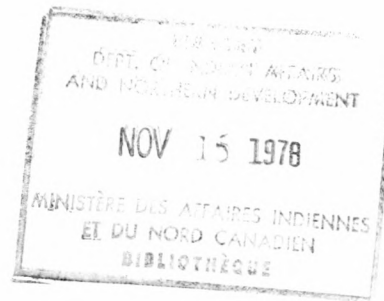




Teacher's Handbook

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Department of Indian Affairs and Northern Development



TEACHER'S HANDBOOK

Arctic District

Northern Administration Branch,
Department of Indian Affairs and Northern Development,

FOREWORD

This booklet is designed to help you, the teacher in the Arctic District, to gain an appreciation of the Northern Administration Branch of the Department of Indian Affairs and Northern Development. Due to limited space and our specialized interests, we shall only high-light the organizational structure of the Arctic District and the functions of the Branch since these will be your most pertinent points of reference.

In the Education discipline, both at the Branch and District levels, every clerk, administrator and educational specialist exists for one ultimate reason. This is to help you produce the best possible educational experience for residents of northern communities. Through the assistance and co-operation of the other divisions of the organization, we are able to provide adequate living accommodation, the best possible classrooms and school facilities, a good maintenance system, and many other features which allow our staff of professional and conscientious teachers to get on with their real job of teaching.

The demands on a teacher in the Canadian Arctic are unique. Therefore, we include in this publication and in the total orientation process, some of the background necessary for you to understand the needs of the people with whom you will be working over the next few years. Based on these needs, you will set logical goals. You will then provide educational

experiences through which your students can best attain these goals.

We hope the following pages will provide you with a better understanding and knowledge of the north and of the educational and administrative team which you have joined. We hope it will also serve to link us more closely together in our common effort to develop Canada's northland. It is only through the expansion of education privileges that we can prepare the indigenous people to take their rightful place in this development.

W.G. Devitt,
District Superintendent
of Education.

WELCOME

We are indeed happy to welcome you to the Arctic District of the Northern Administration Branch.

By accepting employment as a teacher in northern Canada you will be joining a unique team made up of various disciplines facing a real challenge of assisting in the development of Canada's north and its inhabitants, particularly its first citizens, the Indians and Eskimos.

Essentially the administration and development in the Canadian north is the task of coping with three basic problems of the world today - the political growth to self-government; the economic transformation of an underdeveloped area and the social adjustment of people unadapted to our modern way of life. It is in this latter problem that you the teacher will play the greatest part - to open doors, to enlighten, to show the way and to give guidance to a people eager to learn so that they may take their rightful place of responsibility in our complex society. There are also children of families from the south who are equally eager for knowledge and who will be your pupils in our integrated school system.

As someone said - "The art of teaching is the art of assisting discovery." This was never truer than in the north. The opportunity is yours to participate in a different form of discovery than that which led the early explorers to this vast country in search of territory and resources. There are resources

still unknown, but a significant role for the teachers in today's north is in the wealth of human resources and the task to help these fellow-citizens meet the future better prepared through education. The importance of the individual and his development, the participation of the school in the life of the community are roles requiring time, tolerance and tenacity of all teachers. This is no easy task for you will be busy as you have never been before, but also there should be some time for reflection and the discovery of many new values.

Good luck and every success in your work. Our office and the various disciplines stand ready to help and to assist you in every way possible.

A. Stevenson,
Administrator of the Arctic.

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CHAPTER 1

THE ESKIMO

By Gordon Devitt

Who are the Canadian Eskimos?

A group of people, who, centuries ago, crossed from Asia to Alaska and thence across the northern part of what is now Canada. They have short stocky figures, crisp black hair, brown eyes and a generally adaptable, pleasant nature.

What is Their History?

Briefly, it is the history of adaptation--adaptation of a people who have lived dangerously. Since coming into contact with the white man at times their numbers have been diminished by disease and starvation to a mere handful. Their history reveals a most interesting existence of men who are quick to adapt to new situations. When these people arrived in Canada thousands of years ago, their basic needs had to be satisfied in ways dictated by environment. They had to adapt to this strange land in order to provide food, shelter and other necessities.

How Did They Adapt?

Their first essentials were food and shelter. Those who arrived in the delta of the Mackenzie River used the thousands of driftwood logs to provide shelter, and buried their

departed under the same driftwood, since it was impossible to dig far under the permafrost. Farther along the coast where no wood was available, they used the skins of animals to build shelters; while in winter they constructed the well known snow house or Igloo and buried their dead under slabs of rock, since again it was impossible to dig even shallow graves. Still, others used sod or stone from which to construct shelters. Those who lived inland discovered great herds of caribou and were seldom without adequate food and clothing until the coming of the white man with his guns and airplanes. This led to needless slaughter, and often resulted in the caribou changing their migration routes and leaving people to starve. When life inland became precarious most of these people were forced to move to the ocean coast. They became littoral and lived off the sea harvest--the whale, walrus, seal, fish and polar bear.

Transportation

To get the food from the sea they had to travel on it, hence the skin kayaks were constructed, harpoons were made from the ivory of the walrus tusks. (In their travels, they found soft soapstone rock which provided a lamp to hold the seal-oil which was their source of heat, yet not enough heat to melt their snow igloos during the winter). Arctic cotton or moss provided a wick for this lamp. When they made forays inland, they constructed crude sleds, or "komatiks". At one stage these were made from frozen strips of whale or seal with frozen fish as crossbars. Later on in their history they were

able to get timbers from wrecked vessels. Runners were carved from these and mudded to make them slip more easily over the frozen ice and snow. Even before that, they simply dragged the bearskins over the snow to carry their belongings. Their dogs were hitched in what is known as the fan hitch, so that each dog could pick his way over the ice and snow.

Economy

The Eskimos are a gregarious people, but gradually over the years they have found it necessary to divide up into small family groups in order to better stabilize their economy. The land was vast and sea harvests were not always plentiful. By living in small groups, they covered more hunting area and thrived. For centuries, they shared their belongings during feast or famine.

When the fur traders came, white man's food was introduced and, of course, the rifle. They were encouraged to harter at the trading post, exchanging furs for these items. During the 1920's and 1930's, the price of white foxskin was so high that many white trappers invaded the land of the Eskimo. During this time some of the best Eskimo hunters were able to purchase their own schooners. Still more recently family allowance payments were made to the Eskimos. At first these had to be taken to the Hudson's Bay factor or free trader who gave them only certain staple foods in return for their family allowance. It is only very recently that these family allowance payments have

been made directly to the Eskimo in the form of cheques.

Over the last ten years there has been a rapid transition from a nomadic hunting and trapping economy to a wage earning one. Today, many Eskimos are employed by various agencies on a full time basis. Gradually, we are helping them to help themselves to provide better homes and, in general, higher standards of living.

Social Needs and Customs

What of their social needs? Here again the need for emotional stability, social security, the need for status among their own people and others all had to be satisfied in ways dictated by environment. In the early days, the community leader was usually the "Shaman", a sort of witch doctor who could drive away evil spirits. This leader (sometimes the Shaman) was responsible for the code of life under which they lived before Christianity came. For example, infanticide was sometimes practiced. If the economy was at a low ebb and the newborn baby was a girl, she would be left to die. The very old people who were a burden to the community would also be left to die. Eskimo parents rarely if ever struck their children, because they knew that some day they would be at their mercy. It was believed also the spirit of their dead friend entered the body of a child, consequently, in striking the child they were in a sense harming the spirit of their loved one.

Before the introduction of formal schooling, children were taught at an early age to hunt and to shoot, how to fish,

build igloos and to make clothing and all those things necessary for survival under severe Arctic conditions. They were taught to suffer patiently under adversity, and when catastrophe struck they shrugged it off with "iyoramuk" meaning "it can't be helped". Until the missionaries came, marriage laws were not very strict. If the man needed a woman to help him on the trail, one was usually found for him. It is reported in the early history that when women were in short supply, one woman was shared by two men and when there was a shortage of men, bigamy was accepted. However, at the present time, except on rare occasions, the influence of the missionary has changed all this.

Special Health Needs

Teachers should realize that the Eskimo people have not yet built up an immunity to contagious diseases to the same level as they have done. Because of this, diseases such as measles, diptheria, tuberculosis and whooping cough usually take a heavy toll if precautions are not taken to check their spread.

Progress in Education

For years the only schools were those started by the missions. In 1948, the Government employed their first teachers and started the first Government schools in the Northwest Territories. Since that time the Government has gradually taken over complete responsibility for education in the Northwest

Territories and has included the Eskimos in Northern Quebec. In the Arctic District there are still a great number of children without schools.

It is planned, however, to have educational facilities for all Eskimo children by approximately 1970. Though many of our children in the Arctic have attended school for only five to seven years, they are making remarkable progress. In bringing them through their transitional stage, a stage which takes them from close to the stone age to a complicated industrial economy, we must be sure these people do not lose their racial pride and cultural strengths. Our school curriculum demands that an emphasis must be placed on developing these in the Eskimo pupils. To assist in attaining this goal, the Eskimology Section is developing a new orthography which uses Roman characters in order that the Eskimo people may have a written language.

The economic growth of Canada has placed great importance on northern development. We, therefore, have an obligation to make sure that Eskimo pupils attending our schools today are prepared for the opportunities which tomorrow may offer.

CHAPTER 2

PRACTICAL INFORMATION FOR TEACHERS

It is very difficult to generalize about any ethnic group. It is probably true to say that the only meaningful generalization applying to the Eskimos is that they are all people. This may seem a trivial, self-evident statement, but it is one that must always be borne in mind. It is too often that one hears people discussing the Eskimos in a very general way as if they were a breed apart.

The Eskimos living in northern Canada are Canadian citizens living in a unique situation, and because of this situation they have been cut off from the mainstreams of civilization. By southern standards, we say that they are "culturally deprived". However, this same label can be placed on groups in other parts of Canada, and, indeed, on groups, including people of all races, all over the world. It is very important that the teacher try to inculcate into the Eskimo the feeling of being a Canadian. A necessary part of the teacher's work is to bridge the gap between north and south.

The communities in the Arctic District, with a total of about eight thousand inhabitants, are spread out over more than one-half million square miles. Thus, geography plays the largest role in causing this, so called, "social gap". When one speaks of a "community" in the Arctic District, the term has a very wide meaning. It may refer to a place such as

Grise Fiord, with a population of about eighty, where the teacher is the only Departmental representative; it may, on the other hand, refer to Frobisher Bay with a population of approximately two thousand, where there are many Departmental representatives.

Aims of Education

For Classroom use by teachers in the schools operated by the
Department of Northern Development.

A good deal of thought has gone into the preparation of the aims of education. The following statement has been adopted by this Department after having been approved by the Minister of Northern Development. It shall be the duty of the teachers to:

1. Teach thoroughly the tool subjects; such as language, reading, writing, and number work.
2. To help the student understand the world about him.
3. To ensure that the student masters the skills of learning, to the limit of his ability.
4. To help the student become familiar with history, the sciences and the arts.
5. To develop the ability to think clearly, independently, critically, constructively, and to reason and to communicate effectively.
6. To promote an understanding and appreciation of the student's cultural heritage.

7. To develop the student's capacity to appreciate music, art and literature of the past and present, and to encourage cultural expression.
8. To develop the individual's ability to secure from his leisure time, recreation of mind and body.
9. To teach the importance of good health, sanitation, adequate housing and proper diet.
10. To develop the occupation capacity of each student so that he may earn a living and be a contributing member of the Canadian economy.
11. To inculcate an appreciation of the dignity and worth of human labour and the satisfactions to be derived from good workmanship.
12. To help the student understand and value Canadian Citizenship.
13. To help the students to understand the problems and rights of others as individuals and as groups.
14. To develop in the student the self-discipline, initiative, and resourcefulness necessary to participate actively in the improvement of his social world.
15. To foster an understanding of modern industry and technology as it affects the student's own community and the Canadian economy.
16. To teach the use and conservation of natural resources.
17. To teach the proper use of his possessions.
18. To instil in the student respect for high standards of intellectual work and an appreciation for the efforts of others.

19. To help the student understand the place of his family in relation to the individual and society.
20. To teach ethical and moral principles.
21. To encourage an appreciation of spiritual values.

The Education Program and the Community Teacher

It is especially difficult to generalize about the northern communities in regard to education. Much will depend on the length of time the school has been organized. However, if it is remembered that this account is concerned with types of situations rather than one type, this may be of some value. In all areas of the Arctic District, Eskimo is the first language of the people. Children come to school at the age of six knowing, at the most only a few words of English. English, then, in the northern schools and communities is a second language.

For most teachers, the teaching of English as a second language is a new experience, and one which will require some preparation. This is probably the greatest difference one finds between the northern and southern teaching experiences. Fortunately, a great deal of literature has been published on this subject. Available in all of the schools are guides, texts, and workbooks to aid the teacher. The Orientation Course will deal with this subject.

Aside from the problem of teaching English, is the problem of communicating with these children who do not speak your language. This problem applies first and foremost to the

first-year children. Communication in English may still be limited, however, even after three or four years of schooling. The whole business of practical communication is part of the teaching program, for this is what one is attempting to attain. To help the teacher with the first-year children, most schools employ an older boy or girl as a "classroom assistant" who can act as an interpreter. Even if such a person is not actually on staff, the teacher can still use older children to help with the young ones. * In the case of the children in the higher levels, the teacher is able to determine the vocabulary and sentence patterns which the children are familiar with, and thus communicate, at least on a simple level, with little difficulty.

Teachers will also discover that the children have at least three sets of vocabulary, or perhaps three different levels of usage. One set, they are able to understand from another's conversation. This, in most cases, will be the largest. A second set, they are able to understand when reading. A third set, they are able to use in their own conversation or writing. The last set is usually the smallest.

A new teacher should realize that although a child may be reticent to speak, he can often understand much of what is said especially if he is spoken to slowly.

In many communities, the English language may not be generally used by the people. This poses an extra problem for the teacher in providing adequate motivation for the children to learn English.

* Refer to the section on classroom assistants.

One should be quick to add that the problem of attaining fluency is far from impossible. There are cases to show that after four or five years of schooling, certain pupils have been able to go from a northern school and fit in well with a class of children of approximately their own age in the south.

Because of language difficulties, the first few years of schooling may not exactly parallel a typical southern situation. For example, it is common for a pupil to be working at a higher level in Mathematics than he is in Reading. As is happening in many other places, being a member of a group working at a certain level has more significance than being in a certain grade.

Teachers in the Keewatin use the Manitoba program of studies as a guide, while Baffin Island uses the Ontario one, and the Quebec Protestant program is used as a guide in Arctic Quebec. In the last few years, the Curriculum Section of the Division has been developing new courses which are focused on the child in the north. The teachers are very pleased with this work; this is because these courses fit the needs of their pupils well and because they are being developed with the assistance of teachers, who are working in the field. The Social Studies course was completed in 1964, and revised in 1967 and work is being carried on in Science, English and Physical Education which has resulted in new courses.

Except in a very few cases, teachers can expect to have children of different ages and levels of achievement in their classes. Obviously, this age difference will broaden in smaller schools and decrease in larger ones. A group system, rather than a grade system, is recommended. One group might be working at an approximate Grade IV level in Arithmetic and a Grade II level in reading and language. One finds that as time goes on, this gap between the two will probably decrease.

At present, there are only a few schools which have children working beyond a grade VI level. Where such children are in a multigrade classroom, teachers may request correspondence courses for use with them. The policy of the Department, has, thus far, been to transfer such pupils who are capable of going beyond Grade VII to larger schools. In 1964, a composite school for the Eastern Arctic was opened at Churchill, Manitoba. This school offers both academic and vocational courses. Some promising students have been sent to schools in Ottawa and other southern areas where they live in private homes.

Added to the normal classroom work, to which all teachers are accustomed, are the extra tasks one is called upon to do. In small communities, a teacher must be prepared to do the work of an administrator, a nurse, a social worker, a mechanic and a radio operator. In large communities, the teacher's work is more restricted to educational matters. In some communities, teachers are responsible for the education and training of all residents, young and old. This presents a tremendous opportunity for capable,

ambitious teachers.

Another difference which exists between the large and small communities is the degree of acculturation. In the communities where there has been a large concentration of English speaking people, the Eskimos will usually have moved farther from their old way of life. Some of the men will have been employed as labourers, and others may have had training which would enable them to use and to repair machinery. While engaged in this work, they are naturally influenced by the people with whom they work.

The Eskimo Language and the Community Teacher

There is little agreement on the question of the value of a teacher learning the Eskimo language. Some are of the opinion that no teacher should begin to work until he is fluent in the Eskimo language; others say that a teacher should make no effort to learn the language for it will only serve as a needless crutch for the Eskimo child. Another, more moderate, view is that Principals and Administrators should have a working knowledge of the language, but there is no real necessity for the classroom teacher to know the language.

At the present time there are, at the most, two or three teachers in the Arctic District who might be said to have a working knowledge of the language. It is also a fact that many teachers have done excellent work without a knowledge of Eskimo. This does not belie the fact that the language would be very useful in their work.

Principals, who must discuss problems with parents, would certainly benefit from a knowledge of the language. However, this contact can be made through an interpreter. It is also probably true that teachers in smaller communities are more likely to learn the language.

Eskimo, compared to French, Spanish, or German, is an extremely difficult language for an English speaking person to master. The people who have gained the highest degree of fluency are the missionaries and the Hudson's Bay Company workers. These people have had to master the language in order to carry out their work. If someone does wish to learn the language, there are Eskimos in the communities who will help and there is usually a non-Eskimo prepared to lend a hand too. There are also textbooks, booklets and tapes which, subject to availability, may be borrowed by students of the Eskimo language.

Audio-visual Services

The District has an Audio-visual staff responsible for equipping the schools in the District with instructional materials.

The schools are quite well supplied with films and filmstrips. Each school has a permanent collection of filmstrips, but the 16 mm. films are circulated from school to school.

The following is a list of the audio-visual materials which each school should have:

1. One 35 mm. filmstrip projector with slide attachment.

2. One 16 mm. projector and screen.
3. Two individual filmstrip viewers.
4. One record player.
5. One tape recorder.
6. One radio.

Each school should be supplied with catalogues of 16 mm. films and 35 mm. strips. In the isolated settlements where mail service is poor, ordering special films is difficult, but the larger settlements can easily obtain films when they are available. Circulation of films to Arctic District Schools is as follows:

Isolated Schools

From Ottawa by summer shipping - approximately 40 films. R.C.A.F. air drop - approximately 10 films. Other parcels of film are sent by request, or as on occasion arises.

Schools With Winter Mail Facilities

There is a summer or fall shipment of films to Regional Offices. Schools can obtain replacement parcels of 10 films when 10 films are returned to Regional Offices. Since it is necessary for the District Audio-visual library to provide bulk shipments of films in order to make use of the available transportation facilities, only a limited number of films are kept in the library. Requests from schools for particular titles will be dealt with as adequately as the film stocks on the shelves will permit. Pink showing cards are included with each shipment of films and these are to be filled out and returned to the District

office for the records of the National Film Board of Canada.

Since Audio-visual equipment is essential for presentation of films, etc., the care of the equipment is more important. For this reason, the "Projectionist's Handbook" has been supplied to every school. Lens brushes, lens cleaning tissue, and lubricating oil have been supplies as well as extra lamps. Unserviceable equipment should be reported immediately by the Area Administrator to the Regional Office. The Regional office will arrange for repairs to be undertaken.

