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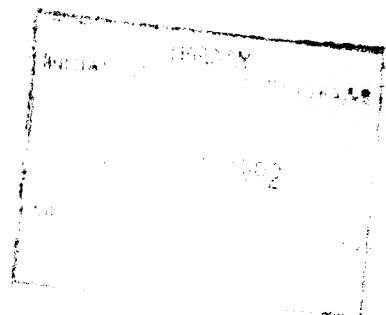
THE TRAINING AND DEVELOPMENT OF INUIT
AS PARA-PROFESSIONAL RESEARCHERS:
TERMINATION REPORT

October 18, 1976

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This program report contains a review of its development, including its objectives and training format; a summary of activities from February 17th to August 31st, 1976; an evaluation; followed by several concluding remarks.

A. Review of Program Need, Objectives, and Training Format

The following (mainly a review of previous memos on this subject, dated Nov. 12, 1975; Jan. 6, 1976; and Feb. 16, 1976), highlights the program's development and objective, as well as the training format.

1. Program Development and Objective

The division's one year experimental program for the development of para-professional natives in northern research, funded by the Training and Employment Liaison Division through their On-The-Job Training Plan for northern natives, has been the result of several important factors. First, the recent field-work experiences of many researchers have elicited the difficulties encountered in the execution of studies within northern communities. The current mood of indigenous self-determination is such that aboriginal people will no longer accept being the objects of research, and are asserting their rights to be regarded as clients and sponsors of research. While the present trend is for an increasing collaboration between researchers and northerners in identifying and drafting research needs, we believed that indigenous people should also be encouraged to become significantly involved in the execution of the research.

Towards this end, in December 1975, a program, entailing the division's engagement of one Inuk, Ms. Uviliq, for the on-the-job training as a para-professional researcher, was initiated in Frobisher Bay, N.W.T. It is worth noting that wherever possible, the program sought the participation of the community based Board of Directors of the Frobisher Bay Legal Services Centre as well as the Baffin Region Inuit Association, along with the co-operation of concerned local members, northerners, and the appropriate territorial agencies.

The goal of this and subsequent on-the-job training programs was to develop a nucleus of locally based native para-professional researchers, who, employed by our division, would be able to utilize their acquired background in the general philosophy and methodology of research to fulfill other potential research needs in Frobisher Bay or elsewhere in the Baffin Region.

2. Training Format

In discussing the training format, I will focus on trainee selection, supervision and the training plan.

a. Trainee selection

As principle trainer, my first task was to select one trainee to undergo the one-year para-professional researcher program. The criteria of selection entailed that he or she be Inuit, preferably a resident of the community or outlying Baffin region, who indicated an interest, ability and potential for success in the program. In considering the applicants, I also sought an individual who was reliable, capable of being a self-starter, and who possessed a good vocabulary as well as reading and writing skills. In my opinion, the major difficulty lay in determining which of the final four candidates, of which two were particularly outstanding, would be best suited as a researcher in social problems as opposed to a practitioner in the delivery of social services. At the conclusion of my interviews, I selected Marie Uviliq as our research trainee.

b. Supervision

It was agreed that as principle trainer and co-ordinator, as of January 1976, my location in Frobisher Bay over the next 12 months would be on a $\frac{1}{4}$ time basis, comprising a minimum of two weeks in any two month period. In addition to the

resources and knowledge extended by the officers of the Training and Employment Liaison Division, Don Whiteside, Northern Research Division, was available as consultant to this program. Furthermore, we decided to proceed with more concrete arrangements for locally based supervision of the trainee, involving office supervision by the Baffin Region Inuit Association, and intermediary technical supervision provided locally by someone possessing a background in research.

