of Akaitcho's longest-serving matrons and her terrier, Brandy, 1971. (Photo: Bill Braden)



Universal Music Machine - UIM2 - was the trend-setting house band for any event at Akaitcho or Sir John in the early 1970's. From left: Tom Dempsey (guitar), Brian Kovatch (bass), Mark Whitford (guitar), Kevin Mackie (drums), Tom Hudson (vocals). (Photo: Bill Braden)



Akaitcho Boys' Dorm, 1977 with Charles Bell, Superintendent and Val Wiebe, Matron.



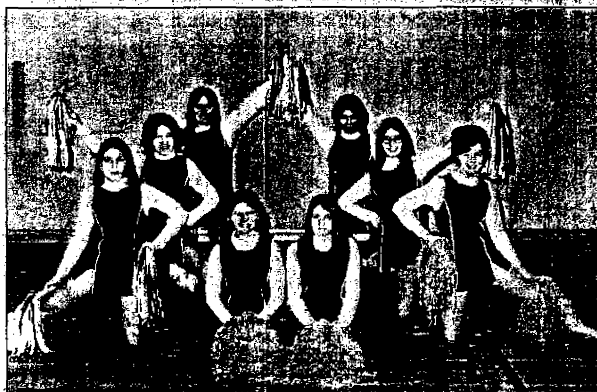


## "We're striving..."

"We're striving for a brotherhood, or the sense of being one big family. It takes a while for a new student to get this feeling, but I'm sure if you were to ask the students who have been here for two or three years and most certainly the graduates of Akaitcho in past years... the majority of them think quite well of Akaitcho - it has a sense of belonging and it doesn't leave you, it becomes part of you."

(From interview with Akaitcho Supervisor)

"Everybody in the hostel's equal. They all get the same food and they all sleep in the same beds. They all get the same treatment, usually, from the supervisors and that situation just isn't the same in the rest of the territories. I sometimes think that the different kinds of people in the territories are banding too much together. The Metis people, Eskimo people, Indian people or white people... instead of banding together in the territories, they're breaking it up into little groups, and I don't think that that's right." (From interview with Akaitcho student)



Cheerleaders, 1971-72. (Photo Bill Braden)



Stocking chairs, 1971-72, Sir John Franklin High School Gym.



Akaitcho Girls' Dorm, 1979.



Governor General Roland Michener, 1973.  
(All photos by Gerry Reimann)



Governor General Roland Michener, 1973.



The Honourable Arthur Laing, a former Minister of Northern Affairs, with Akai'tcho students and Ookpik, early 1960's.



The Honourable Mitchell Sharp, Federal Cabinet Minister, 1972.

# Akai'tcho Welcomes the Nation

Governments of the day tried to arrange for visiting VIPs to include Akai'tcho Hall on their northern tours. Here's a description, by an anonymous observer, of Pierre Trudeau's visit, found on an envelope of photos from the May 1968 visit:

"Prime Minister of Canada, Mr. Trudeau,

visited Yellowknife May 11th arriving at 9 pm. Public Reception in Public School auditorium. The Prime Minister had breakfast with the Young People of Akai'tcho Hall morning of, May 12th, Sunday, after attending Mass. He spoke of the accomplishments of Sir John Franklin with

Chief Akai'tcho signifying the greatness of working together. The Prime Minister left Yellowknife at 1 PM on May 12th for Edmonton where he was to meet with U Thant, President of United Nations. He received an Honorary degree at University of Alberta."



Superintendent Bert Boxer and Prime Minister Trudeau met Akai'tcho students at a Sunday morning breakfast.



Smokes were OK in those days!



## Akaitcho Initiations – 1975 Style



Unidentified fire-breather, boys' dorm, 1970's.

The sounds of excited chattering, and noisy crowds echoed through the hallways, Sunday, September 7, at Akaitcho Hall. Newcomers were being initiated.

The girls were rolled up jeans, a bow tied around the leg, a shirt that was inside out and back to the front, and boots. Their hair was greased and flipped back. They also wore a moustache.

The boys wore pyjamas, comical boots, 2 or 3 pigtales, lipstick, eyeshadow and freckles. All in all,

they were a crazy looking bunch.

The evening brought on more laughs. For supper, the newcomers were forced to eat on the floor with a big kitchen spoon.

Supper finished, the evening activities commenced. Everyone enjoyed themselves and had lots of healthy laughs.

About 60 new students were initiated. They bring the total number of students living at Akaitcho to 1975.

## Omellet Freak

Letter to the Editor  
Akaitcho Bulletin 1978

Dear Ed:

At the table I was sitting at on Wed. for lunch, I saw right B-4 my eyes 4 students besides myself eat a grand total of 9 cheese and bacon omellets. It would be great if there were more lunches as g-o-o-d as that one.

Thank you Kitchen Staff.

Signed OMELLET FREAK



Akaitcho Girls, 1978.

# Akaitcho Memories:

## Nancy Karetak-Lindell, M.P.

Nancy Karetak-Lindell, M.P.  
By Crystal Milligan  
SIPS Student Volunteer, May 2001

Akaitcho Hall boasts numerous success stories. Making use of the independence and discipline acquired while living there, past students have become teachers, entrepreneurs and politicians. One of Akaitcho's success stories began with the 1972 arrival of a 14-year-old girl from Eskimo Point, now known as Arviat. This young girl has since grown to be Nancy Karetak-Lindell, Member of Parliament for Nunavut.

Nancy first came to Akaitcho Hall in 1972 to attend Sir John Franklin Territorial High School as a grade-nine student. A DC-3 aircraft carried her for twelve hours from Eskimo Point to Yellowknife, stopping at several territorial communities along the way to pick up more students also heading to Akaitcho. The flight was long and exhausting. And then... it was over. When asked nearly thirty years later how she felt when she first laid eyes on her new home, she replied: "I was just so tired from the trip that all I wanted was a bed to sleep on!"