Funds, Supplies and Requisitions

Although the schools, for the most part, are well supplied with working materials, there is often a delay in obtaining new supplies. This can be accounted for by the problems of transportation. Most supplies must be carried on the annual ship which arrives each summer. Other orders will depend upon priority, landing conditions, availability of aircraft, and upon the size and weight of the order.

There are four main methods of purchasing materials for the school:

1. Annual Requisitions - Each year the supplies for the school are requisitioned on special forms provided by the Department. These requisitions should be completed before January and handed to the Area Administrator for transmission to the Regional Administrator. The supplies then must be purchased and shipped to the communities. The major portion of the supplies must be ordered approximately nine

months before they are needed or conversely, as the case may be, they will not arrive until nine months after they are needed.

2. Supplementary Requisitions - Each year, certain items are urgently needed and a requisition can be made. However, this would have to be sent by air, and the rates are many times more expensive than ship rates; also, funds may not be available for such a purchase. Thus, one should not rely on supplementary requisitions.
3. Local Purchases - Funds are available for purchases of small items at the local level from the store. These purchases, made through the Area Administrator, are limited by the narrow selection of items in the store and the funds available.
4. Co-Curricular Fund - This fund was provided to promote a program of co-curricular activities which may vary from school to school, but might include the following:
 - a) graduation exercises,
 - b) year books,
 - c) activities in the field of music, drama, art, etc., for which the expenditure involved exceeds or is not included in the regular school program,
 - d) recreational and social activities to the extent that the types of activity and expenditure involved exceeds or is not included in the regular school program and the funds provided therefore. For example,

the cost of standard sports equipment would not be a co-curricular item, but team sweaters would. Principals and teachers-in-charge should always endeavour to strike a reasonable balance in their co-curricular programs between activities designed to stimulate and broaden the mind, such as art, drama, music; and those activities primarily directed to the physical well-being of the child. If the Principal or teacher-in-charge wishes to undertake a project which borders on co-curricular, approval must be obtained from the Regional or District Office before undertaking the project. For further information on this fund, you should read the Instructions on Co-curricular Activities, dated January 17, 1967, which will be found in your school files.

CHAPTER 3

TOPICS WHICH OFTEN CAUSE CONFUSION

This next portion will attempt to clarify points which can be the source of much difficulty if not clearly understood at the outset. Many of these items have been dealt with previously in the booklet "Teach in Canada's Northland". The aim of this section is to restate these points.

Removal of Personal Belongings

Each year several teachers make the mistake of not shipping their baggage in time for the departure of ships, bound for northern settlements. This always results in hardships for the person who must do without these materials until arrangements can be made to have them transported. All goods should be shipped by July 1, addressed to the owner at the settlement where he is to work. If the teacher wishes his goods insured in the settlement he must arrange for this himself. Teachers should obtain a bona fide mover to pack, crate and ship personal belongings.

Immediately after your goods are shipped, you should advise the Administrator of the Arctic of the date and method you used to transport your effects and the exact way in which you have them addressed. You should also itemize the number of pieces, such as trunk, valise, carton, bedroll, etc. This will enable us to check your shipment should it not arrive on time.

Leave and Holidays

Recently, changes have been made in the employment conditions of northern teachers in order to give them working conditions more in line with those enjoyed by teachers in southern Canada. Our teachers' normal term of duty now will be 10 months rather than 12 months, but they will continue to receive the total salary previously paid for a full 12-month year. Although teachers will be on duty 10 months of the **year** only, they will receive their salary payments over a 12-month period, as before. The school year will commence on the third from the last teaching day of August and end on June 30th, of the following year. In settlements where there is a specific need for a teacher's services during the months of July or August, the District Superintendent of Schools may authorize him or her to remain on duty there after school closes. The teacher will be reimbursed for this additional duty in the form of "extra duty pay", which will be calculated as follows:

$$\frac{\text{Days of Extra Duty worked Each Month}}{21 \text{ days}} \times \text{Annual Salary} = \text{Extra Duty Pay}$$

All teachers, however, will be expected to take at least three weeks' summer holidays.

Although teachers no longer earn annual leave, they will continue to earn sick leave at the rate of 1 1/4 days per month based on a 12-month year (or 15 days). This leave may be carried over from year to year if not used.

Holiday transportation costs to and from the point of departure (Keewatin Region - Winnipeg; Baffin Region - Montreal, and Arctic Quebec Region - Montreal or Timmins) are paid in part

by the Department. The teacher pays the first \$85 of the costs if married, or the first \$50 if single. If a teacher chooses a route other than the one specified by the Department, the reimbursement will be equivalent only to the fare on the official route.

Often teachers on their way to or from their point of departure may have to wait in a settlement for several days. This may be because of poor weather or plane schedules. In this case, teachers can be assigned by the Administrator to temporary duty and thus not lose travel or vacation time.

Teachers are allowed three days travel time if required to get to and from their point of departure when travelling on annual leave. If the person is held up where there is no departmental office, and thus cannot be assigned to temporary duty, then time will be counted against travel time and all days in excess of three will be counted as vacation time and all days in excess of travel and vacation time will be counted as days of leave without pay.

There are occasions when, because of weather and early freeze-up, a teacher and his family are not able to reach their settlement. He must be prepared to teach in another settlement until the time he can reach his own settlement.

NOTE: For Educational Leave, see page 34.

Travel Status

Generally speaking, a teacher is on travel status whenever he is away from his headquarters on official Departmental business. There are four common occasions for this:

1. When a teacher travels from his point of recruitment to Ottawa for the Orientation Course and thence from Ottawa to his settlement.
2. When travelling on duty requested by the Department, e.g. coming to Ottawa for a consultation, travelling to the annual regional teachers' conference, attending a workshop.
3. When transferring from one school to another.
4. When travelling to any approved Education Course for which the Department selects you.

A teacher on travel status will be reimbursed for hotel and meal expenses up to the following amounts, unless otherwise specified:

Public Accommodation

	<u>For Salary Level Below \$8,000.00.</u>	<u>For Salary Level \$8,000 and above</u>
Meals	\$ 7.00 per day	\$ 8.00 per day
Lodging	\$10.00 per day	\$12.00 per day

Private Home

Meals	\$ 6.50 per day
Lodging	\$ 2.50 per day

Teachers must submit Travel Expense Forms, through the Area and Regional Office, to collect this money or to account for a Travel Advance within 10 days of the completion of the trip. In addition to payments for board and lodging, teachers may claim for taxi fares. However, any fares \$5.00 or over must be supported by receipts. No claims can be made for tips or gratuities. A detailed account of all travel should be kept by

date and times of arrivals and departures. To avoid confusion, teachers should submit all receipts for expenses they incur, if they are not sure what is allowable, along with an explanation.

Contracts

The teacher does not sign a detailed contract with the Department. However, he does sign two agreements. The first is an agreement to accept a position as a Principal or Community Teacher, subject to medical clearance and satisfactory evidence of teacher qualifications. Second, the teacher signs a Memorandum respecting removal expenses - Northern Canada which, in effect, means that the teacher has understood and agreed to the contents of that document. The main section of this second agreement concerns teacher removal and resignations and refers to Article 6, Section (a) of the Teaching Regulations, and is printed immediately hereunder. A teacher recruited during the school year to fill a vacancy will agree to serve from the time of appointment until the end of the school year, June 30.

Article 6 Part (A) Teaching Regulations

"In the event that any person employed under these Regulations wishes to resign, he is required to submit his Notice of Resignation not later than May 1 of the calendar year in which his resignation is to take effect, such resignation to become effective on June 30 of that year, unless prior approval is obtained from the Deputy Minister to have his term of service extended beyond June 30. The failure of an employee to submit his resignation in accordance with the regulations will relieve the Department of any responsibility for the payment of transportation and removal costs for him and his dependants".

Thus teachers resigning with an effective date prior to June 30 without justification **cannot** claim from the Department expenses incurred in travelling from the settlement nor for removal of personal belongings. If a teacher is taken on strength in August or during the academic year and resigns within a few months without justification, he can be requested to reimburse the Department for inward removal expenses. Teachers submitting their resignations after May 1 cannot claim outward removal expenses from the Department. The Department considers such an irregular resignation a breach of contract and a violation of professional ethics, and thus the province granting the licence is informed of the matter. It should also be noted that in the year the teacher resigns, employment after June 30 is permitted only at the discretion of the Department.

There are exceptions on resignations received on or before May 1 to take effect June 30 in that a few days may be granted to the teacher prior to the end of June to allow him time to travel south if he produces evidence of enrolment in a summer course at a University beginning at the first of July.

Health Services

There is an agreement between Indian and Northern Health Services and our Department that, in settlements where trained nurses are available they will attend to the health needs of Departmental employees. In an area where no nurses are available, there will be medical supplies and in the case of serious illness, the person is evacuated by plane to the nearest adequate medical facilities. In the latter case, evacuation expenses are borne by the Department.

Hospital Plans

Teachers in all regions are automatically covered by hospital plans after three months of residence. The Quebec plan covers the costs of standard ward care. However, the Territories plan covering the Keewatin and Baffin regions requires a payment of \$1.50 per day for standard ward care, to be paid only if you are hospitalized. Teachers at the Churchill Vocational Centre must join the Manitoba Hospital Insurance Plan which covers Standard Ward care.

Group-Surgical and Medical Insurance

Teachers are eligible for the Group-Surgical Medical Insurance Plan introduced by the Government for all employees. This is a comprehensive plan and covers the teacher and dependants for a small cost.

Workmen's Compensation

If an accident is sustained while on duty, a teacher is "entitled to receive compensation for the loss of earnings, medical care and other benefits -- the same benefits that employees of private industry receive through Workmen's Compensation in the various provinces". These benefits, if not fully understood, should be investigated while the teacher is in Ottawa. A helpful booklet on this matter is published by the Department of Labour titled "If you Have an Accident".

Long-Term Illness

The loss of salary through a long-term illness, sick leave having been exhausted, is not covered by any of the above plans. If teachers feel a need for an insurance to offset this loss, they must attend to it through their professional organization or a private insurance company.

Extracurricular Activities

The educational activities in which a teacher participates after school hours depend on one's energy and abilities. This participation is entirely up to the individual and while the Department encourages such work, it, in no way, insists upon it. In some communities, Scout and Guide troops have been organized; one community has a Navy League Corps; in others, there are young people's clubs. Some communities have partially organized sports programs in progress. Teachers can usually find other people in the community who will help with such projects. An inherent danger here is in overburdening oneself with other than school activities. It is necessary to know oneself and develop a balanced program.

The folder containing information on the particular settlement will tell teachers what work has been done before. New activities which the teacher plans to start in the community should be explained in a memorandum to the Regional Office, prior to embarking on the project. You should inform the Regional Office if you require any assistance.

Hunting and Fishing

Teachers are allowed to fish in all three regions. However, licences are required. There are certain resident restrictions on hunting in the N.W.T. After a year's residence, it is possible to obtain a licence for game birds. Licences for residents of Baffin and Keewatin Regions are obtained from the Territorial Government through the Area Administrator, or the R.C.M.P., while Arctic Quebec teachers must obtain them through Quebec Provincial authorities.

Housing

Houses are allocated by the Area Administrator. There is often a misconception that houses were built for a specific person or agency, i.e., a Principal's house or a Diesel Mechanic's house. This is not the case. All houses are Departmental houses and are allocated on the basis of need and suitability.

Obviously, the housing is not similar in all communities. The Department has bachelor, one, two and three-bedroom houses. Because of the number and variety of houses in a community, a bachelor might be placed in a three-bedroom house, also in another community a family might have to use a two-bedroom, instead of a three-bedroom house. These situations are avoided whenever possible, and rent concessions are made. A single teacher in a three-bedroom house will be charged rent equivalent to that charged for bachelor quarters.

Single teachers will often be asked to share quarters and in this case, each person bears one-half of the rent of the house

and the service charge.

Teachers should also understand that all housing costs are highly subsidized and that payments, in no way, pay for total services. The cost of oil during the winter would be about \$200.00 per month; water and electricity are also very expensive, however teachers are charged a maximum of \$20.83 per month (or 5 per cent of salary, whichever is less).

Teachers cannot be promised specific houses at the time of recruitment; this allocation cannot be made until the Administrator has been consulted. He must consider not just new teachers, but also new employees in other disciplines.

Immediately upon reaching the settlement and also after a sealoft, any shortages and maintenance needs should be noted and immediately sent to the Regional Office. (For a typical list of house furnishings, see Appendix III).

Public Relations

As a new member of a Government Department working in the north, you are one in only ten thousand Canadians who serve the north. We of the Department of Indian Affairs and Northern Development, Northern Administration Branch, are certainly a vital part of those who serve. You must never lose sight of the fact that other disciplines, within and outside of the Department, are equally concerned about the north and the people. The success of any program can only be achieved by a sympathetic and appreciative

understanding of the work of each discipline blending into the total picture of intelligent progress and co-operation.

Criticism can be used and met constructively or destructively. It can be the means by which men receiving it may climb, or it can be used to bolster the critic's vanity. Remarks in a critical vein repeated to casual acquaintances can do you and everyone involved more harm than you realize. Criticism of the constructive kind, however, accompanied by sensible suggestions for improvement, are usually welcomed by most, and always by the Arctic District Office. Sometimes, it calls for willingness to go more than half-way in friendly overtures. Your conduct and appearance also come in for their due share of attention by the Department's critics. You must become used to being in the public eye for, like all public servants, you are under the continual close scrutiny of people all too aware that their tax money is paying your salary. Then, and most important, do not forget the leadership and example you set to your pupils and their parents. Friendliness, co-operation, politeness, understanding and consideration are the things that count.

Correspondence Courses

Teachers studying correspondence courses should inform the university or institution of the mailing difficulties. This study is encouraged, though there are no special facilities for aiding teachers, and full responsibility for any arrangements concerning courses rests with the teacher.

Correspondence courses may also be required by the teachers for their school age dependants. This should be discussed with the District Superintendent and, if possible, the course should be taken north by the teacher.

Rations and Fresh Food

The Department arranges for rations to be sent to the community for each new teacher. In the second and following years, the teacher has a choice as to whether he takes a ration or whether he orders his own food. There is not sufficient time the first year for teachers to make private arrangements, and thus, there is no alternative to rations. Payment for these rations is deducted automatically from one's cheque, at the rate of \$35.00 per month for an adult ration and \$17.50 per month for a child's ration. You begin paying for these rations from the day you receive them and for twelve months, or until you receive a new ration the beginning of the next school year. If you come out at the end of June and are not returning until the end of August, you should return all unused rations to stores, otherwise, you will be charged for them while you are away from the settlement. (For a list of rations, see appendix II). A fresh food allowance is provided for you and each member of your family as follows:

<u>Point of Purchase</u>	
* Frobisher Bay and all settlements in Region	\$50.00
* Churchill and all settlements in Region	30.00
Fort Chimo	45.00
Great Whale River	40.00
Moosonee	35.00
Timmins	35.00

* Excluding single teachers at Frobisher Bay and those in Churchill.

Teachers only receive 10/12 of these amounts, 7/12 for September to March and 3/12 to June, since they are usually only in the north for 10 months. The mechanics for handling this allowance are looked after by the Area Administrator, through the Regional Office. You should, therefore, consult your Area Administrator when ordering fresh food. Air freight on fresh food is paid by the Department,

Pay

Because of the time taken to register new teachers on the pay list, the first cheque may not be forthcoming until the latter part of September. Teachers should prepare for this in regard to any outstanding bills or financial arrangements. Teachers are paid twice monthly, and attached to the month-end cheque is an account of deductions. Any errors or omissions should be reported to the

Area Administrator who will inform the Regional Office.

If you are posted to a settlement with no banking facilities, the Department will arrange to have your salary cheques deposited to your bank account in southern Canada, provided you inform the Department of your Bank, Branch, City and Account Number.

Educational Leave

In recent years, the Department has been granting Education Leave to teachers who have a minimum of three years with this administration and who are working towards a university degree or on post graduate courses. Educational Leave may be granted either without pay or with allowances equal to half pay. All applications for Educational Leave must include the degree, diploma or certificate you hope to obtain, the name of the University, length of the university course, cost of tuition, cost of removal of self to the university and for the family to the point of departure only. You should also include your educational background and some information on the course you plan to take. As educational leave with allowances is based on a quota system, the selection of the successful applicants is made by the Departmental Education Leave Committee. Education Leave without pay may be approved by the Deputy Minister on the recommendation of the Chief of the Education Division and the District Superintendent of Education. All applications must be received in the District Office prior to January 8. Further information may be obtained through the Regional Superintendent of Education.

CHAPTER 4

AREA ADMINISTRATION AND LINES OF COMMUNICATION

Administration in the Community

For the small communities, where the teacher is both teacher and administrator, there is no question of teamwork or co-ordination. In the larger communities where there are two or more representatives of the Department, the administrator is the co-ordinator of activities. The administrator can help the teacher by handling many non-educational matters involved in operating a school. This relieves the teacher of an annoying and frustrating burden. The magnitude of this burden becomes quite apparent to a teacher in a larger community who substitutes for an administrator while still performing his own work in school.

Administration of Schools

In southern communities, the schools are administered by an appointed or an elected school board. The board is responsible for the hiring of teachers, the building and maintenance of schools and the overseeing of the educational program as laid down by the Provincial Department of Education. The board may be financially independent, or may be responsible to a council for its funds. In this type of a system, the teachers and principals work under a superintendent who is responsible to the board. Thus, for all matters, there is a single chain of command and a single line

of communication and, administratively, this is a simple system.

The schools in northern Canada are the responsibility of the Federal Government, and the Government has placed the education of the Eskimos under the jurisdiction of the Department of Indian Affairs and Northern Development. This, in turn, has been delegated to the Northern Administration Branch, which established an Education Division to deal specifically with this work. The Chief of the Education Division is responsible to the Director of the Branch for the overall educational program.

That Division, nevertheless, is not an entity on its own. Education is just one of the responsibilities the Branch has in the north. Services must be set up to accommodate all the agencies. For an example, it would be unpractical to have separate engineers for each division rather than one engineering division to cope with the whole situation. The machinery set up to pay all District employees, naturally, pays the teachers. The people who are responsible for travel arrangements for all District employees also look after travel arrangements for teachers. This is sensible centralization, and any separate arrangement would be economically prohibitive.

If this intermeshing of services is to work effeciently, lines of communication must be respected and followed. Basically, all matters which are strictly educational will follow strictly an educational channel; whereas matters which are not will follow administrative channels.

This sort of a situation points up a need for teachers to have a knowledge of the structure of the Northern Administration Branch, so that one can make full use of all the services, and so that one's work can be viewed in terms of the overall development of the Eskimos and their land.

The following quotation is taken from a pamphlet written by the Director of the Northern Administration Branch. This indicates the attitude of the Branch and its services toward the problems of the teacher, and portrays the teacher as a part, and a most important part of the overall effort to improve the conditions of the Eskimo people.