In this regard, as a result of a decision by the Board of BRIA to support our program, as of January 1976, the association agreed to provide the trainee office space, access to clerical personnel, and daily supervision, as well as act as paymaster on the behalf of our Department. With respect to the engagement of someone fulfilling an intermediary role between myself and the trainee for the latter's technical supervision and on-going training, N. Birss from Frobisher Bay was selected for this task on a part-time basis of four half days a week.

c. Training plan

The object of the training in the general philosophy and methodology of research, clearly reflected in D. Whiteside's methodology format, was to teach and sharpen the trainee's ability:

- "1) to be able to systematically analyse and evaluate a variety of research studies, and
- 2) to better understand the philosophy of, or the process of, social research."

Furthermore, it emphasized the acquisition of the following skills:

- 1) Required vocabulary, reading and writing skills,
- 2) Understanding the philosophy of research,
- 3) Competence in the evaluation of research studies and proposals,
- 4) Proficiency in conducting independent simple studies,
- 5) Mastery of basic research methods,
- 6) Mastery of basic communications skills.

Subsequent to the operationalization of the above teaching goals into a training program, D. Whiteside, consultant to the project, and I decided to hold an intensive one-week

training session in Ottawa (January 5th to 9th) to be followed on an on-going basis throughout the year, beginning with my visit to Frobisher on January 12th to the 23rd. The Ottawa training session, immediately followed by my two week trip to Frobisher was designed to put the program on a firm footing during its early yet crucial stages - particularly to achieve the supervisory and training objectives.

During the Ottawa training session, ably headed by Don Whiteside, we were most fortunate in having the participation of M. Evans from the division, who, along with the trainee, Marie Uviluq, underwent the week's program. It was felt that the inclusion of an additional person, particularly another native, would be supportive to Marie, especially in assisting the latter to cope with the frustrations and bewilderment of an often alien and complex program. Indeed, Ms. Evans' support during the trying days of the initial week justified this decision.

It should be noted that the Ottawa training format was followed thereafter in Frobisher Bay. Specifically, following an introduction on the philosophy of research, the mornings were devoted to a discussion and analysis of selected research articles from the chosen text, Beattie and Crysdale (1974), Sociology Canada, while in the afternoons, the trainee and Ms. Evans were left on their own to prepare for the next day's assignment. During the week the trainee was able to complete three written assignments with one covered orally in class. On completion of the week in Ottawa, I went to Frobisher Bay on January 12th until the 23rd (1976), to formally launch the program in the field.

Following the format initiated in Ottawa, I conducted the first training sessions, attended by N. Birss, the locally based supervisor, with the training role duly transferred to the latter by the end of the first week.

Furthermore, to complement the trainee's orientation to the philosophy and methodology of research (already emphasized through the systematic analysis and understanding of research studies in the text), it was decided that the trainee would prepare one weekly exercise involving her participation in the field.

Specifically, the trainee could attend one of the regular sessions of the Justice of the Peace, Magistrate's or Supreme Courts or a public or board meeting of one of the various community groups. Her role at these events would be to record or report on their proceedings, coupled with observations in order to fully describe what transpired. These weekly entries into the community (a preliminary to her involvement in projects such as the evaluation research of the Frobisher Bay Legal Services Centre) would be submitted as an assignment for discussion on the following day.

As an added means to monitor the program's progress and that of its participants, guidelines were established for the preparation of weekly reports by both the trainee and supervisor. These reports would be based on the daily log describing the trainee's progress, as well as the training program and activities vis-a-vis the field research. These reports would focus on the specific details of the work accomplished during the week as well as on any problems, comments or suggestions pertaining to the program. It was agreed that text and field assignments completed each week would accompany the reports.

Finally, in addition to the training text by Beattie and Crysdale, the following materials were provided:

Finkler, H. (1975). Inuit and the Administration of Criminal Justice in the Northwest Territories: The Case of Frobisher Bay. Montreal: The International Centre for Comparative Criminology.

Inuit Tapirisat of Canada (1973). Proposal for a Legal Service Centre in the Northwest Territories. Ottawa: Inuit Tapirisat of Canada.

Kemeny, J.G. (1959). A Philosopher Looks at Science. New York: D. Van Nostrand Company.