Mrs. Stobee was in charge of assigning rooms. Four roommates shared each room; Nancy first chose to room with her older sister and then was matched with another pair of girls selected by Mrs. Stobee. Roommates changed approximately every three months. "This was accepted as a way of getting to know the other girls," says Nancy. "It made everything easier to adjust to." Older girls who had lived at Akaitcho before would help Nancy with her new experiences, easing the transition from life in Eskimo Point to that in Yellowknife and Akaitcho Hall.

And what a transition! A strict daily routine had to be followed: wake at seven o'clock; eat breakfast; complete duties; go to school; eat lunch; fold laundry; clean bedrooms; return to school... Individual duties were different each week, or at least such was the intention. "I never did understand why I always seemed to have breakfast duty. I think Mrs. Stobee was trying to help me get up earlier - that has been a lifelong battle." Nancy regularly served breakfast in the morning to her peers. "I hated it. I was always burning my hands on the industrial toaster."

Each week, every student received a small allowance of about \$1.50. These were not the days of modern banking technology - parents could not deposit money into a son or daughter's account from outside Yellowknife. Additionally, students could not return to their families during the time spent from September to June at Akaitcho Hall. Thus, Nancy had to budget her finances by herself. After her sister left Akaitcho, she took over her part-time job: babysitting the children of a kind family. Looking back, she is thankful for the discipline taught by Mrs. Stobee and the other supervisors. Her experiences taught her to be self-sufficient, motivated and to go about tasks systematically.

However, in the early 70's she was sometimes more concerned with her immediate happiness than how



Nancy Karetak-Lindell, M.P.

she would benefit in the future. Tuesday movie nights at the theatre entirely depended on completed duties, particularly daily room cleaning. If even one roommate did not keep her area up to standards, neither of the girls were permitted to attend the show.

The enforcing hand of Mrs. Stobee, covered in a white glove, randomly searched bedposts for dust or dressers for grime. Passing inspection usually came easily, except for one week, the same week that Butterflies Are Free was playing. Desperate to see the movie, she went out anyway and was punished upon her return. If there was ever any sting to the memory, it is gone now. "I definitely wasn't free after that," she laughs. "I was grounded."

Butterflies Are Free may have gotten her in trouble, yet she has nothing but praise for the supervisors. She will always remember the efforts and sacrifices they made, she maintains that their generosity is still greatly appreciated. Even during holidays, the supervisors organized bowling, skiing or movie outings. "Christmas is a family time... but the supervisors were working." They were replacement family, as well as friends throughout the year.

Nancy stayed at Akaitcho

from 1972 to 1974, during grades nine and ten, before being given the opportunity to finish high school in Ottawa. Nonetheless, her two years at Akaitcho Hall could not be forgotten. She still remembers the Pink Panther, the only co-ed space in the building where dances and other fun activities were held. She still remembers how one of the cooks always invited the Inuit students to the kitchen for some frozen caribou the night before he would make caribou stew. She remembers Open Door Day, when the boys' and girls' wings were open to all; the outdoor picnic in the spring; girls being dunked in the bathtub or thrown in the showers on their birthdays. In its heyday, Akaitcho Hall possessed a proud sense of community while its residents learned to unite as family. The Akaitcho Hall legacy will be remembered for years to come.

Nancy Karetak-Lindell was elected as the Liberal Member of Parliament for Nunavut in 1997 and 2000. She still calls Arviat her home.



Another famous Keewatin Alumnus is nationally acclaimed singer-songwriter Susan Aglukark, in this 1987 portrait as Akaitcho's Female Student of the Year.



Another assembly in the dining room, circa 1971, chaired by Gerard Menard at far right. (Photo Bill Braden)

THE  
70's



# Do you remember your laundry number?

From Procedure for Registration  
at Akaitcho Hall, 1985

You must get all your clothes marked for laundry  
identification.

1. New students: Put your clothes in your suitcase. Write  
your name on a big sheet of paper, put the paper in your  
suitcase, and take your suitcase to the laundry. Staff  
members will mark your clothes.

2. Returning students: Any clothes that don't have your old  
laundry number on them will need to be marked. Put  
your unmarked clothes in your suitcase. Write your name  
and your laundry number on a large sheet of paper. Put  
the paper in your suitcase and take it to the laundry.

The supervisor will explain the laundry schedule to you if  
you have any questions.

1. Sunday evening: All boys' personal clothing brought to  
laundry. Pick up Thursday. If in need of mending, pick  
up Friday.

2. Monday am: Girls - 2 towels, 1 sheet, 1 pillowcase. Fold  
and pick up daily.

3. Tuesday: Kitchen laundry, Girls' nightgowns and  
pajamas.

4. Wednesday am: Girls' jeans and tops.

5. Thursday: After school, boys pick up personal clothing.  
Bring down 1 sheet, 2 towels, and 1 pillowcase. (So  
numbers can be checked)

6. Friday: Boys pick up personal clothing if it was mended.

Socks and shorts should be brought to the laundry every  
morning before school (in individual bags and placed in  
large laundry bag).

Please make sure that any badly stained liners are  
brought to the laundry as soon as possible and left to soak  
in the large sink. Some stains are impossible to remove  
after they have set.



AKAITCHO HALL STUDENT COUNCIL, Sitting: President- Carol Antoine, Standing,  
left to right: Ruby Firth, David Paregyuk, Shirley Eaton, Emily Ilirik,  
Debbie Watsyk, Bernice Rubesca, Charles Dewsbury, Sylvia Lyall, Robert  
Illisiak, Bernadette Panayuk, Walter Porter, Missing- Ron Tologanak.



Akaitcho Girls' Dorm, 1981.

# Cora Stobee:

## 27 years outwitting the teenagers

Bill Braden  
Editor, Akaitcho Gazette

"They thought of me as tough. But underneath, I was a pussycat. I had that 'look,'" says a retired Cora Stobee from her home in Pelly, Sask.

For 27 years in the NWT, Mrs. Stobee was undisputed ruler of girls' dormitories, first at Flemming Hall in Fort McPherson, then Springer Hall in Inuvik, and from 1967 to 1989, at Akaitcho Hall.

It was that steely, don't-mess-with-me 'look' that she believes helped her keep the upper hand with as many as 109 girls at a time.

"The students (coming back from town leave) would see me looking at them and then they'd come back and say, 'we might as well tell you the story, Mrs. Stobee, you'll find out anyways.'"