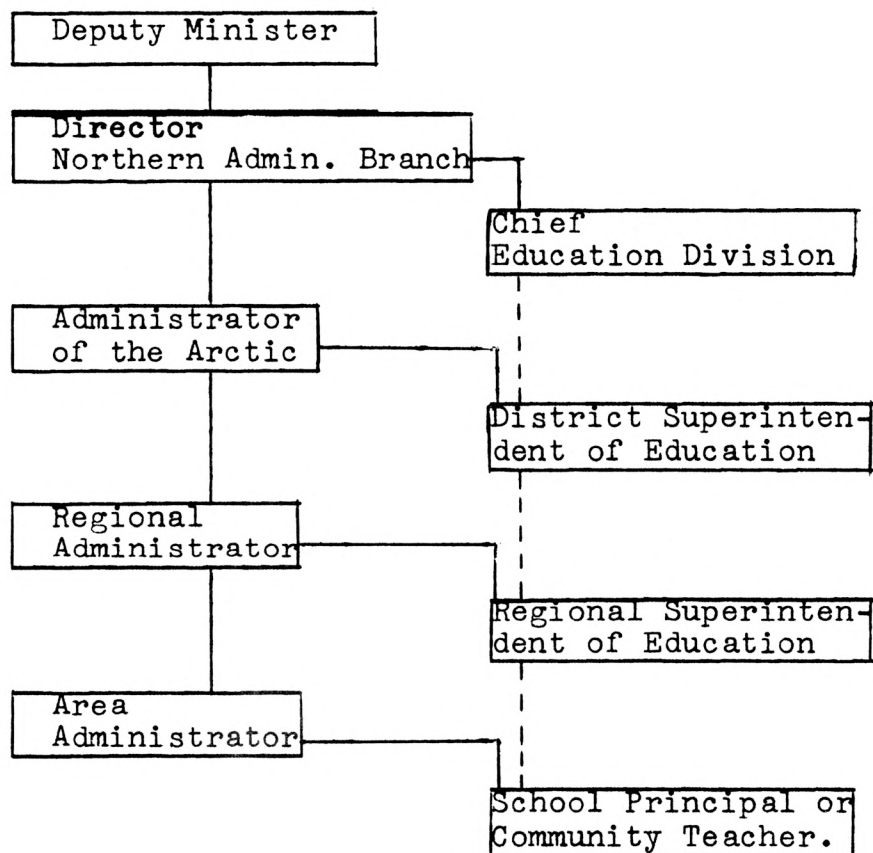
"If the pupil has aptitude and the incentive can be built, every other obstacle to progress must be removed; to this end, all the facilities of the Administration are brought into play. Is there a broken family? The Welfare Service will try to make the most satisfactory arrangements. Is the child worrying about a parent in hospital far away? Visits by Welfare Officers will be arranged. Do financial circumstances create pressures upon the pupil to get a job? There are a dozen ways to alleviate them and the combined resources of the Administration and other interests within the community must find the solution. The northern teacher is particularly close to the administration and to the community. This advantage must be played for all it is worth to help smooth the path of the pupil through school."

The following account gives a description of the Branch, followed by a more detailed description of the organization of the Arctic District.

You will notice that there are two channels of communications open to the teacher or principal.

The dotted line channel is available for professional matters only. All other matters must follow the solid line channel. Thus, all areas of the structure are kept informed so that our efforts can be co-ordinated for maximum efficiency.

CHANNELS OF COMMUNICATION



The Administration of Northern Canada

One of the largest Branches within this Department - and one of increasing importance - is the Northern Administration Branch, which is responsible for the administration and development of northern Canada. For administrative purposes, northern Canada means the Northwest Territories and the Yukon Territory. The Branch is responsible for Eskimo Affairs (except health), and this responsibility extends into northern Quebec. The Branch also deals with Indians in two ways: first, in so far as it is responsible for the general administration and economic development of the Territories and the Indians form part of the population; second, educational facilities within the Territories are administered in common for all ethnic groups. In other respects, Indian matters are administered by the Indian Affairs Branch.

The Department of Indian Affairs and Northern Development, and specifically, its Northern Administration Branch, is, of course, not the only government agency concerned with northern administration, welfare and development. Thus, such matters as policing, medical care, agriculture, fisheries, and so on are dealt with by the specialized departments which have concern for these subjects elsewhere in Canada. In these fields, the Department exercises a co-ordinating role.

Government in the North

Structure

The powers of the government of the Northwest Territories are roughly analogous to those of a provincial government except in respect of the natural resources which with the exception of game, lie entirely within the jurisdiction of the Federal Government. The Territory has as its Chief Executive, a Commissioner, appointed by the Governor General in Council and a partly elected legislative Council.

Commissioner of the Northwest Territories

The Northwest Territories Act, Chapter 331, of the Revised Statutes of Canada, 1952, as amended, provides for the appointment of a Commissioner, who holds office during pleasure and who is responsible for the Government of the Territories under instructions given him from time to time by the Governor General in Council or the Minister.

The Commissioner presides at sessions of Council and may give assent to Bills passed by Council, but he is not a member of Council.

Prior to January 1964, the position of Commissioner was held by senior officers of the Department in conjunction with their regular duties. In January 1964, to give added status and recognition to the Government of the Northwest Territories, the position of Commissioner was established as a separate entity on a full-time basis. The present incumbent is S.M. Hodgson. He is considered to be an officer of the Department of Indian Affairs

and Northern Development.

Council of the Northwest Territories

The Act also provides for a Council of twelve members, one of whom is the Deputy Commissioner, appointed by Governor General in Council and serves full time. The present incumbent, John H. Parker, is an officer of the Department of Indian Affairs and Northern Development. Of the twelve; --

- seven are elected to represent electoral districts in the Northwest Territories; and
- five are appointed by the Governor General in Council.

The term of office for elected members is three years. Appointed members hold office during pleasure, but in practice, their terms of office coincide with the life of each Council. The Council meets at least twice yearly. Under the N.W.T. Act, one session must be held each year at a place in the Territories designated by the Governor General in Council, and any other must be held at the Seat of Government, which by Order in Council P.C. 1967-124, dated January 24, 1967, is Yellowknife, N.W.T. Prior to that, the Seat of Government was Ottawa. In the past, sessions in the north have been held at such places as Fort Smith, Yellowknife, Inuvik, Frobisher Bay, Chesterfield Inlet, Resolute Bay, Fort Simpson and Cape Dorset. In 1966, the winter session was held in February in Ottawa, but the summer session was postponed to October 31, at Resolute, so that the new constituencies could be represented. The

last session to be held in Ottawa, and the last session of the fifth Council (since 1951) was held at Ottawa from March 6 to April 10, 1967.

Powers

The Northwest Territories Act empowers the Commissioner in Council to enact ordinances, in specified fields of jurisdiction, similar to those of a province, such as,

- (a) the raising of revenue through direct taxation;
- (b) intoxicants;
- (c) the preservation of game;
- (d) the establishment of Territorial offices;
- (e) education;
- (f) municipal institutions including school districts;
- (g) licencing of businesses, trades, etc.;
- (h) the incorporation of companies;
- (i) the solemnization of marriage;
- (j) property and civil rights;
- (k) the administration of justice; and
- (l) generally, all matters of a merely local or private nature in the Territories.

Control of all natural resources other than game, remains with the Federal Government.

Development of Government

Every effort is being made to help the Territories attain responsible government and regional autonomy.

Steps have been taken during the past three years to transfer much of the administration of the Mackenzie District from Ottawa to Fort Smith. As already noted the seat of government of the N.W.T. is now Yellowknife and, in September 1967, the Commissioner and his staff moved to Yellowknife.

At the June, 1965 session, Council passed a Public Service Ordinance to provide a framework within which a Territorial Public Service might be established. Federal legislation has been enacted to extend to the Territorial Service superannuation and other fringe benefits enjoyed by Federal Civil Servants.

A resolution passed at the second session of the Northwest Territories Council in 1964 asked the Minister of Northern Affairs and National Resources (now Indian Affairs and Northern Development) to establish a commission to examine and recommend plans for the future of the Northwest Territories. The Advisory Commission on the Development of Government in the Northwest Territories, known as the Carrothers Commission, was established in June 1965. It held hearings throughout the Territories and at Ottawa.

The report was submitted in September 1966. Yellowknife

has been named the Seat of Government of the Northwest Territories effective May 1st, 1967 and the Commissioner and staff are now in Yellowknife. The N.W.T. Consolidated Revenue Fund has been removed from the Federal Consolidated Revenue Fund in accordance with the N.W.T. Act as amended in June 1966, and established in the Canadian Imperial Bank of Commerce. Studies are continuing regarding transfer of functions and Branch staff to the Territorial Government.

Some recommendations of the Carrothers Committee are either still under study or action has been deferred until a more appropriate time.

NORTHERN ADMINISTRATION BRANCH FUNCTIONS

FINANCIAL AND MANAGEMENT ADVISORY DIVISION

The Financial and Management Advisory Division is one of the two service divisions within the Northern Administration Branch Headquarters. The other is the Engineering Division. The remaining divisions may be considered as "operation", that is, carrying out functions in a specified field of endeavour such as Welfare, Industrial, etc.

Each large branch within the Department has an administrative organization. The Deputy Minister's Office has a staff of specialists in the fields of finance, forms, control, registry, etc., whose function it is to screen and co-ordinate material from the branches and to provide advice to the Deputy Minister on administrative matters concerning the Department.

In the Northern Administration Branch, the Financial and Management Advisory Division concerns itself with financial and accounting matters, property management, procurement and supply,

administrative procedures and office services at Ottawa. Accounting matters include pay and benefit responsibilities for all personnel with the exception of prevailing rate employees. The Personnel Advisers office is responsible for staff matters outside the Pay and Benefits field. The degree of specialization goes from branch to regional level with many of these functions at regional level being performed by an office manager who would be responsible for finance, personnel and office services and possibly the stores operation. Generally, the Branch Headquarters staff in Ottawa is concerned with policy, plans and procedures of a general nature concerning both districts, and also with reviewing and co-ordinating some of the material from the districts, particularly when the material is referred to one of the central departmental offices such as the Materiel and Supply Division. As far as possible, the decisions and actions required to perform the day-to-day operations within each district have been decentralized to the District Office, and in some cases Regional Offices where they are dealt with without further reference to a higher authority.

By servicing the operating divisions and sections at Headquarters, District, Regional and Area levels, the administrative units relieve the operating personnel, that is, education specialists, school superintendents and teachers, of administrative tasks in order that the latter may more fully devote their time to duties for which they are hired. Some of the forms and procedures used by the Education staff have been prepared with the help of staff from the Administrative Division.

Travel and removal arrangements, pay and leave are also matters which directly affect teachers in the field. Many other functions performed by administrative units at all levels affect either directly or indirectly the educational program from supplying fuel oil for the school furnaces to carrying pupils to and from their homes.

WELFARE DIVISION

The Department of Indian Affairs and Northern Development administers programs of social welfare in the Northwest Territories on behalf of the Federal Government and the Government of the Northwest Territories. In view of the responsibility which the Department carries for Eskimo affairs in Canada, the welfare programs are extended to Eskimos in Arctic Quebec and Churchill, Manitoba.

The fundamental aim of the Department is to develop and make available, for the north, social welfare benefits and services which not only reflect the special needs of northern people, but at the same time are comparable in scope and quality to those available in southern Canada.

Within the organizational structure of the Northern Administration Branch responsibility for welfare planning and policy is centered in the Welfare Division.

The programs are operated by a field staff under the direction of two District Welfare Superintendents. Professional social workers are located at six Regional centres and in five other communities. In smaller centres programs may be carried out by teachers, administrators or other officers of the Department.

Northern Canadians receive aid in the same manner and in the same amounts as other residents of Canada under federal programs such as Family Allowances, Old Age Security, Old Age Assistance, Blind and Disabled Persons Allowances.

The Child Welfare program provides care for neglected children or children whose parents are temporarily unable to care for them, through boarding homes, foster homes and Children's Receiving Homes. Small institutions are located at Frobisher Bay, Fort Smith, Yellowknife and Churchill. Adoption services are also provided along with special services for unmarried mothers and the maintenance of unmarried mothers.

The Department operates a small house for the aged at Aklavik and purchases services in institutions at several locations in the Territories from the Anglican and Roman Catholic Churches. Care of the aged is also provided through boarding homes. Territorial Homes for the Aged are planned for Yellowknife and Fort Smith.

Medical Social Services are provided to alleviate the social problems of hospital patients and particularly Eskimos hospitalized in the south. Communication is established between the patient and relatives in the north and the patient and hospital staff. Pre-discharge planning is carried out, particularly for those having residual disabilities.

The Department is responsible for the repatriation of Eskimo patients from hospital to their homes in the north. Those awaiting transportation are maintained at government-operated transit centres at Frobisher Bay, Churchill, Fort Chimo, Yellowknife, Cambridge Bay and Inuvik, and on occasion in privately operated facilities in the provinces.

The Social Assistance program provides food, clothing and shelter for those who are in temporary financial distress. The amount of social assistance for which any person is eligible is the difference between what he can obtain from all sources, including wages, the sale of skins and crafts and the value of country food, and what is required to maintain himself and his dependents at a level which will safeguard health and permit normal growth and development.

Communities in northern Canada are at various stages in their social, political and economic development. The pace of social and economic change in most communities is so rapid that their citizens need special assistance in coming to grips with the problems of transition. Community Welfare Services constitutes a series of programs designed to assist communities and groups, rather than individuals, in meeting these complex problems.

Some of the problems to be dealt with through the Community Welfare programs are social, cultural and economic dislocations. These require full community participation and the co-operation of agencies concerned with health, education, vocational training and economic development.

A program for the construction of welfare housing has been proceeding for a number of years and more than 400 houses have been built for the accommodation of indigents. This program which is being superseded by the Rental Housing program has been a means of providing housing to many families who lived in tents and igloos and has been a factor in reducing the incidence of disease and death among the Eskimos.

The Community Development Fund, established in 1964-65 as a means of stimulating community initiative and reducing local unemployment, enabled a number of northern communities to undertake a variety of useful projects that were originated and carried out under local responsibility. Under this program \$82,500 was allocated to the Arctic District, and \$30,000 to the Mackenzie District. Communities undertook such physical improvement projects as the construction and operation of community bath houses; renovations to community halls; the construction of dog corrals, docks, community workshops, ice houses; the provision of fresh water supplies and the establishment of supervised recreation areas. Locally initiated economic development projects includes the making of narwhal and fish nets, the collection of biological specimens and the establishment of an experimental fox farm, a motor repair service and tourist facilities.

A comprehensive corrections program has been developed for the Northwest Territories which includes medium security prison at Yellowknife, and a minimum security camp which can be moved from one place to another. A juvenile detention unit is located at Fort Smith with accommodation for both sexes. The program makes extensive use of probation as well as after-care service for both adults and juveniles and incorporates the most advanced principles of corrections to achieve maximum rehabilitation of prisoners.

TERRITORIAL DIVISION

The Division acts for the Department on the negotiations of federal-territorial financial arrangements; provides advisory services on all aspects of Yukon and Northwest Territories affairs in respect to policy matters contained in proposed legislation or in relation to the administration of the Territorial Ordinances including those dealing with game management, hospital insurance, labour, Workmen's Compensation, municipal affairs, the Territorial Liquor System, land titles. The Division also administers the public housing program.

ENGINEERING DIVISION

The Engineering Division is responsible for:

- (1) the design of all buildings and works required by the Department in the north,
- (2) the developing of policy on all engineering matters,
- (3) providing specialist technical advice.

In carrying out these responsibilities considerable store is placed on employment of local labour both as labourers and tradesmen and this is taken into consideration in the early planning of its works. This, therefore, contributes towards the improvement of educational opportunities by providing at least a limited number of jobs for local people thus making available to them on-the-job training after they have completed vocational training or other courses.

INDUSTRIAL DIVISION

In general terms, the Industrial Division is responsible for stimulating economic growth in the north. It works in close co-operation with industry and other agencies in promoting the most efficient methods of transportation, expansion of communication facilities, and the development of broad policies which will serve as a stimulus to industry. The Division is heavily committed to encouraging and assisting in the development of industry in the north. One of its major functions is to co-ordinate the development of material resources with the human resources of northern Canada. The Industrial Division operates through five sections, each responsible for an area of activity as follows:

Industrial Development Section

This section works to promote and assist in the development of industry in the north. The requirement of employment for residents is considered, and efforts are made to assess and exploit all possibilities for the establishment of viable industries. Industrial possibilities are located and tested by the Department and private individuals or groups are encouraged and assisted in so far as possible to take over or develop promising situations. Encouragement, guidance and assistance is provided to residents who are willing and able to take advantage of business opportunities throughout the north.

Resources and Arts and Crafts Development Section

This section organizes and supervises area economic development programs designed to improve harvesting and distribution of local food resources to ensure that the renewable resources of the north are used efficiently and to develop and increase the production of fine arts and crafts so that the greatest benefit may accrue to the residents from their natural skills and artistic abilities.

Resource Harvesting

- (i) To maximize the economic return to northern people through the development and exploitation of renewable resources.
- (ii) To increase the efficiency of resource harvesting by northern people through the introduction of new equipment and technical knowledge.
- (iii) To assist locally owned resource harvesting enterprise through the in-put of marketing and managerial assistance.
- (iv) Where viable resource harvesting potentiality exists but private investors cannot be found to develop these industries, to undertake them as Government owned operations. These are turned over to private ownership as quickly as possible.

Arts and Crafts

- (i) To maximize the economic return to northern people through the development of arts and crafts.
- (ii) To provide technical assistance at production centres which will take full advantage of local knowledge, skill and design concepts and translate these into art and craft forms that have artistic merit and economic significance.
- (iii) To operate production centres in the north during their development stage. Once these industries have proved their viability, to turn them over to local ownership.

- (iv) To provide technical and managerial assistance to locally owned enterprise.

Area Economic Survey Section

This section carries out surveys of industrial potential and resources harvesting for domestic use and export. These surveys have the three-fold purpose of consolidating information relevant to processes of economic and social development, including the gathering of primary data where important gaps are apparent in existing information, secondly of suggesting short and long-term progress of developing local resources and alleviating the most pressing economic problems, and thirdly of laying the foundations for planning for economic growth on a regional basis. Work will continue on this third aspect of the section's responsibility after completion of the present program of basic surveys.

Co-operative Development Section

This section is responsible for implementing a program of co-operative development for the Northwest Territories. In many instances projects originated by the Industrial Development Section are developed into co-operative enterprises, thus assisting northern people to become self-sufficient and to play a much stronger part in their economic and social development.

This section is also responsible for the development of credit unions in the Northwest Territories. Credit unions have been proved valuable as a group means of encouraging thrift and training people in accumulating and handling savings. They are thus another factor in the process of teaching,

encouraging and assisting the people of the north to become economically responsible and independent members of the modern society.

Industrial Promotion Section

This section is responsible for promoting and publicizing northern products such as arts and crafts and specialty foods. The section does market research, sales promotion, and public relations work in connection with northern native art and handicraft work. It prepares and arranges for publication of booklets and catalogues describing northern artists and craftsmen and the work they are doing. It is responsible for design and printing of labels and pamphlets in connection with the Arctic specialty foods and of tags and labels for arts and crafts.