Patterson, D. (1975). Proposal for the Evaluation of the Legal Service Centre. Frobisher Bay: Maliiganik Tukisiiniakvik.

Whiteside, D. (1974). Cultural Integrity vs Social Science Research. Northern Research Division, DIAND.

Whiteside, D. (1975). Training of Aboriginal People as Researchers. Northern Research Division, DIAND.

In summary, the model operationalized for the training in the philosophy and methodology of research and acquisition of the appropriate skills comprised the trainee's analysis and understanding of research studies from the chosen text as well as the completion of one weekly field assignment in the community, with the intermediary technical and daily supervision provided by the locally based supervisor and the Baffin Region Inuit Association respectively. Consultation to the program as well as its co-ordination was established through my $\frac{1}{4}$ time location in Frobisher, as well as through telephone conversations and weekly reports. Furthermore, this format enabled me to monitor the progress of the experimental program and that of its participants, a necessary process for future planning, as well as to implement the modifications or adjustments in the training model as required.

B. Summary of Activities: February 17th to August 31, 1976.

The following summary of activities is presented in chronological sequence to the earlier memos on this subject. First, in reference to my memo dated February 16th, 1976, you will recall that due to some unforeseen personal problems, clearly disruptive to the trainee's ability to continue with the program, her request for a one week leave of absence without pay, for the period February 2nd to 9th, was granted. On Feb. 9th, the trainee recommenced the program and my subsequent telephone conversation with both the trainee and supervisor indicated that the return to work was proceeding in a satisfactory manner.

On the basis of telephone conversations and weekly reports along with observations gathered during my scheduled visit to Frobisher Bay (March 9th - 19th, 1976), I would say that the program continued along the lines outlined previously for the remainder of February, the month of March, through to the beginning of April. This impression was shared by officers from the Training and Employment Liaison Division who travelled to Frobisher Bay to obtain a first-hand look and overview of the program. Furthermore, while the project was beset with its share of difficulties, until the beginning of April, we seemed to be fairly successful in dealing with a variety of personal and professional problems including the occasional lapses in concentration and motivation.

At the same time, new strategies were explored with Don Whiteside such as the selection of a new text of readings as well as the possibility of the latter's visit to Frobisher Bay to observe the program. It was thought that Mr. Whiteside's spring visit would provide a stimulus for the infusion of new ideas and materials towards upgrading the program.

However, on my return from annual leave in the beginning of April, it became increasingly clear that the program was losing its momentum. Progress in the text and field assignments had declined, accompanied by a growing level of dissatisfaction among the team members. Acknowledging the experimental nature of the program, the trainee requested a revision in the training format. Specifically, she proposed an alternative to the existing methodology format designed to analyze the chosen text, beginning by substituting the book of readings with one with northern content. This idea was supported by the supervisor who felt that such a text would be more relevant and also serve as a point of departure for mini-studies to be conducted by the trainee in the field.

This idea appeared worthy of further exploration and thus it was decided that the trainee, assisted by the supervisor, would draft her ideas for a program revision for my consideration. On perusal of the proposal, it was decided to proceed with the new format until I was able to return to Frobisher to assess the situation. Unfortunately, my workload in Ottawa did not permit me to travel to Frobisher until the middle of May.

During the interim, certain trends became evident. Contact with the team through the usual medium indicated that the adoption of the revised format did not ameliorate the trainee's performance. Completion of analyses of assigned readings in the northern text, field exercises, and weekly reports was delayed or sporadic, further aggravated by a growing rift between the trainee and supervisor stemming from their perceptual differences over the desired level of performance. By the end of April and beginning of May, it became apparent, that while the trainee possessed the ability to succeed in the program, particularly exemplified by her skill in oral and written communication, she did not appear motivated for the training in methodology, nor ready for the discipline and dependability required in research.