"They'd tell me everything, when really, I didn't have a clue!" she recalls. And what about the consequences of getting on Stobee's wrong side?

She doesn't recall anyone being expelled, but confinement and loss of leave was the worst, she says. Extra duties, like washing and cleaning, were the norm. One especially creative punishment was assigning a pair of young ladies the task of filling the pepper shakers in the dining room with thousands of tiny paper pepper

packets that some catering company had supplied by mistake.

The supervisors tried to find things for the students to do that were different, and could make a bit of money from. One was washing police cars. One day, an officer rushed out, jumped in his cruiser and sped away just as one girl was finishing up. He took off with all her cleaning supplies, and the car was a muddy mess when he returned.

Mrs. Stobee also started the girls air cadets squadron with six recruits from Akaitcho Hall in the early seventies. They had bingos, dances, bought roller skates, bowled, and of course, had sports teams in just every school league going.

One of the most ambitious – and rewarding activities in later years was taking groups on the road. They went to Calgary, Banff, even Mexico.

"I would have liked to have started doing trips sooner," she says, noting that it helped change attitudes and open minds. And she learned from the

students, when they went on field trips around town, and she watched them make camp and do the cooking their way.

Her worst shock was realizing, sometime during the remarkable decade of the 1970s, that drugs were a reality and they were at Akaitcho. Even that had its funny side.

"One spring day I was doing some planting. A student asked me, 'why don't you plant some whacky tobacco,' Mrs. Stobee?"

She returned the joke, saying she didn't have any seeds. A few minutes later, he came back and gave her small handful of tiny brown seeds. She flushed them down the toilet.

Booze was the ever-present temptation. Supervisors would search students, police-style, at Hall dances. One suspect boy was told to put his hands on the wall and "spread."

"I said, 'I'm not going to touch him there! And the male supervisor said, 'neither am I! We watched him, and

sure enough, later on, he had one hidden 'down there'."

One food fight that stands out started when a girl and boy had a bit of a tiff. Either he or she tossed their plate of spaghetti into the other's face. Retaliation followed with a jug of milk dumped over the head. Then the whole dining room erupted. But when supervisor Gordon "Iggy" Lambert ran off to call Hall Superintendent Bert Boxer, things got quiet – and clean – in a big hurry.

"A half-hour later, you wouldn't have known anything happened. If Mr. Boxer found out, he didn't do anything," recalls Mrs. Stobee.

Her proudest moments were seeing her students graduate and move on.

"To think that I might have made a difference... I was really proud of them. Even if I didn't show it."

Today, at 76, she cares for an invalid brother and tends her garden in her small prairie home town. She gets the occasional phone call, and a few Christmas cards, from her former young charges.

"I miss it. I miss sitting out on the rock and looking out over Great Slave Lake. And I miss the challenge of outwitting the teenagers."

And who was the best at outwitting the other?

"Oh, I was. I had 'The Look'."



Akaitcho Hall Superintendent Roy Menagh and Mrs. Stobee, 1983.



Gordon Lambert, Cora Stobee, Bert Boxer and Pierre Elliott Trudeau, 1968.



With the senoritas in Tijuana, Mexico, 1989.



Mrs. Stobee's cadet group.



# Renovations transform the Hall in the mid-1980's



New furniture, ceiling decorations, floor tiles and color scheme marked the difference between the old and new dining hall.



More than 25 years after it opened, several of Akaitcho Hall's busiest areas got much-needed face lifts.

Chong Park, a partner with the Yellowknife firm of Park Sanders Adam Vikse Architects Ltd., was in charge of the work. He recalls the need to get a lot of work done over the short summer season when the hall wasn't in use. Over the course of three years in the mid-1980s, the dining room, kitchen, washrooms and common area were rebuilt. An outside patio and fire pit was added at the rear of the building.

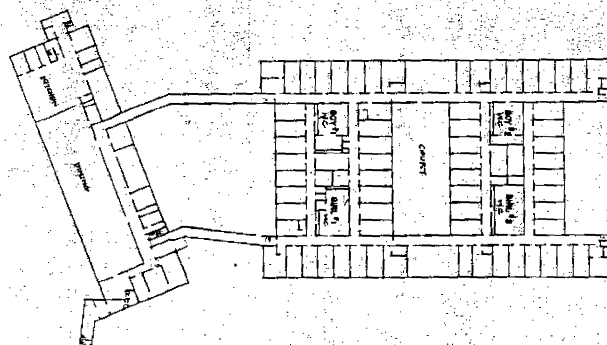
Mr. Park's own children have attended Sir John Franklin school, and he kindly offered these before-and-after photos of the project.



The outdoor patio was just a gravel plot before Chong Park added flower boxes, benches and a fireplace in 1987.



KEY PLAN



Akaitcho Boys, 1987.

# Akaitcho and Franklin:

## A Remarkable Story of Two Early Arctic Leaders

Bill Braden  
Editor, Kids From the Hall Gazette

Two remarkable leaders, and the relationship they had in the dawn of modern arctic history, are remembered in the names given to Sir John Franklin High School and the students' residence, Akaitcho Hall.

Imagine witnessing their meeting, on a summer day in 1820, near present-day Yellowknife. They must have recognized by instinct that each was a formidable leader in their own world. History shows they respected each other as equals. Indeed,

Franklin would owe his



life, and part of his legacy, to Akaitcho's skill and determination.

Akaitcho's name is the Anglicized version of Akeh-Cho, meaning Big Foot, in the language of the T'satsaot'ine, a group of peoples that included the Weledeh Yellowknives Dene. T'satsaot'ine means metal or copper people, from the tools they made from native copper in the northern parts of their territory. Those lands extended around Great Slave Lake north to the Coppermine River and east into the Barrenlands and the Thelon River.

Akaitcho is noted as the leader who had some of the earliest contact of any Northern Dene with Peter Pond and Alexander Mackenzie, as well as Franklin. Some accounts call him "a fierce warrior, a tireless tracker and hunter, and the leader who took his people into the fur trade." Remnants of stone fireplaces said to have been built by Pond and Akaitcho in the late 1770s or early 1800s can still be seen today.