All of the above sections engender developments which require the services of local residents, and, of course, the local residents can only contribute to the degree that they are capable of carrying out the normal responsibilities of the business and industry. While they remain relatively uneducated, their contribution is correspondingly low. It is **not** possible for a person to become the secretary or treasurer of a co-operative unless he can read, write and calculate the financial and material requirements of his organization. The Industrial Division also makes known the types of technical training we feel are required in order to produce a labour supply for the many projects established throughout the Territories.

As time goes on, and more increasingly complex industrial development takes place in the Territories, so will the educational and training standards of our education system have to grow. A friendly rivalry exists between the Education and Industrial Divisions in attempting to advance the industrialization of the north at a rapid speed by providing training assistance.

EDUCATION DIVISION

The Education Division is responsible for the development and administration of the school system, and for education generally in the Northwest Territories and in the Eskimo settlements of Arctic Quebec. The operation of the northern school system, which has over 450 teachers in 66 schools spread over 1,300,000 square miles, requires many supportive services. Under the leadership of the Division Chief, planning, development and consultative services are provided to both the Arctic and Mackenzie Districts. The Division comprises six sections, namely Adult Education, Curriculum, Eskimo Linguistics, School Administration, School Services and Vocational Education.

Adult Education Section

The task of the Adult Education Section is to administer and co-ordinate adult education programs based on the needs of northern people and related to the acculturation processes taking place in the north. Many Eskimo adults lack the normal educational

background which makes it possible for other people to relate change to their situations. By developing suitable courses in homemaking, academic upgrading, housing education and other areas, and by preparing and distributing instructional materials, manuals and workbooks, the Adult Education Section is aiding in the solution of this complex and difficult problem.

Curriculum Section

The Education Division recognizes the necessity of developing a special curriculum for the schools of the north. However, recognition is also given to the fact that for some time hence it will be advantageous to have the northern curriculum so designed ~~that~~ it will articulate easily with the curricula of the southern provinces. Thus, a northern student who wishes to continue his education beyond the level currently offered in the Territories will be able to transfer to a provincial school system with a minimum of difficulty.

Each of the three regions of the Arctic District has a curriculum based on the curriculum of a province to the south. The Keewatin Region uses an adaptation of the curriculum of the Province of Manitoba, the Arctic Quebec Region has adapted the curriculum of the Province of Quebec, and the Baffin Region has adapted the curriculum of the Province of Ontario. In effect, these curricula are subject to adaptation at the operational level:

- a) to provide for intentional references, where possible, to local culture and environment.
- b) to provide for compensating experiences required to enable northern pupils to cope with the basic academic courses.

- c) to provide, where possible, for development of native language and culture as part of, or apart from, the basic courses.

The Curriculum Section is well on its way to developing complete courses of study for Grades I to VI, the context of which will be derived from the needs of northern children. The Section has to date produced more than 80 publications, many of them directly applicable to classroom use.

Eskimo Linguistics Section

For the Eskimo to maintain his cultural identity, it is necessary to make specific provision for the support of the Eskimo language and culture. A key factor in this is the introduction of the new Eskimo Orthography to the Eskimo people and the development of its use in their daily life. Leadership in developing and implementing the Orthography is provided by the Eskimo Linguistics Section. The preparation and publication of literacy materials in the new Orthography is essential to the success of the language and culture program. The long range plans of this section include the training of successive groups of Eskimos in reading and writing the new Orthography and in teaching this material to adults and children.

School Administration Section

The School Administration Section is responsible for the general administrative functions necessary to the operation of the Division. It is also responsible for the co-ordination of teacher recruitment and administration of pupil residences operated by the churches on a contract basis. Policy regarding transfers of teaching staff and other related problems, and financing of

school programs is developed in the Section, and directives are sent to the Districts as guides for implementation.

School Services Section

The School Services Section is responsible for the collection of educational statistics which are used in providing information for senior officers of this Department, other government departments and agencies, as well as to the general public. From the statistics provided, the Section conducts long range studies relating to the planning and construction of additional educational facilities. It gives advice on the type of design and outlines the functional requirements of both schools and pupil residences. The Section formulates policy in connection with pupil transportation, financing of school districts, scholarships, teachers' salaries and certification, teaching staff regulations, financial assistance for post-secondary education and other related matters. Applications from Northwest Territories students for assistance under the Canada Student Loans Plans are processed by the Section.

Vocational Education Section

This Section is responsible for developing in-school programs relating to Home Economics, Industrial Arts, Commercial and other Vocational and Occupational subjects. The out-of-school program includes post-school training at the high school graduation level and below, special training courses, on-the-job training, small business management training (including co-operatives) and

occupational certification in a wide variety of trades and occupations. The Section plans, develops and administers programs for the training of Northwest Territories residents through projects undertaken in the Northwest Territories, and in southern Canada. The apprentice training program has been instituted with the object of training tradesmen to the same standard as that prevailing in the provinces.

ARCTIC DISTRICT OFFICE

Administration

Because of the severe travel and communications problems involved, the Arctic District Headquarters and the Arctic Quebec Regional Headquarters are in Ottawa. The Keewatin Regional Headquarters is at Churchill, Manitoba, and the Baffin Regional Headquarters is at Frobisher Bay. The locations of the headquarters sites were selected so as to maximize the usefulness of established transportation lines. Thus, the supervision and co-ordination functions of the District and Regional Administrators can be carried out with maximum efficiency.

An Area Administrator is located in as many of the settlements as the available manpower and financial resources will permit.

In those settlements where an Area Administrator is not stationed, the Community Teacher or Principal is usually asked to accept the administrative responsibility, in addition to their professional assignment.

The Administrator of the Arctic is assisted by the Heads of specialized sections which correspond to the divisions within the Branch Headquarters, and is responsible for the general administration of those areas of the Northwest Territories known as the Districts of Keewatin and Franklin (except Victoria Island and Banks Island). The Administrator of the Arctic is also entrusted with the administration of Eskimo affairs in Arctic Quebec.

EDUCATION SECTION

The Arctic District Education Section, headed by the District Superintendent of Education is in Ottawa. The office was not established in the field because of a lack of transportation and communication facilities. There are regional education offices at Churchill and Frobisher for the Keewatin and Baffin regions while the Arctic Quebec Office is in Ottawa included with the District Office. These offices are headed by the Regional Superintendents who are responsible to the District Superintendent.

Assisting the District Superintendent is a staff of thirteen members whose tasks are grouped under five main headings:-

Administration,	Vocational Education,
Adult Education,	Audio-Visual Aids,
and Library Services.	

Administration

The Administration Unit is responsible for providing administrative services for the Education Section both in Ottawa and the Regions, such as Financial and Administrative control of six sub-activities, co-ordination of teacher recruitment, revision of individual teachers' salaries, travel and removal of teachers, supervisory liaison with all pupil residences, compilation of financial estimates for both federal and territorial, and many other administrative tasks which are necessary if the Section is to accomplish its educational work.

Under administration, to supervise the co-ordination of persons or agencies involved in the provision of services for schools and teachers to ensure they are in accordance with the established policies which act as controls, keep within the budget for various projects and activities. The main responsibilities of the Section include teacher recruitment and placement, special services, screening of Higher Educational Assistance applications and Canada Student Loan applications, requisitioning and ordering of equipment and supplies, building and equipping new facilities, travel and transportation and unforeseen contingencies.

An important segment of the administrative services is the compilation of statistics which are projected to govern short and long term planning, population growth, pre-school and school-age children, school attendance and costs of operation. These statistics are used to support additional teaching and other staff requirements,

future planning and compilation of both Federal and Territorial financial estimates for each fiscal year.

Vocational Education

Vocational Education in the Arctic District can be considered to have three distinct functions:

They are: -

1. The in-school program in the north.
2. Special Courses in Southern Canada.
3. The Apprenticeship Program.

The in-school program is the regular Home Economics and Industrial Arts courses carried out in all of the larger schools. This also includes the training carried out in the Vocational school at Churchill.

Over the past few years, many Eskimos have received training in southern Canada to fit them for a specific job in the north. Due to the low academic level of many Eskimos, special courses have been designed by the Vocational Education Section to permit these people to be trained in trades and occupations. An increasing number of Eskimos each year are enrolling in regular southern trade and technical schools. These graduates will be qualified to accept employment anywhere in Canada.

Present regulations permit any Eskimo to receive training in any trade or occupation. While on training, they receive an allowance for room and board, clothing and other personal needs. Provision is also made for dependents to receive a living allowance while the head of the household is attending a training course.

The Vocational Education Section is responsible for the administration of the Apprenticeship Program in the District. Apprentices are employed by private companies and by government agencies. The vocational staff arrange for trade upgrading and examinations for apprentices.

Selection and Placement Officers are on staff at Churchill and Frobisher Bay to interview and to select vocational trainees. Counsellors are on staff in Ottawa and Winnipeg to supervise and assist trainees attending training courses and schools.

Adult Education Section

The Adult Education Unit provides education services for Eskimo and other territorial residents who are beyond the school leaving age and who are not involved in regular school programs or special vocational training courses. Through special courses and projects, the program is assisting adults to gain a better understanding of their rapidly changing environment and the resultant changes in their patterns of family, occupational and community life. Special emphasis is given to increasing the understanding of the role of education as it affects the children of the present adult population.

Although there are adult education specialists in each region, a great deal of adult education instruction is given by Community Teachers and qualified residents of the settlements. Community Teachers are NOT required to teach in adult education situations. However, many teachers find involvement in adult education is a satisfying experience which offers an excellent

opportunity to develop helpful relationships with parents of school-age children and other community adults. If a Community Teacher is an instructor in an approved adult education course or project, the teacher is paid at a rate of \$5.00 for each teaching hour.

Adult Education courses can vary greatly in content - from motor maintenance to academic upgrading. At all times, course content is planned to meet the adult education needs of the individual settlement.

Classroom Assistants

During the past few years, many of the teachers have found it very helpful to use Eskimos as classroom assistants. The Department encourages this practice by making provisions for a monthly allowance for such assistants.

Teachers have been choosing the more advanced students who otherwise would become dropouts. There is thus a two-fold gain in assistance for the teacher and continued education for the student.

Some of the duties are as follows: -

1. Interpret in the case of children who are just beginning school and unable to understand English.
2. To clarify instructions to Eskimo students where there is some doubt as to whether they would be understood.
3. Supervise play activities and games.

4. Check workbooks which are within her scope.
5. Carry out vocabulary and arithmetic drills.
6. Operate the projectors.
7. Supervise noon lunch program.

Audio-Visual Services

This Section of the District Education Office: (1) develops a library of films, tapes, records, and other audio-visual aids, to be drawn upon by the teachers and others employed by the Department. (2) keeps a seasonal flow of films to and from schools located in the three Arctic Regions, through a system of circulating blocks. (3) equips every school with the necessary audio-visual equipment such as projectors, screens, record players, tape recorders, teaching machines and duplicators. (4) supervises the overhaul and repair of audio-visual equipment, to clean and repair film. (5) keeps inventories catalogue films, discard obsolete films, order new films, keeping abreast of the times.

The daily outflow and inflow of materials and supplies involves meeting transportation problems, wrapping, unwrapping, storage, weighing, billing and keeping of records.

This office has a task which will grow as the number of schools increases. The care of equipment will no doubt increase as it becomes older. Generally, the services will expand and become more important.

Library Services

A reference library containing professional material of interest to teachers is being built up in the District Office in

Ottawa. These books will be sent on loan to teachers who request them. The request can be either for a specific book or for material in a certain subject field. This library will be extended in accordance with the expressed needs and desires of the teachers.

The librarian gives several kinds of help in the development and operation of school libraries. Work is going on constantly in connection with the preparation of an extensive list of recommended books. These lists are sent to all schools and serve as a guide in selecting books for the library. Advice is also provided on the matter of suitable periodicals for schools and all orders for both books and periodicals are processed by the librarian.

Consultative services are also available, sometimes by correspondence and sometimes by visits to schools to aid in the organization of the library and discuss its effective operation.

Another service that has proved particularly valuable has been the provision of summer courses on school library services for groups of teachers.

In-Service Training

Once a year, about midway in the academic year, a break for in-service training may be held. These are usually held on a regional basis. They take on the form of workshops where there is a free exchange of ideas by the teachers, under the supervision of the District or Regional Superintendent of Education with resource personnel.

There is no doubt regarding the inestimable value of the orientation and in-service training periods.

WELFARE SECTION

Arctic District Welfare functions are directed by the District Superintendent of Welfare assisted by a small number of support staff.

The Welfare establishment for Baffin and Keewatin Regions consists of a Regional Superintendent of Welfare, and two Social Workers, plus supporting staff. Welfare institutions for children, transient patients are located at Churchill and Frobisher Bay. Staff for institutions are hired locally. In both Regions, administrators or local Welfare representatives are called upon to assist with the various Welfare functions.

In Arctic Quebec, welfare functions with one exception, Fort Chimo, continue to be carried on by administrators and teachers, with supervision provided by the Regional Superintendent of Welfare from Arctic Quebec Regional Office.

Responsibility for the provision of medical social services to Eskimos undergoing treatment in institutions in the south has been decentralized to the Regional Offices. Until recently, this function was carried by the Welfare Section in the Arctic District Office. The new system is more effective and meaningful for all concerned.

PROPERTY, BUILDING AND EQUIPMENT SECTION

This section is responsible for:

1. Provision of office equipment and supplies.

2. Implementing Departmental and Branch policies and procedures in respect to retention and disposal of supplies.
3. Purchasing all rations, supplies and equipment required in the District, with the exception of those provided by the C.G.S.S. and centrally purchased items.
4. Correspondence relating to expediting of stores, the loss of freight in transit, etc.
5. Liaison with other Departments and shipping companies in connection with shipping operations.
6. Estimating tonnage figures on freight to be shipped in the year ahead.'

PERSONNEL SECTION

This section is responsible for:

1. Arrangements required when persons are taken on or off strength, such as: -
 - (a) documentation
 - (b) travel or removal
 - (c) living accommodation
 - (d) rations (where applicable)
2. Records on:
 - (a) attendance
 - (b) leave
 - (c) statistics, birth, marriage, dependents, etc.
 - (d) affiliations with Group-Surgical Medical Plan, etc.

3. Stenographic and typing services for the District Offices in Ottawa.
4. Correspondence related to complaints through the Administrator respecting such items as wages, salary deductions.

CENTRAL REGISTRY

This Section is responsible for:

1. Opening, routing and the eventual filing of all mail received by the District Office and keeping a record of every piece of mail that is handled.
2. Telegrams received and sent.
3. Mailing of all items of mail, material, supplies or equipment which is sent out from the District Office to schools, regional or area offices and others.

Note: All shipping and parcelling is handled through the Departmental Mail Section.

INDUSTRIAL SECTION

The Industrial Section is responsible for the improvement of economic conditions in the Arctic District. The emphasis is on the development of the human and renewable resources. Resource surveys are carried out by Branch officers and are intended to assess the renewable resources as to their ability to sustain the local population; to determine the degree of exploitation of these resources and the efficiency of their use; investigate and explain

the social and economic factors affecting resource utilization; and lastly, to recommend ways and means whereby the standard of living of the local people may be improved. The recommendations are implemented, first on a pilot scale and, for one, two or even three years, may be considered experimental or exploratory. Once their feasibility is established they become part of another program leading to the formation of co-operatives. In this context, economic development may be divided into these categories: resource harvesting, secondary industry, arts and crafts production, co-operative development and tourism.

Resource harvesting activities range from the production of fresh fillets to logging and the mining of soapstone.

Secondary industries include the operation of a laundry and dry cleaning plant, the building of canoes and small boats and the production of gourmet items at an Arctic cannery.

The production of arts and crafts is one that makes the greatest immediate return for the ~~last~~ investment in manpower and equipment and the value of production in the Arctic District during 1967 was close to half a million dollars. Items produced include soapstone carvings, ceramics, artifacts, prints and northern clothing for wear in the Arctic as well as on the ski slopes of southern Canada and the United States.

There are thirteen co-operatives in the Arctic District. These enterprises provide a variety of services to their memberships including retail store services, arts and crafts production and marketing, clothing manufacturing as well

as the production of fish and other country foods for domestic consumption and export.

In the field of tourism this Section promotes interest among potential investors in establishing tourist industry facilities in the Arctic and operates departmentally owned tourist camps at Baker Lake, Rankin Inlet and Whale Cove. . During the summer of 1967, the Rankin Inlet camp played host to a group of students from the Institute for Northern Studies of the University of Saskatchewan.

ENGINEERING SECTION

Primarily, this Section is responsible for the day to day operation and maintenance of all Departmental diesel-electric generators, vehicles, equipment and buildings in each of our Arctic settlements. Whether your sojourn in the Arctic is pleasant and memorable, or unpleasant and virtually unlivable, will depend very much on the special skills and hard work of the men of this Section. They will appreciate your full co-operation in controlling the daily use of Departmental buildings, vehicles and equipment.

They also assist with community planning and expansion. Each summer a vigorous construction program produces new schools, pupil residences, houses, service buildings and utilities. As plans and specifications are produced and funds allotted, construction crews are hired and sent out, each with a definite and detailed allotment of work to be completed. Materials flow

in on the annual sealift.

This Section is responsible too, for the provision of essential services; delivery of water, oil and electricity, and the collection and disposal of sewage and garbage.

FINANCIAL ADMINISTRATION SECTION

The Financial Administration Section controls District financial operations, Federal and Territorial, and also funds transferred from other departments for construction and other operations in the north. This general function includes the application of procedures governing expenditures and revenue, travel and removal expenses, distribution of financial reports and the preparation of financial estimates for construction, equipment acquisition, and operation or maintenance costs for the Arctic District for education, welfare, industrial, projects, engineering and administration.

GOVERNMENT AGENCIES IN THE NORTH
OUTSIDE THE DEPARTMENT OF INDIAN
AFFAIRS AND NORTHERN DEVELOPMENT

The Royal Canadian Mounted Police

The R.C.M.P. has had a long history in the north. They were the first official representatives to stay in the country, and until recently they were the sole representatives of the administration in the whole of the Arctic. There are now forty-three R.C.M.P. posts in the N.W.T. and Yukon, and wherever there are no Northern Service Officers, the R.C.M.P. continue to act in administration matters on behalf of the Northern Administration Branch. They look after registration of birth, marriages and deaths, and frequently family allowances, old age and disability pensions, social assistance. In addition they provide regular reports on conditions for the guidance of the Branch. Where there are departmental officers, the R.C.M.P. work closely with them.

Department of National Health and Welfare

The Indian and Northern Health Services Branch of the Department of National Health and Welfare, with few exceptions, operates all medical care of Indians and Eskimos throughout the north, particularly in the Arctic where most of the population is not within easy reach of a nursing station, hospital, or private practitioner. To remote areas medical services are

brought by periodic air and sea patrols. To meet minor local medical requirements, every northern community has a supply of drugs, and radio communication can permit guidance in their administration as the need arises.

Department of Transport

The Department of Transport operates meteorological and radio stations in the north, and manages all airfields except some landing fields associated with the DEW Line. The Department of Transport also provides sea shipping and operates the "C.D. Howe" which carries the Eastern Arctic Patrol from lower Hudson Bay to high in the Arctic islands each summer.

The Northern Transportation Company does not fall within the Department of Transport, but is a separate Crown agency which maintains a river fleet on the Mackenzie River. The Yellowknife Transportation Company, a private organization, also operates in this Area.