Accordingly, on May 14th, during my meeting with Donat Savoie and Don Whiteside, we decided to terminate the program by the end of June 30th, with the six week transition or phasing out period

enabling the trainee to explore her options in other pursuits such as journalism or ethnology. This was discussed with Ms. McDowell, Training and Employment Liaison Division, who was prepared to continue sponsoring the trainee if she desired to pursue a career in journalism with either the magazine North or Inukshuk.

Several days later, I went to Frobisher for the period from May 17th to 21st, to meet with the team and inform them of our decision. Several meetings were held at which time it was agreed that all formal teaching would cease as of May 21st, (though the supervisor would be available for consultation until June 30th), with both trainee and supervisor responsible for a written evaluation of the program by the end of June. Furthermore, the trainee was given the opportunity to prepare a project of her own choosing to be completed by the end of June. In this regard, the trainee chose to write on Inuit life in a sealing and char camp near Igloolik as part of her visit to that community. Finally, before my departure, Ms. Cowan, Executive Director (BRIA), was informed of our decision to terminate the project.

By the termination date, all assignments were completed. Both the trainee and supervisor went on vacation, followed with the trainee's temporary employment in August, as secretary-receptionist with I.T.C. in Ottawa. During that time, in addition to several telephone conversations with the supervisor, meetings were held with the former trainee to gather her reflections on the program and discuss her plans for the future. At the end of August, she returned to Frobisher Bay and for the present, has no plans to pursue a career in journalism or in a related endeavour.

Before continuing, I would like to make the following comments regarding the trainee's involvement in the evaluation of the Frobisher Bay Legal Services Centre and status of that project.

In December 1975, as part of the division's program for the development of Inuit as para-professional researchers, we decided to proceed with Mr. D. Patterson's project for an evaluation of Maliiganik Tukisiiniakvik, the Frobisher Bay Legal Services Centre. Specifically, during the course of her field training, Marie Uviluq was to be involved in the evaluation of the centre to determine the most effective manner in delivering this service and thereby offering firm guidelines as to the direction of its activities.

Toward this end, Ms. Uviluq, along with her acquisition of research skills and experience in the field, underwent a familiarization of the centre's operations and overview of socio-legal issues, particularly an understanding of the administration of criminal justice. However, with Ms. Uviluq's termination on June 30th, as a para-professional researcher, this project has been discontinued. (For more information regarding this evaluation, please refer to a memo on this subject dated August 31, 1976.)

C. Program Evaluation

In retrospect, I believe there is a need for a program to develop a nucleus of locally based native para-professional researchers. Though the experimental project was terminated prematurely, precluding a detailed evaluation, perhaps the following comments based on our experience may be beneficial as a frame of reference in re-establishing a similar program in the future. In the main, these comments, including those drawn from the evaluations prepared by the supervisor and trainee, focus on the training plan, supervision and trainee performance.

1. Training Plan

As mentioned previously, following the format developed during the intensive one week training session in Ottawa, the model operationalized for the training in the philosophy and methodology of research and acquisition of the appropriate skills comprised the trainee's analysis and understanding of research studies from the chosen text as well as the completion of one weekly field assignment in the community, with the intermediary technical and daily supervision provided by the locally based supervisor and the Baffin Region Inuit Association respectively.

While there was a consensus on the training object, i.e. training in the philosophy and methodology of research, in its operationalization several issues emerged. These centred on the manner the course was implemented, the teaching plan, and a proposed program revision for consideration as an alternative to achieve the desired training goals.

First, one will recall that the training course was initiated in Ottawa with an intensive one week session, immediately followed by my two week trip to Frobisher in order to put the program on a firm footing during its early yet crucial stages - particularly

to achieve the supervisory and training objectives. However, in retrospect I believe that while the Ottawa session provided a good orientation, in view of the overwhelming nature of the program, perhaps it would be advisable to initiate the course in the North, a familiar and more psychologically supportive milieu for the trainee. Furthermore, the teaching should be conducted by the same person throughout the program, thereby avoiding the problems in transference that subsequently arose. We will expand on this important point during our discussion on supervision.