But Dogrib and Hare lore paints a picture of Akaitcho as an aggressor, a ferocious leader who

roamed the country, raiding their fur caches, stealing women and on occasion killing, forcing the Dogrib to avoid parts of their traditional ground.

He stepped into the pages of modern exploration on July 30, 1820, when he and Franklin met at Fort Providence on the North Arm of Great Slave Lake. Franklin, a celebrated naval commander with experience searching for the Northwest Passage, had been assigned by the British Admiralty to explore inland the northern Arctic Coast. He needed help guiding and provisioning his crew of 20.

Akaitcho agreed,

successfully, and over the next two years, mapped some 1200 miles of coast line. He served his country for the next two decades as governor in the Mediterranean and Tasmania before being called back to the Arctic, to finish the task of opening the Northwest Passage.

That ill-fated mission of 1845 ended in the most enduring mystery in Arctic exploration, with the loss of the ships Erebus and Terror and the baffling disappearance of both crews.

By the time of the 1825 rendezvous, Akaitcho's plundering and warring had caught up with his band. In 1823, records show the Dogribs had avenged themselves by killing 34 members of Long Leg's people near Hottah Lake. A peace was negotiated at Mesa Lake, mediated between Akaitcho and his brother-in-law, the Dogrib Chief Edzo, by another Yellowknife leader, Kah-Teh-Wee.

Other European adventurers noted Akaitcho's fortitude during a terrible famine in the winter of 1834-35 in the Fort Reliance area. George Back, searching the country for his lost comrade John Ross, noted Akaitcho's strength and resolve in the struggle for survival. But he also observed the Chief, by then about 50 years old, was in poor health and had lost much of his former authority over his people.

This account of his final days, in the spring of 1836, is from the



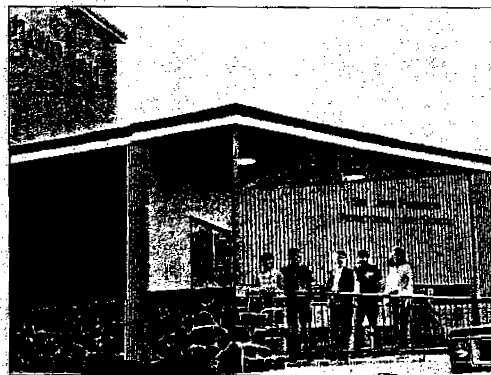
Akaitcho and his son.

1996-97 traditional research project conducted by the Yellowknives Dene First Nation:

"When he knew he was dying, Akeh-Cho asked his two elderly wives to take him from the barrenlands for burial at the mouth of the Weledeh (river of the inconnu - the Yellowknife River). They built a sled and pulled him across the melting ice from the Ta-cheh (East Arm) to Wele-Chen; however, when they were in the area of Tadeh Cho (Wool Bay) the ice broke and they could not carry him farther."

Dogrib tradition has it that Akaitcho is buried on an island in Yellowknife Bay.

Akaitcho's renown will survive not only as a fearsome and able leader of his people, but as a statesman and equal among the earliest European explorers.



The names of the North's two great explorers are pictured here in this photo from the mid-1980's.



THE  
80's

# Next Semester Students

Johnny Kootook  
Akaitcho Newsletter, 1989

During the week of May 29 and June 2, students from the Kitikmeot region were sent to Akaitcho Hall for an orientation. This is to get familiar with how Akaitcho is operated, and what is expected of them. I think that all the new students were excited, and enjoyed the few days that they spent here. Some of them were lost, and scared. Not surprisingly! Some of them didn't want to get up early in the morning, do their assigned duties, go to school at 8:30, study for two hours each day, and came back in 9:30 in the evening. This was a different experience from what they are used to at their homes. So, when we come back in August, we will have 16 new guys arriving with us from the Kitikmeot region. I wish that all the previous students had the opportunity to come to Akaitcho, and Sir John for an orientation, before they start their high school education, and find out what to expect when they come. That way, students can feel a little more comfortable, and at home when they arrive, but you CANNOT compare Akaitcho to home! Akaitcho is unique, but a good place to live in while going to school.



Tom Mah, chef extraordinaire prepared many thousands of meals.



1987 Awards banquet.



1989 Awards, starring teacher Ed Jeske.



Christmas 1988 was a time for getting close.



The Inukshuk in front of Akaitcho Hall was built by Louis Tapart in 1982.

# Cluster Life...

by Bruce Waugh  
Akaitcho Echo 1987

Editor's Note: "The Cluster" was an eight-person apartment at Northern United Place. It was set up as an independent living option for students willing to try community living, and to help reduce overcrowding at Akaitcho Hall.

Many students seem to feel that living at the Cluster is always great, and easy. Fewer rules, fewer people and more free time are the reasons most people give for feeling that way. Many seem to feel that living in the Cluster means you always have a good time, and can do whatever you want, whenever you want. That, however, is not the case.

With the lack of restrictions comes a great increase in responsibility. At Akaitcho Hall, the students have to do their homework, have to go to bed early, and have to be in the dorm at 9:30 p.m. These rules are enforced by the supervisors and the students have no choice but

to abide by them. Life at Akaitcho Hall, although not always pleasant or fun, is extremely easy. Sure, it's hard to get along with 50 other students all the time. Sure, it's hard to have to go to bed early, study, and come in at an early hour. But with those difficulties comes a lack of responsibility.

Students at the Cluster must use good judgement, common sense, and be dedicated to getting a good education in order to make it through the year. No one is there to tell us to go to bed, do our homework, or anything else. We too have a set of rules to abide by, but those rules set very few restrictions on us.

The responsibilities which are laid upon the shoulders of Cluster students are quite a burden. It is obvious by the number of people who have come and gone from the Cluster over the course of the year that the burden is quite a heavy one, and takes a great deal of inner

strength to deal with. Only three of us remain of the original eight students, and that is a good indication of what a great toll the many responsibilities of Cluster life take on the students. That means

Over the course of this year we at the Cluster have learned a lot about ourselves as well as about our fellow Cluster tenants. Getting to know one another has provided us with a lot



Student Council, 1983.

that sixty-three percent of the original eight have either been kicked out or have quit. I'm sure that the rate is not nearly so high in Akaitcho Hall.