Department of National Defence

The Department of National Defence maintains airfields at certain establishments. The DEW Line had an important impact upon the Arctic by creating facilities and activity across the continent above the Arctic Circle. It has been a source of wage employment for Eskimos. Otherwise its effect is limited. It employs fewer Eskimos than the mining industry and the gap will widen if development continues as expected.

Department of Agriculture

The Department of Agriculture maintains experimental farms north of Whitehorse in the Yukon, and at Fort Simpson in the Mackenzie. There is also a small station at Fort Chimo, where there have been limited Arctic experiments in raising grass as well as in the introduction of sheep and poultry. The Department of Agriculture also provides advice on the domestication of animals such as the muskox and the yak.

Department of Fisheries

The Branch leans upon the Department of Fisheries and the semi-autonomous Fisheries Research Board for advice on walrus, seal and whale, as well as inland fisheries. In the exploitation of these resources, the general pattern is for the fisheries experts to say where the fish or sea mammals are, and to establish safe levels of consumption. The Branch provides the supervision of the use of the resources. The emergence of the tourist industry is putting a premium upon the advice of the Fisheries experts.

Other Departments

There are many other departments concerned with the north, and their interests are growing. For example, a large part of government building is undertaken by the Department of Public Works. The Department of Mines and Technical Surveys provides not only maps of northern Canada but hydrographic surveys

and geological charts. The Department of Labour collaborates with our Department in setting fair wage levels. The Department of Manpower and Immigration assume the costs of occupational training for adults in the Northwest Territories if they meet the basic requirements for training.

It should also be mentioned that there are close relations with missionaries of the Anglican and Roman Catholic churches, to which most Eskimos and Indians owe allegiance. The Hudson's Bay Company has also had a special role in the Arctic, having for a long time been virtually the sole trader there.

CHAPTER 5

ARRIVING IN THE SETTLEMENT

After having travelled a considerable distance and having been exposed to endless information, your first impulse on arrival will probably be to collapse with relief and/or exhaustion. However, you would be well advised to hang on for another few hours while you investigate your immediate environment. You'll want to see whether the lighting system is working, and if not, get out your candles before dark.

Most schools in the north use oil and you'll likely find a good supply on hand. If you have difficulty getting your stoves going, the caretaker or one of the other residents will come to your aid. The Bay manager or R.C.M. Police are usually adept at such things, and are most willing to lend a hand.

During the first few days, make note on various problems which may arise and also on any damage to furnishings. Make sure the local administrator has checked your furnishings and equipment and noted missing items. Make sure too he has checked if major items are missing from supplies. If there is no administrator in your community, you will be able to clear the more urgent problems yourself on your radio schedule and hold the less urgent ones until you have time to write, or until someone from the field office visits you.

Your First Visitors

Quite likely a number of the Eskimos will come to see

what their new teacher looks like. They may try asking for items such as sugar, tea or other staples. Handle it diplomatically, pointing out to the visitors that they will be welcome when you are settled, and that you cannot dispense with any items since you do not know what you have on hand.

Consistency is the best measure in dealing with requests for food and other things.

As time goes on, you will develop your own policy as to what you want to dispense with, and under what circumstances. It is rarely wise to give items without requiring some work in exchange. Until you have time to check community policy, it might be wiser to hold off any action of this type. There is a system of assistance for the needy, which is usually administered by the local Administrator.

Pay Established Prices

The native people will be eager to get your orders for footwear and parkas. Again, it would be wiser to check first with the local administrator or with the Hudson's Bay Post as to what the established price is for these items. In this way, you will neither over or underpay them, nor compete with the local trader. If you feel the prices are not adequate or too high, you can discuss it with the people involved, but on no account pay a different price. In most areas, these prices are well established, and everyone pays identical prices for identical goods. Until you have sized up the situation and come to understand all the contingencies, you had better follow suit.

Fire Protection

Fire extinguishers should be found in every classroom. Take them down and check them for validity. Attach a ticket to each showing the date you refilled it, and this will be a gauge as to when you need to test them again. If you have chemical devices near the stoves, check the pressure and the nozzles to see if they have been set off. If you have no extinguishing fluid with which to refill the tanks, place a box of baking soda in each. This smothers flame when scattered over a small fire and will serve as a substitute until you get the proper fluid. (Remember to order this.) Check all the exits and ensure all exits are clear at all times. If you are in a two-storey dwelling, make sure you have one window upstairs that can be opened easily at any time. In your fire precautions make sure that:

you keep no storage of any kind in the furnace room;
you are familiar with fire extinguishers and any other feasible method of fire control.

HOLD FIRE DRILLS FREQUENTLY DURING THE SCHOOL YEAR

NOTE: If fire should occur, shut off the furnace immediately.

Organization Pays

After you are convinced that you have checked everything and noted all problems and deficiencies, check again. Then sit down and write a memorandum to your Administrator summarizing the conditions you found on arrival, what the situation is

concerning your heat, light and water, together with shortages and overstock appearing on inventories and also any special requisitions. Check the school files and make sure you understand the system. See that you have all copies of the ordinances you need, the school register and attendance forms, leave forms and other documents. In other words, ORGANIZE. Once you have a good system, life will be (relatively) simple, and you will be off to a good start.

CHAPTER 6

ADAPTING YOURSELF TO THE NORTH

Your New Home

Accommodation in the north varies considerably from settlement to settlement and will also vary according to your marital status. Houses are furnished, usually with red maple Colonial-style furniture in varying colours of upholstery. Rugs and drapes are provided for the living-room. Because of the high cost of freight, the furniture represents a substantial investment, so it goes without saying that it should be treated as if you personally had paid for it. While normal living will cause some damage, children, pets (and even adults) should be encouraged not to misuse the furniture.

Upon occasion, and especially in isolated settlements, you may be asked to accommodate visiting personnel because of the lack of other facilities in the community for their accommodation. We hope they will not disrupt your routine to any great extent and trust you will not feel that this is too much of an imposition. People travelling on such flights do not expect any special treatment, and often are quite used to sleeping on living-room and school floors. Do not let the fact that you have not enough beds or other conveniences disturb you, because the "floor routine" is common procedure in many settlements.

While your home is government-owned, we hope you will feel as comfortable and as at home in it as if it were your own. The routines you establish will, of course, be your own. In some settlements you may find the local people will drop in to visit fairly consistently. You may want to work out a routine with them for visiting hours when it is convenient for you to have them for a short period of time. Personal privacy is to be respected, and the Eskimos will come to understand this if you put across your point pleasantly but firmly.

There will be times when you wish you were living anywhere but in the north as you try to cope with frozen pipes and lack of water and perhaps even heat. Although it is cold comfort, perhaps it will reassure you to know that this is a situation which most people in the north have suffered but have survived quite nicely. Your local Administrator and the Janitor will do their utmost to help you when these times arise.

Your New School

Schools vary from settlement to settlement. In some they are reconverted buildings; in others they are new and comfortable prefabricated schools. Upon your arrival you may feel that the school is inadequate, poorly arranged or too small for the number of children you will have to teach. It will be up to you to arrange the situation to overcome these obstacles. We will attempt to remedy this type of situation as soon as possible upon notification that it exists, but we hope you will consider the distances and the time element when you bring the matter to our attention.

Whatever the building situation may be you will find that your pupils are enthusiastic and keen and that some of their enthusiasm may rub off on you and put the building in a different light once your school routine starts. As the years go on we are devising new and better plans for schools. Any ideas you may have on this and your suggestions for better utilization of space and for any other innovations you care to suggest will be gladly received and considered.

Your New Pupils

Pupils who come to your school will not be much different from pupils you have taught elsewhere except in one or two matters. You will probably be impressed by their enthusiasm and will anticipate that it will diminish after a few weeks. You will be mistaken, however, for their enthusiasm will continue throughout the year. If you have children who do not speak English when they arrive you will have the pleasure and reward of seeing them attempting to speak English and often achieving it to the extent that they are able to express themselves adequately by the end of the year. If you are in a school where children have had a few years' schooling your task will be more difficult since after the initial period of basic English there seems to be a plateau which takes a year or two to overcome while the language is being assimilated. Once past this point, again the children will be eager and active learners. This does not mean that the children will all learn everything. As in every group of human beings, there will be some children who learn quickly, some who learn at a moderate speed, and some who do not learn at all. Do not, however, confuse language difficulties with intellectual disability.

You may find your children restless initially, feeling more comfortable sitting on the floor than at desks and quite unprepared for some of the routines. You will have to deal patiently with these problems since they are not problems in the minds of the community, but in yours because you come from a different way of life. It will take time for the children to learn that school starts at the same time every day, but they will learn. A bell rung ten minutes before class time and again five minutes before class starts will help remind them and ease some of the problem. Since some native homes have very little furniture, you may find the children will prefer to sit on the floor. They may also not be used to sitting for long periods of time. Again, this can be overcome by allowing for change of positions every half hour or so and by not reprimanding children for behaving in this way. Perhaps periods could be established when it is permissible for the children to sit how they please. For example, it is not practical for them to write sitting on the floor, but there is no reason why they could not read during free time sitting on the floor. Eventually they themselves will find the desks more comfortable if they are properly fitted, and will switch voluntarily.

There are many instances where cultural mores will differ from your own, and all we ask is that you look before you leap. There is no law that says ours is the only right way, and basic human rights give individuals the right to be different. Remember too that you are a minority, and that you are asking too much for a class of twenty or twenty-five to adopt your way when they already have a very satisfactory way of their own.

CHAPTER 7

GETTING ALONG WITH YOUR NEIGHBOURS

People of the Settlement

Being in a minority group will be a new experience to you, and one which you might bear in mind. The Eskimos have lived in this environment for centuries and have adapted extremely well. There are many things to which one must adjust in this new environment. Among the most important factors are the cold and the darkness. In winter the cold may at times be no more severe than winter on the prairies, but the almost total darkness for a period of months makes the cold psychologically colder. On the other side of the coin is the long daylight in the summer months - restoring vitality to the point where one needs to force oneself to go to bed.

Much has been written about the "superior" attitude of the white inhabitant of the north. Beware of this pitfall. The values and standards of the Eskimos may be different from our own, but this makes them none the less worth-while or important. As members of the human race, they have the same emotional and physical make-up as do any members of this fraternity. As people, they are entitled to respect and recognition as are all others. If you find yourself slipping into the all too prevalent complacency of the "educated white", take a day or two off, then try to match your powers of endurance, skilled ability to make something out of practically nothing, to keep warm in -30° weather, to carry a 200-pound pack or to make a pair of mukluks. If after walking in

the Eskimo's mukluks and in his trail for two weeks, you can consider yourself superior or on equal grounds - then indeed you must be!

Group Work

You will find that in most areas, some form of community activity has been taking place. Perhaps there is a Scout group, Girl Guides, mothers' club and so on. You will, of course, want to support these and perhaps initiate changes or innovations. This is excellent, but the byword is still SLOWLY. After you have watched these groups function for a few months, you will be able to discover the whys and wherefores and so be better acquainted with the total situation. By this time you will also know the people and will thus be better equipped to judge what direction any changes should take and how they can be implemented. A point to remember is that most of these people will probably be living here long after you have departed, and while they may support your suggestions in principle, they need to be one of the group.

Gifts and Barter

According to Government regulations, no teacher employed by the Government may trade for profit with the Eskimos. This particularly refers to the selling of rations, which are Government property.

Gifts may be accepted by the teacher, and gifts may be given to the Eskimos. However, this custom should not become indiscriminate. Most people find they like to give candy or fruit at special times such as Christmas or Easter. This is usually done

on a community basis at a party. If an individual brings you something, be sure it is a gift and not an article he wants to sell. Some teachers have found it expedient to repay gifts with ones of similar value; for example, a gift of fish might be repaid with a can of fruit or vegetables.

Home Visits

You will have ample occasion as time progresses to visit the homes of the people. You will be called upon for various reasons. If there is no nursing station, you may be responsible for health. This does not mean that you will play at being doctor. It means that in common illness, you will dispense non-prescriptive items such as aspirin or cough syrup. When the illness is serious, you can contact the doctor by radio and he will tell you how to proceed. In any doubtful case, you will refer to the doctor and he will decide whether you can handle it, or whether he needs to come in. Respiratory illness needs careful watching. Too often common colds develop into pneumonia or pleurisy because of living conditions and the tendency some people have to diseases of this nature. Be aware of health conditions at all times so that an epidemic is checked before it has a chance to take hold. You will, of course, have other reasons to visit Eskimo homes. They enjoy having you come, and will want to return the visit. Some teachers find it a good practice to establish a definite "at home" hour when visitors may come. The door, however, is always open for emergencies.

Community Organizations

As a "community teacher" you know your primary field is the education of children and adults. It is vital that you train the Eskimos themselves for leadership. As soon as possible, have them take over any positions and responsibilities which can be delegated. For example, you may start a "Home and School" Group and hold the chair yourself for a few months. Then it should be time to turn it over to an Eskimo leader. Once the Eskimos take on such responsibilities, you should not move in and take charge, even if they make mistakes. We all make mistakes, and this is our right and privilege as long as it causes no undue harm. A teacher dictatorship - even a benevolent one - is almost as bad as no leadership. However, your suggestions and directions, if given as such, can be valuable..

Government Personnel and Members of Other Agencies

In all probability, you will be posted to a settlement with non-Eskimos as well as Eskimos. In some there will be a number of Government personnel with an Area Administrator in charge. In a few areas, you may be the only Government representative in the community. In both cases, you will be under public scrutiny of a group only too aware that they pay your salary. You must become used to being under public scrutiny and the subject of the coffee hour.

The implications are obvious. At all times you must conduct yourself in a manner befitting a representative of the Government. On the other hand, you must not take all of this too

seriously. If you act naturally and ethically, the test period will end quickly and you will be accepted in the community. No doubt at the outset, you will be subjected to hearing the beefs and discontents of the inhabitants. If you listen sympathetically and without comment, you will soon piece together the information, and your good judgment will do the rest.

You are entitled to your own opinions, but you would be well advised to be strictly non-partisan. You will have to work with the people involved, and in order to maintain community relations on a functional level you are better sitting on the fence than on either side of it. This doesn't mean that you shouldn't attempt to iron things out, but it does mean that supporting any one position is unwise. If the situation is serious, you are perhaps better out of it entirely. In this position, you cannot be quoted or involved. Use your sense of judgment and discretion at all time.

In most areas, your neighbours will include, in addition to Departmental personnel, an R.C.M. Police detachment, Roman Catholic and/or Anglican missionaries, a nurse and/or doctor, and a Hudson's Bay Company Manager. Some of these people will have their families with them, and you will be teaching their children as well as maintaining a personal relationship with them. This dual function should dictate its own exigencies, and your good judgment will guide you in establishing friendships. If you can separate business and pleasure, you will have an easier and more relaxed time of it.

The relation between the teacher and other Government personnel should be based on mutual respect. If there is a feeling of professional respect and acknowledgment there should be no difficulty in working together. Recognition must be made of the limitation of each other's ability and one should not hesitate to call on others for help.

If you are in one of the few areas where the teacher is the only Government representative, you will be expected to take on a multitude of jobs. If such is the case, you will be visited from time to time by officers of the Department. This will give you an opportunity to discuss any difficulties with them. Even if you are not the official departmental representative, you may be called upon to take up certain matters on the Eskimo's behalf.

Whenever official visitors arrive, you may be expected to rearrange your schedule so that, for example, the doctor may use the school for examinations, or so the Area Administrator may arrange a village meeting. If possible, you must adhere to the normal school day. However, you will be expected to give your visitors full co-operation. Their visits will not be too frequent so you need not be overly concerned about losing half a day - say when the medical team arrives.

You must maintain professional ethics at all times. If you have complaints, no matter how justifiable, wait until the officials from your Department arrive. Other Departments operating in the north have their own problems, and will not be impressed at all by yours. They will often be aware of some of the difficulties

under which you are working, and will be more impressed if they hear no complaints. For your own peace of mind, do not be disturbed by criticism. Have confidence in your own value and ability. After all, we selected you from a number of candidates because we felt you could do the job. You are responsible to the Department and to yourself, and will receive our fullest support.

CHAPTER 8

SCHOOL PROCEDURES

Handling Office Reports

If you are in a one-room school or principal of a multi-room school you will be involved in correspondence. You should find files in the school or house when you arrive. In fact, there should be an office area containing a desk and filing cabinet. Organize these and reserve this space for office use only.

Read the files carefully. They should give you some insight into what has gone on before. If you have no filing experience, set up a system for yourself that you can understand and work with. Keep separate files for each subject and, if some overlap, make duplicate copies and file them accordingly.

When writing to us on administrative matters there are a few points to keep in mind:

- (1) Write clearly and concisely, stating the situation as you see it and summarize your conclusions and questions. Write separate memoranda on separate subjects.
- (2) Follow the established line of communication:
Administrative matters - teacher, to principal, to Area Administrator, to Regional Administrator.
Professional matters - teacher, to principal, to Regional Superintendent of Education.

(NEVER WRITE DIRECT TO THE DISTRICT ADMINISTRATOR
OR DISTRICT SUPERINTENDENT OF EDUCATION.)

- (3) Always keep a copy of correspondence or reports on your school file. You may need to refer to it again. Your successor will also want to know what some of the issues were on certain matters.
- (4) Try to answer all correspondence and wires promptly. This will enable us to settle any problems more efficiently and without undue delay.

Dealing with Complaints

Petulant and angry letters have no place in official correspondence. This doesn't mean that you have no right to be angry. It means that the expression of your annoyance should be logical, and should pinpoint the problem. People at headquarters try their best, but sometimes (on very rare occasions) slip up; they may react negatively to a derisive letter. This will neither solve the problem nor increase co-operation. Let your sense of humour help you out. If you write to a business concern or to other agencies to express personal opinions, do not use departmental stationery. This stationery should only be used on official business. It might be well also to remember that any publicity or material relating to the department which you submit for publication must first be approved by the Department. This is for your protection as well as ours.

Pupil Attendance

Any child in the settlement who reaches the age of six on or before December 31 of the school year must attend school from fall term commencement. He should continue to attend until he completes the school term during which he turns 15 years of age.

(If enrolment is not heavy, children over 15 and those who are 5 may attend provided they can keep pace with the others.) In cases of non-attendance, do your best to find out the reason; a visit with the parents often clears the matter up. If this fails, you may report the case to the R.C.M. Police and administer a warning. If this doesn't get results, you may request that the child's "Family Allowance" be suspended. However, keep in mind that in the north hunting, fishing and trapping are considered equivalent education and the child is legitimately absent if he takes part with his family in such activities from time to time. Remember too that unless parents understand the situation fully, stopping the "dependents allowance" may only result in hardship for the family and resentment on the part of the parents. Instead, it is much wiser to get at the source of the trouble; patience, friendship and reasoning may win the parents' respect, while a happy, busy school atmosphere may motivate a truant to attend.

Any of the following may be considered legitimate grounds for the absence of a pupil.

He is under other satisfactory instruction.

He is ill, either physically or mentally.

He is not within reasonable walking distance.

He is beyond the educational level offered by the school (in this case the child should have supervised correspondence courses or arrangements should be made for schooling elsewhere).

He cannot be registered because of school overcrowding.

He has completed Grade VIII or its equivalent.

He is observing a Holy Day of the religious denomination of which he is a member.