The foundation of the teaching plan lay in the trainee's analysis and understanding of research studies from the chosen text (Beattie and Crysedale, 1974, Sociology Canada) along with her weekly entries in the field. However, by April, progress in the text and field assignments had declined, accompanied by a growing level of satisfaction among the team members. While it was felt essential that the trainee exhaust the chosen text to acquire the basic research skills, in time both the trainee and supervisor became saturated and bored with its content - an attitude clearly reflected in the trainee's text assignments. Regarding the field assignments, Ms. Uviluq found that they put into perspective the concepts and ideas expounded in the text. Nevertheless, overall, she felt she could better relate to materials northern in content, particularly those that revealed a researcher's perception of Inuit culture and society.

Acknowledging the experimental nature of the program, the trainee requested a revision in the training format. Specifically, she proposed an alternative to the existing methodology format designed to analyze the chosen text, beginning by substituting the book of reading, with one with northern content, i.e. Valentine and Vallee (1968) Eskimo of the Canadian Arctic. This idea was supported by the supervisor who felt that such a text would be more relevant and also serve as a point of departure for mini-studies to be conducted by the trainee in the field.

The methodology of the proposed revision in the program encompassed a review of the literature about a particular aspect of Inuit society, commencing with a reading of the Valentine and Vallee text, followed by the trainee's entry into the field to conduct a series of intensive interviews among a small number of Inuit toward a comparison of the results of the latter with the findings in the text. It was envisaged that the results would be published in Inukshuk or broadcast on the radio.

While our trainee did not appear to be sufficiently motivated to follow through with the plan (possibly due to a lack of direction attributable to the cumbersome teaching - supervisory structure of the program), I feel that the proposal merits serious consideration as an alternative to the initial plan in order to achieve the set training goals. Furthermore, based on this experience, I believe that we miscalculated the trainee's ability to deal with subjects relating to northern issues and peoples (materials initially thought to be too emotionally charged and conducive to a distortion in her perception thereby impairing her ability to keep an objective perspective on the situation) as well as the utility of a text in northern readings or research to hold her interest and one to which she could relate as well as serve as a point of departure for her field work. In addition, partially as a result of inadequate direction, we failed to recognize the trainee's saturation in a classroom setting or her readiness to advance in her field work from a recording role to an involvement in simple research experiments.

2. Supervision

In order to implement the training program, it was agreed that as principle trainer and co-ordinator, my location in Frobisher would be on a $\frac{1}{4}$ time basis, comprising a minimum of two weeks in any two month period. Furthermore, we decided to proceed with more concrete arrangements for locally based supervision of the trainee, involving office supervision by the Baffin Region Inuit Association, and including technical supervision provided locally by someone possessing a background in research.

However, in retrospect, it is the consensus of the entire team that the supervisory - teaching structure has proved highly unsatisfactory. Though our reasoning for its creation stemmed largely from the experimental nature of the program, thereby balancing the need to establish such a program with the available financial and human resources (particularly the principle trainer's workload precluding his full involvement in the project), in the future an alternative structure must be found. Specifically, it is the feeling of the team that the role of principle trainer-researcher and intermediary supervisor should be combined into one position, i.e. teacher-researcher whose full-time location in the field is essential. This would avoid the disruption caused by the three level transference of the teaching role and the difficulties in monitoring the program from afar. Furthermore, under the existing format, the intermediary regarded herself

as a caretaker with insufficient training or readily available resources to deal with the trainee's saturation and lack of motivation or co-ordinate the proposed program revision. Due to other commitments, I was unable to make the necessary personal assessment of the situation in Frobisher and thereby fulfill my responsibility to provide the needed direction.

As a result, a growing rift between the trainee and supervisor went unchecked largely stemming from their perceptual differences over the desired level of performance, structure and discipline. This was in part due to the trainee's demand for an Inuk teacher or someone who's understanding of Inuit life was sufficient to enable him to draw analogies from the concepts in the text to examples in Inuit culture and society. This was particularly frustrating for the trainee because she felt that she had to continually refine or alter her assignments in terms understandable to whites.