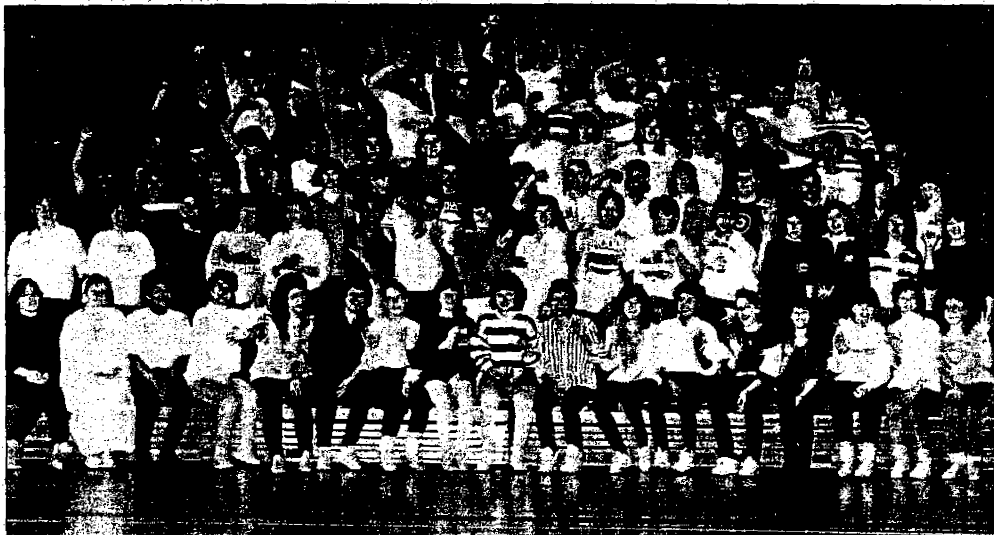
I'm not saying that life in Akaitcho Hall is easy either. Both places have their good points, and their bad points. As does everything in this world. Nothing is perfect.

However, despite all the problems and difficulties with life at the Cluster, I'm sure that none of us would give up the experience we have had for anything.

of funny situations, as well as being a good experience.

Each of us has, or had, his own peculiarities and idiosyncrasies. We all did things wrong at one point or another, and all had little traits or habits which provided others with a little good-humored laughter.

Yes, it has been a good experience getting to know these guys, and I have enjoyed this year, to date. They're all good guys and have been good roommates.



Class of 1989.



# Miss Paradis:

## The Greening of Akaitcho Hall – 1970-1994

by Les Cameron  
Teacher, St. John Franklin High School

She arrives for the interview in a small white car with a black top and a chrome ground effect. It is a convertible, a little bigger than a wheelbarrow but good for two months on a tank of gas. It would be a most excellent car for the Akaitcho King and Queen in the July 1, 2001 Parade. Trust Miss Paradis to have Akaitcho uppermost in her mind!

Marilyn arrived in August 1970 from Hobbema, Alberta. She had been involved, 110%, with the residential school on the Hobbema reserve. She lived on the reserve and was available '24/7'. Her doctor recommended a 'change', but he hadn't considered 'the challenge of the North' and Akaitcho Hall.

Miss Paradis, as she was known for her entire Akaitcho career (and still is today), noticed an ad in a southern newspaper and applied to the GNWT for a supervisor position at Akaitcho. Most Akaitcho supervisors were southern hires. She didn't know it at the time but she would be starting a career that would see her work with every Superintendent that Akaitcho had – Bert Boxer, Charles Bell, Marvin Maryku, Roy Menagh, Tom Thomson, Melody McLeod and Myra Mercredi.

Mr. Boxer was the first Hostel Superintendent. Mrs. Boxer was also involved in looking after the 'residents'. Supervisors worked three shifts each day: 6 a.m. to 9 a.m. for



Miss Paradis (second from left) and kids from the Hall 'lounge' in the girls' dorm while checking the channels.

the breakfast offering, then a couple of hours off and back from 11 a.m. to 1:30 p.m. for the lunch crowd. The final shift was either 4 p.m. to 8 p.m. or 8 p.m. to midnight depending on the rotation. They slept at Akaitcho. Miss Paradis stayed in the old Infirmary. They ate at Akaitcho. They paid Room and Board. They worked 12 months with a two week vacation. They earned \$8300 per year in the early Seventies. If they were on call overnight, they received an extra \$1.50 per day. There was no union.

When the students left for summer vacation, Akaitcho was rented out to various groups – the Armed Forces, Elder's Hostel, etc.

and that kept the supervisors busy during July and August. The dining hall saw many Dignitaries: Governor Generals Michener and Léger, Prime Minister Pierre Trudeau, Prince Charles and even the Queen, since Akaitcho had the best kitchen facilities in town and excellent cooks. The kitchen staff catered large Government functions such as conventions or even doing the dishes for the RCMP Ball. There was always a steady hum in the Hall.

Residents were responsible for all cleaning. They did the dishes, mopped the floors, cleaned the dorms, emptied ashtrays, washed the windows, dusted the offices and even did toilets. There was no

janitor, just a person to provide supplies and equipment.

Akaitcho was an 'institution' when Miss Paradis started. Students came in August and left in July. They were housed four to a room in bunk beds. There were 'duties' and stringent rules and punishments for breaking them. And there were times: 'study' time, 'meal' time, 'showers' time, 'free' time, 'town' time and there was 'confinement' time, sometimes up to 21 days. Many students remained at Akaitcho for the Christmas Break. They made their own 'celebrations' and did what they would do if they were at home. There were dances with an accordion providing the music, playing cards,



Class of 1990.

hand games, circle games and playing tricks on one another.