School Records

The following records are necessary in every classroom:

Plan Book - weekly or daily as you see fit.

School Register

Seating Plan - if enrolment is heavy.

Cumulative Records - you won't be here forever.

Timetable

Report Cards

The Plan Book is the Teacher's Bible. It has a four-fold purpose. It serves as a reminder; it acts as a progress gauge; it gives a basis for next year's planning; and it is therefore a guide for a replacement teacher. Plan Books should show work to be covered each day, noting the goals, methods and assignments. No Plan Book usually means No. Preparation.

The Cumulative Records are of vital importance should a child transfer to another school, or should a new teacher come to replace you. These records usually contain a running statement of the pupils academic level, his achievement and attendance; they also contain pertinent remarks about any physical or mental disability, the child's family and medical history (they are particularly useful in the case of inoculations) and similar information.

Report Cards are of interest to all children. Many teachers have found it useful to personally deliver the cards to

the homes and so be able to interpret them to the parents. In issuing report cards don't overstress the competitive angle. Children should be judged in relation to their own abilities and potential, and not against those of another child.

Miscellaneous Records may include weight-height charts to keep track of each child's growth and development. You will find the children very interested in noting these facts about themselves. You may also wish to make out a card for each family and group the cards according to camps. Where children have been adopted enter the names of the real parents, brothers and sisters. If a family transfers to another camp it is a simple matter to transfer the cards.

Opening Date and Length of School Term

Opening day will depend on the area in which the school is established, and on any extenuating circumstances. In areas where seasonal nomadism, shipping schedules and staff changeover are not determining factors, the school term should follow approximately the same schedule as the Provinces.

The School Lunch Program

Schools are provided with supplies for children's lunches. In periods when food is plentiful, light lunches of cocoa or milk with vitamized biscuits are sufficient. However, there will likely be several months when food is rather limited and a more substantial lunch will be necessary. In the cold of winter, children need more sustenance. Since many of them cover a fair distance to and from school, you will find it easier to keep them

in school over the noon hour. Hot dishes may consist of cereal, soup, beans, stew or a casserole. If at all possible, it is a good thing if parents can contribute towards these meals. In some settlements, parents will send portions of meat or fish to supplement supplies provided by the government. Good nutrition should be kept in mind and dietary rules followed. If you are in doubt as to what constitutes good nutrition, let us know and we will attempt to clarify the situation. However, you might keep in mind that budget appropriations dictate the type of supplies we can provide you with. But, as these supplies have been approved by the Department of National Health and Welfare, you should be well established.

Co-operating in Welfare Work

In a few areas the teacher is still responsible for the general welfare of his community. This covers all aspects of community health and well-being. If a case arises which you are unable to handle, then your part will be to refer it to the proper authority for action. The important thing is to be aware of all situations requiring special help.

You should refer the case to the social worker, if there is one, or to the Area Administrator. If neither of these personnel is available in your area, relay your message to regional headquarters, where the Regional Superintendent of Welfare will take the necessary action.

The R.C.M. Police are also indirectly responsible for welfare, and if a situation should occur where the usual procedures cannot be followed, they should be able to handle it until it can be properly channelled.

Arranging Foster Homes

In areas where the economy is still a fishing and hunting one children may be boarded in an approved foster home during the temporary absence of their parents. This has been set up in order that the children may continue to attend school while their parents hunt. It is meant to be a temporary placement, and not a permanent one.

Payment for boarding is on a per diem rate, and criteria for choosing the home should relate to native standards. Be sure to get approval from Regional Headquarters prior to placing the child in a home.

Emergency Removal

It is well to bear in mind at all times that where money is involved you will be required to justify each expenditure. On the other hand, when an emergency situation occurs, life is more important than money. However, be sure that it is an emergency and try to be economical if at all possible. If you are ill and there is no doctor at your settlement and evacuation becomes necessary be sure to have the first doctor who sees you sign your medical form. In order that the Department underwrite the charge of a charter aircraft, it must be an emergency, and it must be established that local treatment was not available.

CHAPTER 9

YOUR CLASSROOM

Operating the Classroom for a School Term

The school term is 206 days, exclusive of legal holidays. Only under specific permission of the District Office will the term be shortened, and this will only be done in extenuating circumstances. You will be held professionally responsible for the accomplishment of the school term.

Legal Holidays

Saturday

Sunday

New Year's Day

Good Friday and Easter Monday

Dominion Day

Labour Day

Thanksgiving Day

Remembrance Day

Christmas Day

The day fixed by the Governor-General for observance of the birthday of the reigning sovereign.

Any day designated by the governing authority as a holiday for any local purpose.

The following vacation periods may be observed:-

- (a) Summer - From the first day of July to the third last teaching day of August.

- (b) Christmas - from the twenty-fourth day of December to the first day of January, both days inclusive, except when December twenty-fourth falls on a Tuesday, December twenty-third should be a holiday, and when January first falls on a Thursday, January second shall be a holiday.

The School Day

School hours for the pupils, exclusive of the noon hour, and break periods, are as follows:

Beginners, Grades I and II (or ages 6, 7 and 8) - 4 1/2 hours
Grade III and up (and older primary pupils) - 5 hours

Leave During School Term

You will not be granted leave of absence during the official school term unless some unusual situation or emergency occurs. In cases of extreme emergency you will use your own judgment, bearing in mind that you must justify your action.

Religious Instruction

As Government employees you are not free to express value judgments on religious matters in the classroom, or to use government time to engage in religious activity.

Religious instruction may be carried out during the last half hour of the school day. During this time, the teacher and any pupils who do not wish to take part in the religious instruction may engage in another activity in a different room. They may not leave

the school until the regular time of dismissal. This is important, for obvious reasons. It is not difficult to have the religious program carried out easily and without negative feeling on the part of anyone.

CHAPTER 10

EVALUATING YOUR WORK

An Education Officer will visit you at least once a year, weather and other circumstances permitting. Usually he will be your Regional Superintendent of Education, or a Principal Consultant, Community Teacher Consultant or Curriculum Specialist. While this visit may not give him a full view of your operations, his report will be correlated with further evaluation of reports you send in, your timetable and other items of a similar nature. Today, evaluation is not negative criticism, but an attempt to see what is happening and to help you iron out difficulties. Often, an hour's discussion with your visitor can give you an insight into some of your problems and perhaps eradicate them altogether. You may have questions on curriculum or methods which can be answered in such a session. And the process is a two-way one. Often we receive ideas and suggestions which, when implemented, open many new possibilities. But, day by day, you should evaluate your own work. The following outline will give you an idea of what people will be looking for when they visit your school.

TASK

1. Establishing level-of-achievement groups.

TEACHER STANDARDS

1. Tentative working groups to be set up two weeks after school opening; finalize these in six weeks.
2. Review groupings at least once a month and adjust accordingly.

2. Organizing of Plan Book
 3. Preparing supplementary teaching materials.
 4. Evaluating of pupils' work.
3. Do remedial work if pupil does not progress from one achievement group to another within a reasonable time.
 1. Keep daily or weekly plan book in comprehensive and organized fashion.
 2. Allow for flexibility of program (very necessary in the north) and note all changes.
 1. Organize work in advance.
 2. Have materials on hand for presentation of lessons. (Haphazard, last-minute preparation of lessons, particularly projects, is disastrous in the north where an order for supplies takes longer to fill).
 3. Have charts, pictures, films and reference materials to cover subjects at different levels.
 1. Use reading achievement tests and other standardized means of testing.
 2. Keep cumulative records up to date.

5. Maintaining happy teacher-pupil relationship.
 1. Help pupils set behaviour standards.
 2. Share with pupils the planning of projects or enterprises.
6. Maintain school records.
 1. Submit reports promptly. (See Appendix I)
 2. Keep register and other records neat and up to date.
7. Co-operativeness with other Government staff.
 1. Understand general educational aims and related activities.
 2. Appreciate other people's contributions and schedules.
8. Encouragement of extra-curricular activities.
 1. Share special talents with children.
 2. Include music, sports or similar forms of recreation as part of the school program during the evening or weekend.
9. Helping with community affairs.
 1. Take part in community recreation and projects.
 2. Help form such groups as Home and School, Guides, Scouts, Red Cross, in conjunction with other people concerned.

CHAPTER 11

A FINAL WORD

After the novelty wears off, we hope you will discover that there is much depth and challenge in the task facing you which will provide you with satisfaction in the forthcoming years. We can assure you that this position will be unlike any teaching position you have held prior to this.

The insistent demands and dependence on you may tend to discourage you at times, but we are sure they will never defeat you if you are basically happy in your work. Many days the job will seem too big, too hard, and too demanding. This is both true and to be expected. But along with the negatives will come the compensations. As your class takes hold, your community relations become established, you will feel more confident that educational growth is taking place.

You will be busy as you have never been busy before, but you will be unpressured except by yourself. You will have many hours of work to put in over and above your anticipated schedule, but you will have more time than ever before to enjoy the small pleasures of life.

Given all these things, may you join the ranks of those who have found new pleasure in their work, and a deepened appreciation of the importance of teaching.

APPENDIX 1

DATE SCHEDULE

This is a guide which will serve you as a reminder of the dates by which some of the routine reports or correspondence must be submitted. Don't let the length of the list alarm you, however, Some of the items are to be submitted only by the principal or teacher in charge.

<u>Subject</u>	<u>Submitted By</u>	<u>Date</u>
School Term		
Opening Report (IAND 55-23)	Principal	Day School Opens
Pupil Withdrawal Form (7002-66)	Principal	September 15
Pupil Residence Quarterly Returns	Principal	September 30
Maintenance of Children in Private Homes	Principal	September 30
Enrolment Forms (in Register)	Teacher and Principal	October 1
Plan of Educational Facilities	Principal	October 1
School Requisitions	Principal	November 30
First Term Attendance (in Register)	Teacher and Principal	December 24
Pupil Residence Quarterly Returns	Principal	December 31
Maintenance of Children in Private Homes	Principal	December 31
Principal's Annual Age- Grade Report (7002-11)	Principal	January 31

<u>Subject</u>	<u>Submitted By</u>	
Description of Community	Principal	January 31
Pupil Residence Quarterly Returns	Principal	March 31
Maintenance of Pupils In Private Homes	Principal	March 31
Enrolment and Classification of Pupils for March 31	Principal	April 1
Forecast of Enrolment Facilities and Staff	Principal	April 7
Notice of Intention for Coming Year	Teacher & Principal	May 1 (or earlier if possible)
Outline of Summer Plans	Teacher & Principal	May 1
Principal's Report on Promotion and Non-Promotion of Pupils (7002-110)	Principal	June 30
Report of Adult Education Activities (7005-2)	Principal	June 30
Second Term Attendance Record	Teacher & Principal	June 30
Promotion Form	Teacher & Principal	June 30
Pupil Residence Quarterly Returns	Principal	June 30
Maintenance of Pupils In Private Homes	Principal	June 30
Cost of Pupil Residence Operation	Principal	June 30

APPENDIX II

RATIONS

Excluding the teachers at Churchill, and the single teachers at Frobisher Bay, the Department has ordered rations for you and your family. These rations, although providing a balanced diet, do not include fresh fruit and vegetables. To assist in providing fresh food, the Department pays \$30.00 to \$50.00 per year for each teacher, depending upon the location, and an additional amount for each member of his family, plus the freight charges on this food. Most teachers order this fresh food after they arrive in the community. (See page 32 for further details.)

Most new teachers do not wish to order any fresh food in addition to the allotment. However, if you do wish to supplement this allowance you may make private arrangements to have it sent by ship. There is a firm in Montreal (Pesner Brothers Ltd., 968 Notre Dame Street West, Montreal 3, Quebec) where you can write for information. Any arrangement made is a private one however, and the Department can bear no responsibility for payment or transportation.

As stores in the smaller communities sometimes do not carry baby foods, it would be best to ship in a supply if you are taking smaller children.

The following is a list of rations for one adult. This is an "A" ration and costs \$35.00 per month, deducted from your salary. The "B" ration for children is a half-ration, and costs \$17.50 per month.

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

Ration Scale for Northern Locations for 1 Adult SCALE "A"

Canadian Products of the better known Brands to be supplied 1967-68

	<u>DAIRY PRODUCTS</u>	<u>DENOMINATION</u>	<u>RATION</u>
1.	a) <u>Cheese</u> Bordens or Canadian Processed Cheddar (spread not acceptable)	1 lb. glass jars	15 jars
	b) <u>Eggs</u> Pure whole egg powder, Borden's spray direct pasteurized whole eggs	5 oz. pkg.	38 pkgs.
	c) <u>Milk</u> Powdered, whole, Borden's 17% special or Foremost	5 lb. tin	6 tins
	Powdered, skim, Borden's or Foremost	5 lb. tin	6 tins
	Evaporated, Carnation, Borden's or Farmer's Wife	1 lb. tin	96 tins
	d) <u>Cream Powder</u> Carnation Coffee Mate	3 oz. jar	4 jars
11.	<u>CITRUS FRUIT & JUICES</u> <u>Canned "Choice Quality"</u>		
	a) <u>Fruit</u> Grapefruit Sections	15 oz. tin	16 tins
	Mandarin Orange Sections	11 oz. tin	8 tins
	Pineapple, cube	20 oz. tin	6 tins
	b) <u>Juices</u> Grapefruit, unsweetened	20 oz. tin	12 tins
	Orange	20 oz. tin	12 tins

Orange & Grapefruit	20 oz. tin	12 tins
Tomato	20 oz. tin	12 tins
Vitaminized apple	20 oz. tin	12 tins
Lemon	6 oz. tin	8 tins

111. OTHER FRUITS
"Choice Quality"

a) <u>Canned</u>		
Applesauce	15 oz. tin	12 tins
Apricots	15 oz. tin	12 tins
Blueberries	15 oz. tin	8 tins
Cherries - black, pitted	15 oz. tin	6 tins
Cherries - red, pitted	15 oz. tin	6 tins
Fruit Salad	15 oz. tin	12 tins
Strawberries	15 oz. tin	8 tins
Peaches (Halves)	15 oz. tin	12 tins
Pears (Bartlett)	15 oz. tin	12 tins
Pineapple (sliced)	20 oz. tin	12 tins
Plums - green	15 oz. tin	6 tins
- prune	15 oz. tin	6 tins
Raspberries	10 oz. tin	18 tins
b) <u>Dried</u>		
Apples	8 oz. pkg.	10 pkgs.
Apricots	10 oz. pkg.	3 pkgs.
Peaches	12 oz. pkg.	6 pkgs.
Prunes (medium)	1 lb. pkg.	6 pkgs.
Currants	11 oz. pkg.	4 pkgs.
Dates (pitted)	1 lb. pkg.	5 pkgs.
Figs (Greek String Figs)	16 oz. pkg.	2 pkgs.
Raisins, seedless	15 oz. pkg.	6 pkgs.

IV VEGETABLES
"Choice Quality"

a) <u>Canned</u>		
Asparagus tips	12 oz. tin	7 tins
Beans - Green, cut	15 oz. tin	6 tins
- Wax, cut	15 oz. tin	6 tins
- Lima	15 oz. tin	6 tins
Beets, whole	20 oz. tin	9 tins
Carrots, diced	20 oz. tin	9 tins
Corn - cream style	15 oz. tin	8 tins
- kernel	14 oz. tin	8 tins
Mushrooms, button	10 oz. tin	6 tins
Peas, assorted sieve	15 oz. tin	12 tins

Pumpkin	28 oz. tin	4 tins
Spinach	15 oz. tin	8 tins
Sweet Potatoes	20 oz. tin	8 tins
Tomatoes	28 oz. tin	18 tins
Pork & Beans	20 oz. tin	24 tins
b) <u>Dehydrated</u>		
Onions	2 oz. tin	40 tins
c) <u>Dried</u>		
Beans, white	1 lb. pkg.	5 lbs.
Peas, split, yellow	1 lb. pkg.	2 lbs.
d) <u>Canned</u>		
Potatoes	20 oz. tin	60 tins
Dehydrated - (instant mashed)	6 oz. pkg.	40 pkgs.
- cubed	2 1/2 lb. tins	2 tins

V SOUPS

Canned - Condensed Campbell

Beef	10 oz. tin	7 tins
Chicken Noodle	10 oz. tin	7 tins
Clam Chowder	10 oz. tin	7 tins
Consomme	10 oz. tin	7 tins
Scotch Broth	10 oz. tin	7 tins
Vegetable Beef	10 oz. tin	7 tins
Cream of Chicken	10 oz. tin	7 tins
Cream of Mushroom	10 oz. tin	7 tins
Vegetarian	10 oz. tin	7 tins
Celery	10 oz. tin	7 tins
Cream of Pea	10 oz. tin	7 tins
Tomato	10 oz. tin	7 tins

VI MEATS

a) Canned

Beef roast	3 lb. tin	4 tins
Beef roast	12 oz. tin	6 tins
Chicken, boneless	7 oz. tin	12 tins
Turkey, boneless	7 oz. tin	12 tins
Chicken, stew	12 oz. tin	8 tins
Corn Beef	12 oz. tin	12 tins
Ham	3 lb. tin	10 tins
Irish Stew	12 oz. tin	6 tins
Kam, (or equivalent)	12 oz. tin	10 tins
Meat Balls	15 oz. tin	8 tins

Pork Roast	3 lb. tin	4 tins
Sausage, pork	12 oz. tin	10 tins
Steak & Mushrooms	12 oz. tin	8 tins
Steak & Onions	12 oz. tin	10 tins
Tongue, Ox	12 oz. tin	5 tins
Wieners	12 oz. tin	8 tins

b) <u>Other</u>		
Bacon, Best Quality, Side	16 oz. tin	35 tins

VII FISH

a) <u>Canned</u>		
Chicken Haddie	15 oz. tin	4 tins
Clams	10 oz. tin	3 tins
Crabmeat	6 oz. tin	3 tins
Lobster	6 oz. tin	6 tins
Oysters	10 oz. tin	3 tins
Salmon, Red Sockeye	8 oz. tin	18 tins
Sardines, Norwegian	3 3/4 oz. tin	25 tins
Shrimp	4 1/4 oz. tin	3 tins
Tuna, whole	7 oz. tin	6 tins

VIII CEREALS

a) <u>Breakfast</u>		
Cream of Wheat (5 minutes)	14 oz. pkg.	4 pkgs.
Rolled Oats	3 lb. pkg.	5 pkgs.
Red River	18 oz. pkg.	4 pkgs.
All Bran	16 oz. pkg.	2 pkgs.
Bran Flakes	14 oz. pkg.	2 pkgs.
Grapenut Flakes	12 oz. pkg.	2 pkgs.
Muffets	9 oz. pkg.	2 pkgs.
Pep	12 oz. pkg.	2 pkgs.
Shreddies	12 oz. pkg.	2 pkgs.
Corn Flakes	12 oz. pkg.	2 pkgs.
Rice Crispies	5 1/2 oz. pkg.	2 pkgs.
b) <u>Flour</u>		
Pastry, Monarch	3 1/2 lbs.	3 bags.
White, enriched, 1st patent	25 lb. cotton bags	200 lbs.
Whole Wheat	2 1/2 lb. pkg.	20 pkgs.
c) <u>Other Cereals</u>		
Cornmeal	16 oz.	2 lbs.
Cornstarch	1 lb.	2 lbs.
Kraft Dinner	7 1/4 oz. pkg.	4 pkgs.
Macaroni, ready cut	1 lb.	3 lbs.
Rice, polished	1 lb.	6 lbs.