In my opinion, it would be futile to re-establish the program without combining the teacher-supervisor role into one position on a full-time basis in the field with the ideal person being an Inuk or one well versed in Inuit life.

3. Trainee Performance

Despite a satisfactory beginning, by the end of April, it became apparent that while the trainee possessed the ability to succeed in the program, particularly exemplified by her skill in oral and written communication, she did not appear motivated for the training in methodology, nor ready for the discipline and dependability required in research.

This may be attributed in part to several factors cited previously - such as inadequate direction, saturation with the southern text, and a lack of guidance by an Inuk teacher or someone with a sufficient understanding of Inuit culture and society. In this section we will examine the trainee's performance and related issues in greater detail to obtain a clear understanding of what transpired and why.

First, to gather some idea about the trainee's progress, I will comment on her performance in the text and field assignments for the period from February 9th to June 30th, 1976. Tables I and II, citing the text and field assignments completed during this time frame, reveal a marked decline in productivity as well as sporadic activity from the end of March onwards. In correcting the trainee's text assignments, the supervisor made the following comments:

- the trainee is experiencing difficulties in grasping the meaning of definitions and concepts as well as distinguishing between a study's results and conclusions;
- she has a difficulty in getting any distance from the specifics of a study and see it as a whole;
- she has a tendency to use grandiose terms or select material verbatim from the text in her analysis but often out of context revealing a lack of comprehension of the article.

Regarding the trainee's field assignments, the supervisor noted the following:

- the trainee provides limited descriptions about what transpired with no follow-through as to its significance or relationship to the overall subject;
- she has difficulty in stating the outcome, utility of the meeting or describing the extent of people's reaction or participation;
- she is resistant to record what she felt should be obvious to people - to Inuit, but is aware that she must clarify for her white readers.

However, generally, her ability to systematically analyze the readings or field situations showed some improvement, with her imaginative writing skills unfolding in her field descriptions of Inuit life or analysis of readings on how a researcher views Inuit culture and society. Thus, while Ms. Uviluq did not appear suited or motivated to pursue her training in the philosophy and methodology of research, her style and approach to writing about Inuit life readily lends itself to a career in journalism or ethnology.

On the basis of numerous discussions with the trainee, her weekly assignments, reports and program evaluation, I will summarize her views about the para-professional researcher training. In my opinion, Ms. Uviluq's comments on the program, her role along with the difficulties or stresses encountered during the course are critical to our understanding of the trainee's position and accordingly, the formulation of more concrete guidelines in future planning.

TABLE I

List of Text Assignments for Period From
February 9th to June 30th, 1976

<u>Completion Date</u>	<u>Title</u>
February 13	Development and Dependence: The Canadian Problem
February 18	Decision to Work Among Halifax Women
February 23	Comparison between articles entitled: Greek Working Class Immigrants in Toronto <u>and</u> Acculturation of Italian Immigrant Girls in Canada
February 27	Conservatism, Liberalism and Socialism in Canada
March 1	The Dilemma of the Aging Eskimo
March 16	Transition from School to Work
March 27	Teachers and Students: a Preliminary Analysis of Collective Reciprocity
April 5	Comparison between articles entitled: Teachers and Students: a Preliminary Analysis of Collective Reciprocity <u>and</u> Transition from School to Work
April 30*	Comparison between articles entitled: An Archaeological Overview of Eskimo Economy <u>and</u> Economic situation of the Eskimo
May 11*	Eskimo Art - A Living Art Form