Playing tricks was a popular pastime at Akaiicho and even alumni would play a trick or two after they had left. One evening Miss Paradis was called to the Night Supervisor's station. She put her long hair up in a knot and donned her flowing housecoat and headed to the front office where she was greeted by a couple of middle aged men who looked quite uncomfortable. When she asked how she could help, one man asked if she was the Madame of the House. Miss Paradis didn't understand. The man continued by asking if this was the place where they could find two call girls. Then Miss Paradis understood. She explained that Akaiicho was a residence for students who attended Sir John Franklin High School. The men were totally embarrassed. When asked what made them think this was a 'bordello', the men said that a

chute, Miss Alexander in the steamer, the 'tunnel' to Sir John, the crawl space under the rec-room, the boy's dorm window that was easily accessed from outside, the rocks behind DIPW or the dorm raids - it was boys' supervisor Tony Chang often charging down the hall in the girls' dorm with 10 or more boys behind him splashing water in any dorm door that was open.

The Seventies were times of change and Akaiicho witnessed many. Miss Paradis played a large role in

Education benefitted from that vision. The Seventies, the best years according to Miss Paradis, were the beginning of the 'greening' of schooling and life at Akaiicho. Students were given trips home for the Christmas Break, encouraging and facilitating were replacing supervising, allowances were given to all students, cleaning became a paid duty, and 'confinement' was reduced to a few days.

Allowances were \$2.00 per week in the late Sixties. They increased to \$5.00 in the early Seventies and \$10.00 in the late Seventies. They were given out at 'allowance' time and were usually spent the same day on a movie or a pack of smokes. Students who signed up for cleaning on Wednesday nights got allowances in the early 1990s, cleaning changed - it became the responsibility of students who misbehaved. This practice became known as P.O.P. - plain old punishment. Having students clean meant that only one janitor was required. John Serafinch was the man. With the extra time on his hands he would repair the students footwear and students often found a surprise in their boot when it was returned.

All food at Akaiicho was 'non-country' and resulted in 'adjustment periods' for all Akaiicho students. It took about a month. There were names given to the unfamiliar dishes - one was called 'Abortion on Toast' (this was my favorite), another was 'Snotty Green Curried Chicken' (Miss

Paradis avoided this one). Students gained weight. Fifty pounds was not uncommon. Adjustment took time. With over two hundred students at Akaiicho, meals were served in two sittings except for breakfast.

Grade extensions in communities and restrictions on travel resulted in fewer students coming to Akaiicho and in the early Eighties a major renovation resulted in the dorms becoming two people to a room.

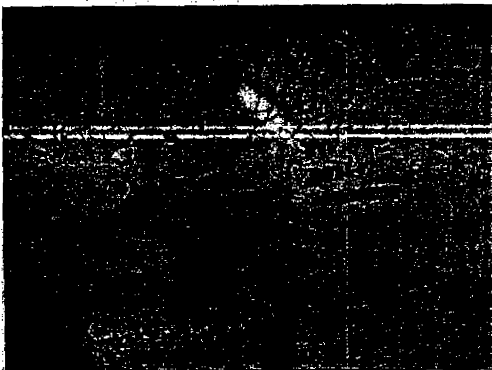


Ms. Paradis, from Echoes, 1981.

Each student had a desk, a captain's style bed with three drawers and a wardrobe. Many floors were carpeted. Supervisors had apartments in town. Night watchmen weren't needed as supervisors covered 24 hour duty in three shifts. The 'greening' of Akaiicho was well under way. It was also the beginning to the end. The 'residential school' was dying. Homeboarding was growing. The final few years of Akaiicho saw a diminishing population. The 'home away from home' was no longer necessary. In June of 1994, Akaiicho Hall was closed.

Miss Paradis moved on to Justice and is now volunteering at the Wednesday Bingos at the Elk's and working at the Kitikmeot Boarding Home where she still makes magic with former Kids From the Hall.

Playing tricks was a popular pastime at Akaiicho and even alumni would play a trick or two after they had left.



Graffiti behind or under Akaiicho furniture. (Photo Les Cameron)

couple of native chaps they'd met at the Gold Range had told them about it. No doubt that the 'chaps' were Akaiicho alumni.

Another trick that involved Miss Paradis occurred on a Camp Out at the Cameron River. Everyone was sitting around the fire quite late at night and several asked when Miss Paradis planned to go to bed. Eventually she gave in and, dressed in heavy PJs, curled up in her sleeping bag. Meanwhile, around the fire, a 'bottle' appeared. After a couple of hours of happy talk, one student was ready for bed. He was directed to a tent which he entered and crawled into a sleeping bag which contained one Miss Paradis. When he realized what had happened, he quickly disappeared. He couldn't look Miss Paradis in the eyes for the rest of the term.

Miss Paradis was sensitive to the plight of the Akaiicho student and began what would become a 'dedication'. She would learn to 'cast a blind eye' when necessary, in her dream to make Akaiicho 'a home away from home'. Ask her about things that went down the laundry

encouraging the evolution of Akaiicho Hall from an institution to a residence. Miss Alexander, Miss Nolan and Miss Hamilton shared her vision and complimented her efforts. Kids benefitted from that vision.



Girls of Akaiicho Hall, 1991.

# With a Song in Our Hearts...



## "HAIL TO SIR JOHN FRANKLIN"

Hail to Sir John Franklin  
School of the North  
Bears her colours forth!  
Come we from the tundra,  
From the Arctic shore  
Indian, White and Eskimo,  
Brothers ever more!

We have come for learning,  
Hoping to excel,  
We all try our hardest,  
To do our duty well.  
Never fail in trying,  
The future in us lies,  
Hail to Sir John Franklin,  
Whose Spirit never dies.

*From Echo 1970. Author and tune unknown.*



# The Akaiitcho Gazette

## A Yearbook Story

Every once in a while, as we rummage through those forgotten corners of our homes, we discover those great icons of our youth—the school yearbooks.

How many of us can resist stopping for a moment, or maybe an hour, to drift back into those halls, those gyms, those classrooms? Looking for pictures of friends, wondering what's ever become of them? Asking why we ever wrote such goofy things about each and ourselves? Marvelling at the good times, cringing at the bad?

That's the idea behind this Gazette—to fashion the 36 years of Akaiitcho Hall in a package that will help us remember, and serve to tell our families and others about the impact this place had on our lives.

Making the idea a reality was a big job: where are the old yearbooks, the pictures, the newsletters? Who to talk to, interview, how to design it? And who would help?