	Spaghetti	1 lb.	2 lbs.
	Tapioca, Quick	8 oz. pkg.	4 pkgs.
d)	<u>Mixes</u>		
	Cake - chocolate	20 oz. pkg.	4 pkgs.
	- gingerbread	15 oz. pkg.	4 pkgs.
	- spice	20 oz. pkg.	2 pkgs.
	- white	20 oz. pkg.	4 pkgs.
	Pancake = buckwheat	16 oz. pkg.	2 pkgs.
	Pastry, flour, Swansdown	2 1/2 lb. pkg.	2 pkgs.
	Tea Bisk	23 oz. pkg.	2 pkgs.
e)	<u>Biscuits, Cakes, Puddings</u>		
	Biscuits - fancy, assorted	3 1/2 lb. tins	6 tins
	- graham	13 oz. pkg.	2 pkgs.
	- Soda	1 lb. pkg.	12 pkgs.
	Fruit Cake	2 lbs.	1 each
	Plum Pudding	19 oz. tin	4 tins
IX	<u>SUGARS, SYRUPS, JAMS, ETC.</u>		
a)	<u>Sugar</u>		
	Brown	2 lb. pkg.	10 pkgs.
	Icing	1 lb. pkg.	5 pkgs.
	White - granulated	10 lb. pkg.	10 pkgs.
b)	<u>Syrups</u>		
	Corn	2 lb. tin	3 tins
	Maple, Pure No. 1	16 oz. tin	4 tins
	Molasses, Table	2 lb. tin	2 tins
c)	<u>Jam, Marmalade, Honey, Pure</u>		
	Cherry Jam	48 fld. oz. tin	1 tin
	Peach Jam	48 fld. oz. tin	1 tin
	Raspberry Jam	48 fld. oz. tin	1 tin
	Strawberry Jam	48 fld. oz. tin	1 tin
	Honey, No. 1 Clover	2 lb. tin	1 tin
	Jelly, apple and/or grape	9 oz. jar	5 jars
	Marmalade, orange	24 oz. tin	2 tins
	Cranberry sauce	15 oz. tin	2 tins
	Peanut Butter	3 lb. tin	1 tin
	- homogenized		
X	<u>JELLY POWDERS, PUDDING MIXES, PIE FILLERS</u>		
a)	Jello, assorted	3 oz. pkg.	15 pkgs.
	Gelatin, plain	2 oz. pkg.	1 pkg.

b) <u>Pudding Powders</u>			
	Butterscotch	4 oz. pkg.	3 pkgs.
	Caramel	4 oz. pkg.	3 pkgs.
	Chocolate	4 oz. pkg.	3 pkgs.
	Vanilla	4 oz. pkg.	3 pkgs.
	Custard Powder	12 oz. pkg.	2 pkgs.
c) <u>Pie Fillers</u>			
	Apple	20 oz. tin	2 tins
	Cherry	20 oz. tin	2 tins
	Jello Lemon	4 1/4 oz. pkg.	3 pkgs.
	Mincemeat	28 oz. tin	2 tins
d) <u>Meringue Mix</u>			
XI <u>FATS</u>			
	Butter Canada No. 1	1 lb. tin	48 tins
	Grade		
	Crisco	3 lb. tin	12 tins
	Salad Oil	15 oz. tin	2 tins
XII <u>NUTS - SHELLLED</u>			
	Almonds	8 oz. pkg.	4 pkgs.
	Cocoanut	3 oz. pkg.	8 pkgs.
	Walnuts	8 oz. pkg.	4 pkgs.
	Mixed nuts	6 3/4 oz. tin	2 tins
XIII <u>PICKLES, OLIVES, SAUCES</u>			
	Catsup, Heinz	11 oz. bottle	12 btls.
	Chili Sauce, Heinz	10 oz. bottle	12 btls.
	Dill Pickles (in tins	15 oz. jar	3 jars
	if possible 2 x 28		
	oz. tins)		
	Green tomato pickles	15 oz. jar	3 jars
	Relish	12 oz. jar	4 jars
	Sliced cucumber pickles	16 oz. jar	3 jars
	Sweet Mixed Pickles	16 oz. jar	3 jars
	Sweet Mustard Pickles	16 oz. jar	3 jars
	Olives, stuffed	8 oz. jar	6 jars
	Horse Radish	8 oz. jar	1 jar
	H.P. Sauce	7 1/2 oz. btl.	2 btls.
	Lea & Perrins sauce	5 oz. bottle	2 btls.
	Salad Dressing	8 oz. jar	2 jars

XIV CONDIMENTS, EXTRACTS

	<u>DENOMINATION</u>	<u>RATION</u>
Salt, Iodized	2 lb. pkg.	3 pkgs.
Pepper	1 1/2 oz. tin	4 tins
Mustard - prepared	6 oz. jar	4 jars
- plain Keens	2 oz. pkg.	3 pkgs.
Vinegar, white	12 oz. btl.	5 btls.
<u>Spices, etc.</u>		
All Spice	1/2 oz. tin	6 tins
Celery Salt	3 1/4 oz. bottle	1 btl.
Cinnamon	1 3/8 oz. tin	2 tins
Cloves	1/2 oz. tin	6 tins
Curry Powder	1 1/2 oz. tin	1 tin
Ginger	1 1/2 oz. tin	2 tins
Nutmeg	1/2 oz. tin	6 tins
Onion Salt	3 1/2 oz. bottle	1 btl.
Savory	1 oz. tin	1 tin
<u>Extracts, Pure</u>		
Almond	1 1/2 oz. bottle	1 btl.
Lemon	1 1/2 oz. bottle	2 btls.
Maple	1 1/2 oz. bottle	1 btl.
Vanilla	1 1/2 oz. bottle	2 btls.
Vegetable Colouring - red	1/2 oz. bottle	1 btl.
- green	1/2 oz. bottle	1 btl.

XV BEVERAGES

Coffee, vacuum sealed tins	1 lb. tin	24 tins
Instand coffee	6 oz. jar	4 jars
Tea, Orange Pekoe	1 lb. pkg.	12 pkgs.

XVI MISCELLANEOUS

Baking Powder	1 lb. tin	6 tins
Baking Soda	8 oz. pkg.	3 pkgs.
Cream of Tartar	4 oz. pkg.	2 pkgs.
Yeast, fast rising	15's vacuum pack	5 tins
Chocolate - unsweetened	8 oz. pkg.	4 pkgs.
- semi sweet	8 oz. pkg.	1 pkg.
Cocoa	1 lb. tin	3 tins
Oxo	12 cube pkg.	1 pkg.
Barley, Pot	16 oz. pkg.	4 pkgs.
Whole Cloves	1 1/8 oz. pkg.	1 tin
Glaze Cherries	8 oz. pkg.	4 pkgs.
Mixed Peel	8 oz. pkg.	4 pkgs.
Gravy Browning	4 oz. pkg.	3 pkgs.

APPENDIX III

FURNITURE

Both married and single quarters are equipped with basic furnishings, including stoves, refrigerators and washing machines. Cutlery, dishes and kitchen utensils are supplied. However, there is no supply of blankets, linens and towels for either married or single quarters.

Here are some extras that teachers occupying either single or married quarters may wish to take with them, subject, of course, to the usual weight limitations.

Radio	Hot water bottle
Phonograph	Flashlight and batteries
Clock	Floor polisher
Tablecloth	Electric mixer
Pictures	Cushions
Ornaments	Seeds and bulbs (for indoors)
Electric blanket	Fishing equipment
Records and books	Baby's crib

The following is a list of basic furnishings usually found in married quarters:

List of Furniture, Furnishings and Miscellaneous
Items for Standard Three Bedroom House - 1965.

Finish on Furniture

Living Room -	Covering for settee -
Dining Room -	Covering for two armchairs -

1st Bedroom -
2nd Bedroom -
3rd Bedroom -

Covering for occasional chair -

LIVING ROOM

- | | |
|--------|---|
| 1 only | Settee, approx. 72"W x 36"D x 34"H. Three seat and three back cushions covered with sturdy white cotton. Cushions to be made with foam rubber and springs. Style similar to Vilas 63-610. |
| 2 only | Arm chairs, approx. 30"W x 34"D x 33"H, with loose seat and back cushions. To match above settee. Style similar to Vilas 63-630. |
| 2 sets | Loose covers for above cushions, fitted with zippers for ease of changing. |
| 1 only | Occasional chair, upholstered seat and back, wood arms and legs. Style similar to Vilas 49-905. |
| 2 only | Bookcases, two shelves, open style, approx. 29"W x 9"D x 38"H. Style similar to Vilas 29-704. |
| 2 only | End tables, approx. 21"W x 16"D x 26"H. Style similar to Vilas 10-708. |
| 1 only | End table, approx. 28"W x 15"D x 23"H. Tier top 14" x 15". Style similar to Vilas 10-709. |
| 1 only | Coffee table, approx. 40"L x 20"W x 18"H with drawer. Style similar to Vilas 10-706. |

DINING ROOM

- | | |
|--------|--|
| 1 only | Refectory table, approx. 48"L x 36"W x 30"H. Opens to 72"L. Style similar to Vilas 21-301. |
| 1 only | Arm chair, seat approx. 17" x 19", overall height 36". Style similar to Vilas 21-305. |
| 5 only | Side chairs, seat approx. 16" x 16", overall height 36". Style similar to Vilas 21-304. |
| 1 only | Buffet, approx. 59"W x 18"D x 32"H. Style similar to Vilas 37-313. |

MASTER BEDROOM

- 1 only Bed 4'6", panel ends, head 36"H, foot 18"H. Style similar to Vilas 20-105.
- 1 only Night table, approx. 16"W x 13"D x 24"H, one drawer, one shelf. Style similar to Vilas 20-113.
- 1 only Dresser, approx. 38" x 18"D x 31"H. Style similar to Vilas 20-100.
- 1 only Mirror for above dresser, approx. 18" x 24", plate glass, framed. Style similar to Vilas 20-101.
- 1 only Chest, 4 drawers, approx. 30"W x 18"D x 42"H. Style similar to Vilas 20-104.

2ND BEDROOM

- 1 only Bed, 4'6", panel ends, head 39"H, foot 25"H. Style similar to Vilas 29-105.
- 1 only Chest, 4 drawers, approx. 31"W x 18"D x 42"H. Style similar to Vilas 20-104.
- 1 only Side chair, seat approx. 16" x 16", overall height 36". Style similar to Vilas 21-304.

3RD BEDROOM

- 1 set Bunk beds, 3'3", easily converted to two single beds. Style similar to Vilas 26-117.
- 1 only Chest drawers, 4 drawers, approx. 31" x 18"D x 42"H. Style similar to Vilas 20-104.
- 1 only Side chair, seat approx. 16" x 16", overall height 36". Style similar to Vilas 21-304.

SPRINGS AND MATTRESSES

- 2 only Springs, 4'6", made of high carbon steel tubing, on high carbon end angles, 25 galvanized slats with two 1 1/4" edge bands. Finish on helicals and frame aluminum.
- 2 only Mattresses 4'6", inner spring, 253 coils of 13 1/2 gauge wire. Border to be vertical stitched, prebuilt with an inner roll to ensure firm edges. Four ventilators and two handles on each side. Tufting to be uniform button tufted method. Covering to be durable woven stippled

SPRINGS AND MATTRESSES (continued)

ticking. Finished length to be 75". Upholstering over the construction to be high quality white layer felt.

2 only Mattresses, 3'3", inner spring, 18 $\frac{1}{4}$ coils and 13 $\frac{1}{2}$ gauge wire. Border to be vertical stitched prebuilt with an inner roll. To be covered with a heavy 7 $\frac{1}{2}$ oz. Hessian sheeting. Four ventilators and two handles on each side. Tufting to be uniform button tufted method. Covering to be durable woven striped ticking. Finished length to be 75". Upholstering over the construction to be high quality white layer felt.

2 only Springs, 3'3", made of high carbon steel tubing on high carbon end angles, 18 galvanized slats with two 1 $\frac{1}{4}$ edge bands. Finish on helicals and frame aluminum.

MISCELLANEOUS

2 only Mattress covers, white cotton, fitted with zippers, for 4'6" mattresses.

2 only Mattress covers, white cotton, fitted with zippers, for 3'3" mattresses.

6 only Pillows, plain or waffle design, 15" x 24" x 5", each complete with zipper cover of pre-shrunk washable cotton (type - 3 feather - 3 foam rubber).

1 only Pad, dining tables, for table size 36"W x 72"L.

4 only Scatter rugs, acrilon, washable, rubberized backing, about 24" x 36".

DISHES AND SILVERWARE

8 only Cups, heavy duty, Melamine.

8 only Saucers, heavy duty, Melamine.

8 only Plates, 10", heavy duty, Melamine.

8 only Plates, bread and butter, 5", Melamine.

8 only Bowls, soup, porridge, cereal, etc., approx. 5" diameter, 2" deep.

1 only Milk jug, 7 $\frac{1}{2}$ " high, Melamine.

1 only Cream and sugar set, Melamine.

DISHES AND SILVERWARE (continued)

8 only	Fruit dishes, 4 oz. (dessert) Melamine. Colour - see note below)
8 only	Table knives, open stock, stainless steel.
8 only	Table forks, " " " "
8 only	Teaspoons, " " " "
8 only	Soup spoons, " " " "
2 only	Table serving spoons, open stock, stainless steel.
	<u>Note:</u> Melamine dishes to be supplied in one pattern or colour per set but in assorted patterns and colours when more than one house of apartment is being furnished.
1 set	Dinnerware dishes, place setting for eight.
1 set	Silverware, place setting for eight.
	<u>Note:</u> Dinnerware dishes to be supplied in one pattern or colour per set, but in assorted patterns and colours when more than one house or apartment is being furnished.

KITCHEN UTENSILS

1 only	Roast pan, covered, aluminum, about 18" x 12" x 9".
2 only	Frying pans, cast iron, 9" diameter.
2 only	Pots, c/w covers, (1-6", 1-8" diameter) aluminum.
1 only	Saucepan, c/w cover, 3 pint, stainless steel.
1 only	Double boiler, 3 pint, stainless steel.
1 only	Tea kettle, 2 quarts, non-scald, chromium plated copper.
1 only	Teapot, stainless steel, 6 cup size, plain style.
1 only	Coffee percolator, 8 cup size, 18 gauge, aluminum, plain style.
2 only	Cake pans, round 9" diameter, aluminum.
1 only	Cookie pan, 17" x 11" x 1", aluminum.
6 only	Bread pans, 13" x 5" x 3", aluminum.
4 only	Pie plates, with cutter, 10" x 1 3/8", aluminum.

KITCHEN UTENSILS (continued)

1 only	Cannister set, to include flour, sugar, coffee and tea cans, cake and bread box, 4 loaf size. (Colour - see note below.)
1 only	Utility set, c/w rack, stainless steel, to include potato masher, slotted spoon, serving spoon, soup laddle, egg turner and two prong fork.
1 only	Cutting or bread board, 12" x 18" x 3/4" thick.
1 only	Bread knife, stainless steel, 9" serrated edges.
1 only	Cook's knife, stainless steel.
1 only	Butcher knife, " "
1 only	Meat saw.
1 only	Paring knife.
1 only	Carving set (\$8.00 maximum) stainless steel.
1 only	Vegetable or potato peeler.
1 only	Dish scraper, rubber.
1 only	Spatula.
1 only	Lemon squeezer, manual.
1 only	Egg beater, hand, stainless steel, heavy duty, good quality, to be used extensively for mixing powdered milk.
1 only	Grater.
1 only	Colander, metal with feet.
1 set	Food strainers, fine wire mesh with metal frames, set of three.
1 only	Rolling pin, wood.
1 only	Flour sifter.
1 only	Flour can, large.
1 only	Mincing machine, manual.
1 only	Butter dish, pyrex.
1 only	Pitcher.
1 set	Custard cups (8), pyrex.

KITCHEN UTENSILS (continued)

- | | |
|--------|--|
| 1 only | Casserole, pyrex, 64 oz. size. |
| 1 set | Mixing bowls, pyrex, 4 piece set. |
| 2 sets | Salt and pepper shakers, one set suitable for cooking and one set for table use. Glass type with metal tops. |
| 1 only | Measuring cup, pyrex, graduated. |
| 1 set | Measuring spoons, set of 4 or 5 metal. |
| 1 only | Dish pan, approx. 15" x 15", plastic, (Colour - see note below.) |
| 1 only | Dish drainer, rubber covered heavy gauge wire. |
| 1 only | Drainer tray, moulded rubber, about 21" x 17" (Colour drainer and tray - see note below.) |

MAINTENANCE

- | | |
|--------|---|
| 1 only | Sani-Can for kitchen, approx. 10" square, 14" high, hinged lid, good quality, lid food-operated. (Colour - see note below). |
| 3 only | Waste baskets, household type, assorted colours, (one per bedroom). |
| 2 only | Garbage cans c/w lid, galvanized, 16 gal, capacity. |
| 1 only | Ironing Board, folding, all metal, perforated top, adjustable, chrome plated tubualr legs. (Colour - see note below). |
| 1 only | Pad and cover for above ironing board. |
| 1 only | Clothes basket, woven wood slats, approx. 29" x 18" x 10 1/2". |
| 1 only | Step stool, kitchen type, aluminum. |
| 1 only | Dust pan, metal. |
| 1 only | Corn broom 6 string. |
| 1 only | Push type broom, 12" size, hair bristles. |

MAINTENANCE (continued)

- | | |
|--------|---|
| 1 only | Cellulose sponge mop, 8 1/2 x; 3 1/2, good quality, with wringer attached. |
| 3 only | Refills for above sponge mop. |
| 1 only | Dry mop, good quality. |
| 1 only | Floor polisher, weighted (non-electric). |
| 1 only | Scrub brush. |
| 1 only | Toilet brush. |
| 1 only | Rubber bathtub mat
(Colour - see note below). |
| 1 only | Coco fibre door mat. |
| 6 only | Ash trays, glass, household. |
| 6 sets | Floor cups, assorted sizes, rubber. |
| 1 only | Clothes hamper, approx. 19" x 10" x 17", woven fibre (colour - see note above). |

NOTE: Where the words (colour - see note below) appear the Branch is to be supplied an assortment of colours in all instances where quantities of more than one are ordered. If only one item is ordered the supplier may supply a standard colour of his choice.

SMALL APPLIANCES

- | | |
|--------|--|
| 1 only | Iron, electric, combination steam and dry. |
| 1 only | Toaster, electric, flip type, chrome plated, two compartments, complete with cord. |
| 1 only | Kitchen clock, electric
(colour - see note below). |
| 1 only | Table radio, Halicrafter S120 with phone input and c/w antennae kit. |
| 1 only | Washing machine, household type with safety wringer and pump, white enamel finish, 110 volt, 60 cycle. |
| 1 only | Vacuum cleaner, cannister type with disposable bag, c/w standard attachment, 110 volt, 60 cycle. |

GENERAL

- 1 only Card Table, easy folding, about 30" square, heavy metal frame with double steel cross bracing.
- 4 only Chairs for above table, easy folding, with padded leatherette covered seats and backs.