* Selection from Valentine and Vallee (1968).
Eskimo of the Canadian Arctic

TABLE II

List of Field Assignments for Period From
February 9th to June 30th, 1976

<u>Completion Date</u>	<u>Title</u>
February 9	Parents/Teachers Workshop
February 20	I.T.C. Language Commission
March 3	Meeting of Frobisher Bay Justice Committee
March 12	Session of Justice of the Peace Court
March 18	Panel Discussion on Education
March 25	Session of Magistrate's Court
April 16	Observations of Igloolik
April 28	1) Meeting of Canadian Eskimo Art's Council 2) Review of Ken White's research into differentiation of value systems among students at G.R.E.C.
April 29	Interview with the artist Henry
May 10	Public Meeting of Village Council
June 30	1) Life in Igloolik 2) Program Evaluation and Reflections

For the first three months, the trainee felt quite enthusiastic about the program and made satisfactory progress despite the occasional lapses in concentration or motivation. She recognized the importance of criticism from a native perspective but increasingly felt the need for the incorporation of more northern content into the program. Ms. Uviluq did not believe it was sufficient to focus generally on aboriginal people and therefore requested a greater concentration on Inuit culture and society and how they were perceived by researchers. In addition, she felt she could better relate to an Inuk teacher or someone who's understanding of Inuit life was sufficient to enable him to draw analogies from the concepts in the text to examples in Inuit culture.

The above factors contributed to the proposed program revision mentioned elsewhere whose methodology was more in tune with her approach centering on an intimate contact with a small number of Inuit to record their stories. However, despite the adoption of the revised format, the program continued to lose its momentum (notwithstanding some sporadic activity) with a corresponding decline in the trainee's performance and motivation leading to the decision to terminate the project. In part this result may be attributed to several reasons.

First, perhaps with oral rather than written communication being most prevalent in Inuit culture, Ms. Uviluq increasingly resented the necessity for recording what she regarded as obvious to Inuit or documenting events with numerous clarifications so that they would be understandable to non-Inuit. Furthermore, she found it difficult to detach herself from the dynamics of a field situation - to just observe and record. She was unable to accept what she viewed as the impersonal and analytical nature of research with its concentration on quantitative measurement of large groups of people on often a variety of abstract variables. Finally, she remained very much concerned as to how much of her Inuk identity she must forfeit to acquire these white based research skills. Specifically, on one occasion, she remarked that, "if I get the methodology down pat, I would thus end up thinking like the researchers". In the final analysis, she could not accept this and professed a desire to pursue a career in freelance writing, working intimately with a small group of Inuit to record their life stories.

In retrospect, Ms. Uviluq believes that her involvement in the program has been a worthwhile experience. However, in addition to the above reasons, combined with a lack of direction, she felt that problems in her personal life, including the difficulty

in locating proper housing, along with certain tensions in the community, had an unsettling effect, which hampered her ability to derive the maximum benefit from the course. Finally, as the only trainee, she found it extremely lonely without any other students to share her experience or provide the needed support.

D. Conclusion

In retrospect, prior to re-establishing a similar program, in my opinion the following recommendations merit our serious consideration.

1. the program, whenever feasible, should be conducted in the North, a familiar and more psychologically supportive milieu for the trainee;
2. the teacher-researcher role should be combined into one position and on a full-time basis in the field with the ideal candidate an Inuk or someone possessing a sound knowledge of the language and culture;
3. in view of the depth and range of the training in the philosophy and methodology of research, along with its stresses on the trainee, more concrete guidelines are required for the selection of trainees with perhaps some academic up-grading preparatory to their involvement in the course;
4. retain the flexible nature of the curriculum but incorporate more northern materials and ensure that field work be closer related to the acquisition of research skills;
5. for maximum output, expand the program to possibly five trainees.

Though the experimental project was terminated prematurely, largely due to the lack of any previous models or frame of reference, it has provided us with some guidelines for future planning. However, it remains to be determined where we go from here. The Northern Research Division supports the development of a nucleus of locally based aboriginal para-professional researchers and has responded to this need through the initiation of such a program. Yet, in view of the human resources available with the division, at this time it does not seem feasible for it to commit one of its officers on a full-time basis in the field as teacher-researcher to the project. However, the experience gained by the division in its development may be beneficial to its future implementation by another agency, group or native organization.