Mieke Cameron, Sir John Franklin school's remarkable principal, and many of her staff, embraced the idea instantly. It became a school project, offering credits to the students who helped. We started in February. We



*The Gazette Team: Standing left to right - Crystal Milligan, Les Cameron, April Lau, Tammy Johnson, Cody Peterson and Betty Wilcox. Seated from left to right - Al McDonald, Rae Braden, Cheryl Robinson, Bill Braden and Mieke Cameron.*

found treasure troves of memorabilia in many places. Photographer Gerry Reimann, now retired, gave us access to his entire negative collection from 1960 to 1983. The Prince of Wales Heritage Centre helped us research their files. The Department of Education opened up their records. Many alumni responded by emailing their favourite photos.

The Sir John Library, and former teacher Ed Jeske, offered their year

book collections. A box full of photos from the Akaiitcho Photo Club of 1960-62 was a gold mine.

We assigned design, interview, editing and research jobs to the students, and teachers pitched in. We found the early decades fairly well documented, with a rich assortment of pictures and stories. Sadly, the later years did not yield the same quantity or quality. Perhaps it's because, by then, everyone had cameras and took

a lot of snapshots but ironically, fewer people were really documenting what went on, in pictures or words, or made an effort to collect and organize them.

Most of the pictures we found are without dates, names and details of what was going on.

On the production side, we are grateful to Tammy Johnston and Janet Pacey for their computer skills, and to Artisan Press and Canartic Graphics as well. For photos, when information was available, we have tried to credit the source. We are indebted to Gerry Reimann, who shot many of the group pictures over the years, and to Tim Tschirhart who took some in the 1990s. Teacher Ed Jeske, supervisor Cora Stobee and architect Chong Park also contributed valuable picture material.

The choice of what to include, and what to leave out, was based on two themes: get as many faces into the Gazette as possible, and try to include stories and images that really portrayed the pace and lifestyle of Akaiitcho Hall. In these 32 pages, we hope we've made at least a few choices that you like.

Bill Braden  
Editor, Akaiitcho Gazette

**Student Volunteers...** Cheryl Robinson Jasmin Sumcad Crystal Milligan Cody Peterson Rae Braden April Lau Laila Adam Carmen Braden

**Sir John Staff Volunteers...** Mieke Cameron Les Cameron Al McDonald Betty Wilcox Janice Daly Arnold Krause Andre Corbail  
Nene Santos Harry Golding Janet Pacey (Design)



THE AKAITCHO BULLETIN  
"THE INSIDER"

October 6, 91

WANNA Earn some more money on a TUESDAY NIGHT. You know we have been thinking!!!!!! TAKE NOTICE THAT ANYONE WHO GETS SEVEN (7) "E" ON A TUESDAY WILL NOW EARN THEMSELVES AN EXTRA \$5.00 PER ROOM. WOULD YOU THINK ABOUT IT ANYWAY.....

YOU GUYS ARE DOING PRETTY GOOD WITH THE EXTRA DUTIES KEEP LOOKIN' AT THE LIST AND GET YOUR NAMES OFF THERE.

THIS IS A LONG WEEKEND COMIN' UP. YOU HAVE FRIDAY, SATURDAY, SUNDAY, AND MONDAY OFF SCHOOL. I WOULD LIKE TO KNOW AS SOON AS POSSIBLE WHO WILL BE GOING HOME FOR THE WEEKEND, OR WHO WILL BE STAYING WITH FRIENDS IN TOWN. LET ME KNOW BY TUESDAY - NO LATER - IT'S IMPORTANT.

STUDENT FOR THE WEEK HAS BEEN POSTED SAY WELL DONE TO RICHARD EPILON AND LAWRENCE CAMPBELL. VINCENT NINGARK has been the achiever for student of the MONTH FOR SEPTEMBER.

IT'S BEEN A GOOD WEEKEND THANKS FOR YOUR EFFORTS AND NOT DRINKING. FOR THE TWO WHO WAS DRINKING - WELL WHAT CAN I SAY - WILL YOU EVER CHANGE?

FROM THE SPORTS CORNER THE AKAITCHO MARAUDERS ARE DOING JUST FINE. THEY WON ALL THE GAMES WELL DONE MR. KLASSEN AND MEMBERS OF THE TEAM.

FRANK BOBT YOUR EFFORTS ARE APPRECIATED WITH THE GAMES IN THE REC ROOM THIS WEEKEND AND LAST. LISTEN FELLOW WE ARE PREPARED TO PAY SOME MONEY BUT IF THAT CASH IS TURNED INTO BOOZE IT WILL DRY UP. USE YOUR WINNINGS WISELY.

JUST A NOTE ON MONTHLY PHONE CALL. YOU ALL ARE ALLOWED 8 MINUTES A MONTH HOME TO YOUR FOLKS. WE WILL NOT LET YOU CALL TWO OR THREE TIMES AT TWO MINUTES EACH - NO WORK THAT WAY. IF POSSIBLE SEE YOUR ADVISOR AND CALL HOME. WE PREFER YOU CALL AFTER SIX IN THE EVENING.

WE HAVE LATE LUNCH IN THE DINING ROOM BECAUSE YOU HAVE ACCESS TO THE JUICE MACHINE AND WHATEVER ELSE. NOW HEAR THIS I DON'T WANT THE GRUB TAKEN FROM THE DINING ROOM. WE GO THERE TO EAT AND EAT IT THERE YOU MUST. KEEP THE DINING ROOM CLEAN AND TIDY AFTER YOU ARE DONE PLEASE.

SOME OF YOU DO NOT HAVE DESK LAMPS. I AM ATTEMPTING TO FIX THE LAMPS I'LL DO IT WHENEVER I GET THE CHANCE. THE NIGHT LAMPS FOR YOUR BEDS HAVE BEEN ORDER THEY SHOULD BE HERE BEFORE LONG. I HOPE????????

UPDATE ON THE SHOOTING RANGE. IT'S NO MORE THE "G" MEN CLOSED HER DOWN. SORRY FELLOWS.