LAMPS

- 1 only Floor lamp, style similar to Eaton's 077-A3579
- 2 only Matching table lamps, style similar to Eaton's 077-A3578.
- 1 only Bridge lamp, style similar to Eaton's 077-A3580.
- 1 only Bed lamp, pin-up style, Brass plated base, similar to Eaton's 077-A2162D.

KITCHEN

- 1 only Kitchen table, arborite top with chrome trim, approx. 36" x 48", opening to 60".
- 4 only Chairs, metal frame with upholstered seats and backs covered with leatherette. To match above table.

APPENDIX IV

CLOTHING

Clothes are important in the north from the point of view of comfort. Ladies of course, will want a few dress clothes for special occasions. On the other side of the ledger, warm woollen underwear, heavy sweaters and windbreakers are essential. When you select outer clothing, you should choose articles which are warm, light in weight and windproof. Parkas should preferably be the slip-on kind, not opened down the front, and without zippers. You may wish to purchase your parka before proceeding north, or have one made locally. Summer wear can be similar to that of the provinces, but a pair of heavy shoes, and rubber boots (without zippers) are necessary. It is suggested that you have Eaton's and Simpson's send their mail order catalogues to your northern address.

In adjusting to heavier clothing and a colder climate, care must be taken to avoid chills. Heavy clothing should be removed in heated quarters, and donned before venturing outside. Many times recess will seem too short a time for you to get into all your clothes, but it is long enough to catch a chill.

The following is a suggested list of clothing:

Male

Thermal underwear

Heavy pants (at least one pair windproof)

Warm head-gear (e.g. R.C.M.P.-type, ski caps)

Leather mitts with wool inner mitts.

Rubber boots, dress shoes, flight boots and fleece-lined slippers

Heavy wool sweaters and scarves

Heavy wool socks

Heavy wool shirts

Flannelette pyjamas

Wool bathrobe

Raincoat

Parka with large hood

Dress clothes

Female

Thermal underwear
Slacks (ski, windproof and ordinary)
Warm hat (e.g. ski cap for wear under parka)
Leather mitts with wool inner mitts
Rubber boots
Wool scarves
Heavy wool socks
Heavy wool sweaters and skirts
Dress shoes, walking shoes, fleece-lined boots and slippers
Flannelette pyjamas
Wool Bathrobe
Leotards
Summer clothes - washable
Raincoat
Parka with large hood

Be certain you take enough warm underwear socks, sweaters, etc. with you. The weather is always unpredictable, and may be quite cool no matter what time of year you arrive in the north.

Children's clothing requirements are similar to those outlined above. Incidentally, because of the weather conditions and the possibility of attack by the Eskimos' dogs, pre-school aged children are confined to their homes a good deal during the winter. Children from the south sometimes have difficulty realizing that the dogs are not pets, but work animals. The dogs live a hard life, and react to this by being mean and vicious. It is therefore wise for parents to see that their children are adequately supplied with books, records, toys and games to keep them occupied while playing indoors.

The Regulations Governing Schools in the Northwest Territories quoted hereunder apply to the Federal Schools operated by the Department in Arctic Quebec.

The teaching Staff Regulations are to be applied where there is any conflict between these regulations and the teaching staff regulations.

REGULATIONS GOVERNING SCHOOLS
IN THE NORTHWEST TERRITORIES.

Short Title

1. These regulations may be cited as the "School Regulations".

PART I

Definitions

2. In these regulations,
 - (a) "governing authority" means the board, Mission or other authority responsible for the operation of the school;
 - (b) "principal" means the teacher in a school where only one teacher is employed and in other schools, a teacher designated by the governing authority; and
 - (c) "term" means the six-month period ending on the thirty-first day of December, to be known as the fall term, or the six-month term ending on the thirtieth day of June, to be known as the spring term.

Duties of Teachers

3. It shall be the duty of every teacher,
 - (a) to teach diligently and faithfully in conformity with the programme of studies prescribed for the school;
 - (b) to maintain such discipline as would be exercised by a kind and judicious parent;
 - (c) to furnish the pupils with constant employment during school hours and to endeavour by judicious and diversified methods to render the exercises of the school pleasant and profitable;

- (d) under the direction of the principal to prepare, and revise if necessary, a timetable showing the classification of pupils, the subjects taught each day, the seat work and other exercises and the length of each class period; and
 - (i) to post such timetable in a conspicuous place accessible to pupils in the school room;
 - (ii) to furnish a copy of such timetable to the principal.
- (e) to be present at the school at which he is employed on each teaching day and such other day as he may be required to attend, unless unable to attend on account of illness or unless authorized by the governing authority to be absent;
- (f) to arrive at the school at least fifteen minutes before the time prescribed for opening the school in the forenoon and at least five minutes before the time prescribed for opening the school in the afternoon;
- (g) to remain at the school until all pupils under his supervision have departed or until he is relieved by a responsible person;
- (h) to keep a school attendance register and to allow it to be examined by a trustee, officer of the governing authority, inspector, or other authorized person;
- (i) to recommend to the principal the promotion and transfer of pupils;
- (j) to send monthly or at such intervals as may be recommended by the inspector to the parent or guardian of each pupil under his supervision or instruction a report on the attendance, punctuality, conduct and progress of such pupil;
- (k) to notify the principal when he suspects that any pupil under his supervision or instruction is affected with or has been exposed to any infection or contagious disease and to insure that such pupil is not in contact with other children until the danger of infection is passed;
- (l) upon the request of the principal,

- (i) to supervise any sport or playground activity;
 - (ii) to arrange special classes for pupils requiring special or additional instruction;
 - (iii) to furnish reports and information with respect to any pupil or matter under his supervision or instruction;
 - (iv) to deliver up any school property in his possession;
 - (v) to attend meetings of the teachers;
 - (vi) to perform such other duties connected with the school which may be assigned to him;
 - (m) to exercise constant care in protecting the health of pupils under his instruction or supervision and each term to test the eye sight and hearing of each of his pupils, using such equipment as is made available to him for this purpose and to make a report to the principal on any child whose eyesight or hearing may impair his ability to benefit from instruction;
 - (n) to take advantage of opportunities available for improving his professional competence, such as study, attendance at summer school and teachers' conferences.
4. In a school where three or more teachers are employed governing authority may designate one of the teachers as assistant principal to assist the principal in the performance of his duties.
5. During the absence of the principal, the assistant principal or where there is no assistant principal or he is absent, a teacher designated by the governing authority to act as principal shall have all the powers and authorities of a principal.

Duties of Principals

6. It shall be the duty of every principal,
- (a) to be responsible for the organization and management of the school;

- (b) to maintain discipline in the school and in any play ground, sportsfields or other buildings or areas operated in connection with the school;
- (c) subject to the approval of the inspector, he shall
 - (i) determine the number of grades;
 - (ii) determine the number of pupils to be assigned to each class;
 - (iii) prescribe the duties of the members of the staff of his school;
 - (iv) promote and transfer pupils from one grade to another;
 - (v) be responsible for timetables and all phases of instruction in the school;
- (d) to make arrangements for fire prevention, and at least once each month to inspect all fire prevention and fire fighting equipment and to hold a fire drill in which all pupils and teachers shall take part;
- (e) to inspect the school premises daily and to report to the governing authority and required repairs to the building or equipment;
- (f) to ensure the proper care of the building, premises and equipment by all persons using them;
- (g) to arrange for the proper supervision of the school premises, including playgrounds, sports fields or other areas used in connection with the school;
- (h) to notify the governing authority and the local health authority whenever he has reason to believe that any pupil has been affected with or exposed to any infection or contagious disease and to exclude any such pupil until he is satisfied that such pupil can attend school without endangering the health of others;
- (i) to suspend, for a period not exceeding six weeks, any pupil who persists in wilful disobedience, habitual neglect of duty, use of profane or improper language or other conduct which the principal deems injurious to the welfare of the school and to report such suspension to the governing authority for review and approval, and to furnish a copy of the report to the inspector.

- (j) to arrange regular meetings of the teachers to discuss courses, methods of instruction, discipline in the school and other matters relating to the operation of the school;
- (k) upon request to furnish reports to the governing authority or to the inspector on teachers, pupils, or any matter related to the operation of the school;
- (l) to submit to the inspector,
 - (i) within two weeks of the opening of school in each academic year a copy of each of the timetables prepared by teachers under his supervision;
 - (ii) copies of all revisions made from time to time in such timetables;
 - (iii) at the time of the inspector's visit or at any other time desired, a report on any physical or mental defects or other abnormalities affecting any pupils' work;
- (m) to make such changes and modifications in the timetables as may be requested by the inspector;
- (n) to be responsible for keeping the school buildings and grounds clean and in fit condition for use;
- (o) to requisition all necessary materials, supplies and equipment for the school and to arrange for their proper distribution; and
- (p) to report to the governing authority any required repairs to the building or equipment.

Duties of Pupils

7. It shall be the duty of every pupil,
- (a) to attend school regularly and punctually;
 - (b) upon returning to school after an absence on account of illness or other cause or upon arriving at school after the hour appointed for commencing, to furnish the teacher orally or in writing, as the teacher may require, a reason for his absence or lateness, as the case may be;

- (c) to be clean and tidy in person and clothes;
- (d) to be diligent in his studies, kind and courteous to his fellows, and obedient and respectful to his teachers;
- (e) to take proper care of school property and all texts or equipment supplied to him by the school;
- (f) to remain at school until the hour appointed for closing unless permitted by the teacher to leave before the hour of closing on account of illness or upon the written request of his parent or guardian;
- (g) to conform to the rules of the school and to conduct himself properly while on the school premises and on the way to and from the school premises.

Duties of Inspector

8. It shall be the duty of an inspector in any area assigned to him,
- (a) in so far as possible to inspect each school under his supervision having a ~~separate~~ register at least once in each school term;
 - (b) to give educational leadership;
 - (c) to exercise general supervision over the work of schools and teachers;
 - (d) to give specific supervision and counsel to the teachers in the classroom;
 - (e) to take an active interest in local educational organizations;
 - (f) upon request of the chairman to attend school board meetings for the purpose of assisting the board with educational matters;
 - (g) to survey means and methods of keeping inventories of equipment, supplies and textbooks in the schools and to render assistance to teachers in keeping stock records and in the preparation of the annual requisition;

- (h) to investigate school administration, the adequacy and suitability of school premises and equipment and all matters affecting the progress, health and conform of pupils;
- (i) to examine timetables, registers, equipment and supply inventories;
- (j) to assist in the work of teachers' institutes and conventions and of teachers' associations;
- (k) to encourage the experimental study of the problems of teaching in the Territories and to encourage the development of a guidance programme;
- (l) to inspect the school library to ensure that all books are suitable, and to authorize destruction of books no longer serviceable.

9. 1. Subject to subsection two, within two months of the date, he visits or inspects the school, an inspector shall prepare a report in the prescribed form showing,

- (a) the date of inspection;
- (b) the name of the school;
- (c) the name of the principal
- (d) the name of the teacher;
- (e) the qualifications of the teacher;
- (f) the experience of the teacher;
- (g) the salary of the teacher;
- (h) grades and subjects taught;
- (i) subjects inspected;
- (j) comments on teaching observed;
- (k) recommendations, if any;
- (l) condition of buildings and grounds;
suggested improvements, changes or additions;

- (m) observance of regulations;
 - (n) use of prescribed texts;
 - (o) condition of school equipment, suggested improvements, changes or additions;
 - (p) any other matter relating to the inspection.
- (2) If the inspector is unable to render a report within the two-month period, he shall submit an interim report giving reasons for the delay.
 - (3) The inspector shall submit four copies of every such report prepared by him.
 - (4) On or before the fifteenth day of every month an inspector shall prepare and submit four copies of a report showing in respect of the previous month all schools inspected together with the dates of such inspections and all other activities.
10. The inspector may upon request to the principal examine and if necessary, remove from the school premises for examination, any record, document, or other paper or thing related to the operation of the school.
11. Every officer or employee of a governing authority shall upon the request of the inspector furnish to him for examination on or away from the school premises any record, document or other paper or thing relating to the school and shall also make available to him any information relating to the school.
12. The inspector may, where necessary in his opinion to facilitate an inspection, extend the regular school hours on any teaching day, or upon notice to the principal require the pupils and teacher of any classroom or school to attend on Saturday in which case that Saturday will be recorded as a teaching day.

Days and Hours of Attendance

13. (1) A school shall be operated and instructions given on each day in the academic year which is not a holiday or a vacation period for that school, as provided in these regulations.
- (2) All days shall be observed as teaching days except,
- (a) Saturday, except where the inspector requests

that the school be kept open and instructions given for the purpose of inspection;

- (b) Sunday;
- (c) New Year's Day;
- (d) Good Friday and Easter Monday;
- (e) Victoria Day;
- (f) Dominion Day;
- (g) Labour Day;
- (h) Thanksgiving Day;
- (i) Remembrance Day;
- (j) Christmas Day;
- (k) the day fixed by the Governor General for observance of the birthday of the reigning sovereign;
- (l) any day, but not exceeding one in any month designated by the governing authority as a holiday for any local purpose;
- (m) where approved by the governing authority, Epiphany Ascension, All Saints and Conception days. (Amendment of July 9, 1956.)

(3) Teaching days on which the school does not operate for reasons of sickness, epidemic or catastrophe, shall be counted as teaching days for the purpose of these regulations.

14. Subject to section fifteen, the following vacation periods shall be observed in all schools;

- (a) Easter - the four days immediately following Easter Monday;
- (b) Summer - from the first day of July to the thirty-first day of August, both days inclusive;
- (c) Christmas - from the twenty-fourth day of December to the first day of January, both days inclusive, except when December twenty-fourth falls on a Tuesday, December twenty-third shall be holiday, and when January first falls on a Thursday, January second shall be a holiday.

15. A school which is not organized to operate at least two hundred teaching days in an academic year shall observe such vacations as the governing authority and the inspector may authorize.
16. (1) A teaching day exclusive of recess and lunch periods shall consist of at least,
- (a) for grades one and two, a period of four and one-half hours;
 - (b) for other grades, a period of five hours.
- (2) Unless the governing authority otherwise directs school hours for grade three and above shall be in the forenoon between nine o'clock and noon, and in the afternoon between one o'clock and 3:30 o'clock.
- (3) Unless the governing authority otherwise directs, school hours for grades one and two shall be in the forenoon between 9:30 o'clock and noon, and in the afternoon between one o'clock and three o'clock.
- (4) A recess period not exceeding fifteen minutes shall be allowed in the forenoon, and in the afternoon of each teaching day.

Equipment and Supplies

17. Each classroom of a school shall be equipped with,
- (a) suitable desk or table accommodation and seating for each pupil, such furniture to be of a design and size suitable to accommodate the children normally expected to attend;
 - (b) a suitable desk and chair for the teacher;
 - (c) blackboards, a supply of chalk of various colours, and blackboard erasers;
 - (d) a waste paper basket;
 - (e) a framed picture of Her Majesty the Queen;
 - (f) a copy of the School Ordinance and Regulations made thereunder;
 - (g) a copy of the authorized Course of Study and list of prescribed textbooks;

- (h) a thermometer;
- (i) a School Attendance Register;
- (j) a standard dictionary.

18. Every school shall be equipped with,

- (a) The National Flag of Canada;
- (b) a clock;
- (c) a globe;
- (d) modern maps to meet the requirements of the course of study;
- (e) bookcases and storage for books and supplies;
- (f) sufficient hooks for pupils' outdoor clothing;
- (g) a first aid kit, properly stocked at all times;
- (h) a fire extinguisher of an approved type in each classroom or other room used by teachers or pupils and in the main corridor on each floor.

PART II

(Amendment of July 9, 1956)

19. In this Part,

- (a) "assistant principal" means the teacher designated by the governing authority to perform the duties set out in Section 22 in respect of that part of the school in which he is employed;
- (b) "combined school" means 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 to 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;
- (c) "principal" means the teacher designated by the governing authority to perform the duties set out in section 21.

* "NOTE - This amendment does not involve new policy. Its purpose is to bring the Regulations into line with what has in fact been the policy and practice for some time."

20. A teacher in a combined school shall perform the duties set out in Section 3, except that in matters referred to in paragraphs (d), (i) and (l) of that section, he will perform his duties under the direction of the assistant principal.

Duties of Principals

21. It shall be the duty of the principal of a combined school,

- (a) to be responsible for the organization and management of Grades X and up, in the school;
- (b) to be responsible for keeping the school buildings and grounds clean and in fit condition for use;
- (c) to requisition all necessary materials, supplies and equipment for the combined school as requested by assistant principals and to arrange for the proper distribution of such materials, supplies and equipment;
- (d) to report to the governing authority of the combined school any required repairs to the building or equipment;
- (e) to make arrangements for fire prevention and at least once a month to inspect all fire prevention and fire fighting equipment and to hold fire drill in which all pupils and teachers in the combined school take part;
- (f) to arrange regular meetings at least once a month of the teachers in the combined school for the purpose of discussing professional matters and the general administration of the combined school;
- (g) to furnish reports upon request in respect of the combined school to the governing authority regarding the number of pupils in attendance, administration details and other matters under his jurisdiction;
- (h) to arrange, after consultation with assistant principals, for the most efficient and beneficial utilization of all equipment, materials and supplies, including outdoor facilities, provided in the combined school for the use of all children.

Duties of Assistant Principal

22. 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 and to be responsible for the use of such classrooms in the manner and for the purpose approved by the governing authority of the combined school;
- (b) subject to the approval of the inspector;
 - (i) to determine the number of pupils to be assigned to each classroom,
 - (ii) to prescribe the duties of the members of the staff under his jurisdiction;
 - (iii) to promote and transfer pupils from one grade to another, and
 - (iv) to be responsible for timetables and all phases of instruction in the classrooms under his jurisdiction;
- (c) to inspect daily that part of the school in which he is employed as a teacher and to report to the principal any required repairs to the building or equipment;
- (d) to inform the principal of the kinds and quantities of materials, supplies and equipment required for the operation of that part of the school in which he is employed as a teacher;
- (e) to arrange for meetings at least once a month of the teachers under his jurisdiction to discuss methods of instruction, discipline and other matters relating to the operation of the classrooms under his jurisdiction;
- (f) to suspend, for a period not exceeding six weeks, any pupil under his jurisdiction, who persists in wilful disobedience, habitual neglect of duty, use of profane or improper language or other conduct which he deems injurious to the welfare of the school, and to report such suspension to the governing authority for review and approval, and to furnish a copy of the report to the inspector;

(g) to notify the principal whenever he has reason to believe that any pupil has been affected with or exposed to any infection or contagious disease and to exclude any such pupil until he is satisfied that such pupil can attend school without endangering the health of others;

(h) to submit to the inspector,

(i) within two weeks of the opening of school in each academic year a copy of each of the timetables prepared by teachers under his jurisdiction,

(ii) copies of all revisions made from time to time in such timetables,

(iii) at the time of the inspector's visits or where requested by the inspector, a report on any physical or mental defects or other abnormalities affecting any pupil's work;

(i) to make such changes and modifications in the timetables as may be requested by the inspector.

23. Where only two teachers are employed in a combined school, the principal shall perform the duties of assistant principal for the portion of the school in which he is employed as a teacher.