WE NEED A JACK FISH FOR THE BIG TANK - WHO'S GOING TO CATCH ONE.

WE NEED YOUR SUGGESTIONS FOR THE DORM WE NEED A LITTLE LIFE AROUND HERE. SHOULD WE HAVE SOME STREET NAMES ON THE CORRIDOORS. HOW ABOUT A WISEMAN CLUB. WOULD YOU LIKE THAT. INSTEAD OF THE BOYS DORM LETS CALL THIS PLACE THE "WISEMEN CLUB". HOW ABOUT THE MAIN CORRIDOR BEING CALLED TEMPERANCE STREET. THE 40 BLOCK BEING CALLED NINGARK NOOK. THE 50 BLOCK BEING CALLED THE VITAL SECTION. HOW ABOUT NAMING YOUR ROOMS KEEP IT FUNNY AND CLEAR. (EG. ROOM 34 COULD BE CALLED THE COCK PIT). 57 COULD BE CALLED THE MAYORS OFFICE) AND SO ON YOU PICK 'EM.

"WANTED ALIVE" A SOBER FELLOW FOR THE STUDENT OF THE MONTH FOR OCTOBER SOMEONE HAS THE FLIPPERS. I GAVE THREE PAIR TO VINCENT AND ONE GONE MISSING. WHO GOT 'EM - BRING 'EM BACK "PORTHNET"

DON'T FORGET IF YOU HAVE A IDEA GIVE IT TO VINCENT, THAD OR JODY THEY ARE YOUR DORM FUND MEMBERS. (GAMES, FUN, IDEAS, WOMEN, oh, oh, oh.)

See Ya Mr. "F"

Vern Feltham (Bass Man)



Sir John secretary Nene Santos and two admirers from Echoes Yearbook, 1982. (Photo Mieke Cameron)



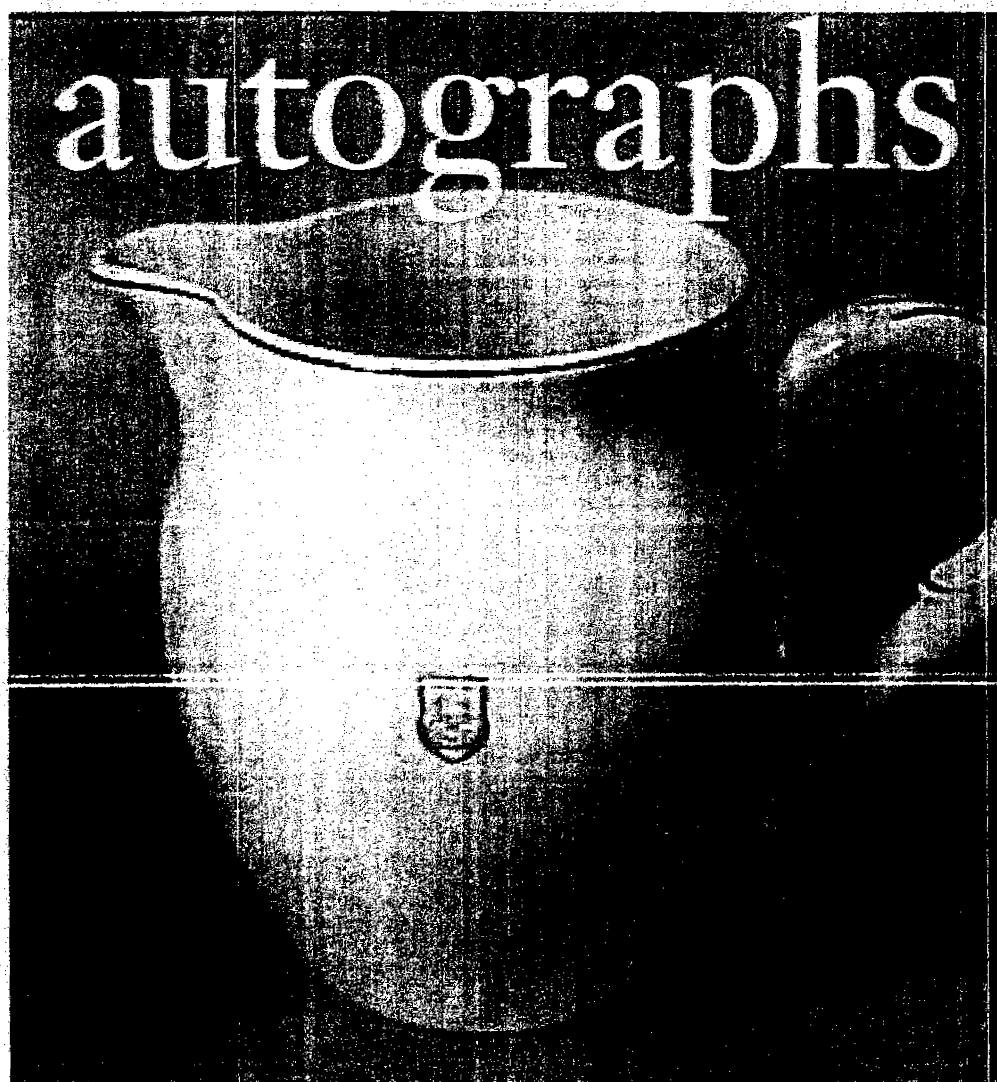
Another good day in the laundry room. (Echoes Yearbook, 1989)



Akaitcho boys skin out a caribou on a field trip.



Class of 1991.



# Kids From the Hall sponsors

Thanks to these generous sponsors! The Akaitcho "Kids From the Hall" event would not have been possible without the extraordinary contributions of cash and services of these individuals, businesses and organizations. We thank them for sharing our enthusiasm and commitment for the reunion.

- Government of the Northwest Territories, Department of Education, Culture and Employment, Hon. Jake Gotes, Minister
- Prince of Wales Northern Heritage Centre
- Yellowknife Public School District #1, Dr. Judith Knapp and Staff
- Sir John Franklin High School, Anne Mieke Cameron, Principal, Al McDonald, Vice Principal
- Peterson and Augie (Coke) - Roger Walker
- Canadian North Airlines - Kelly Kaylo

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