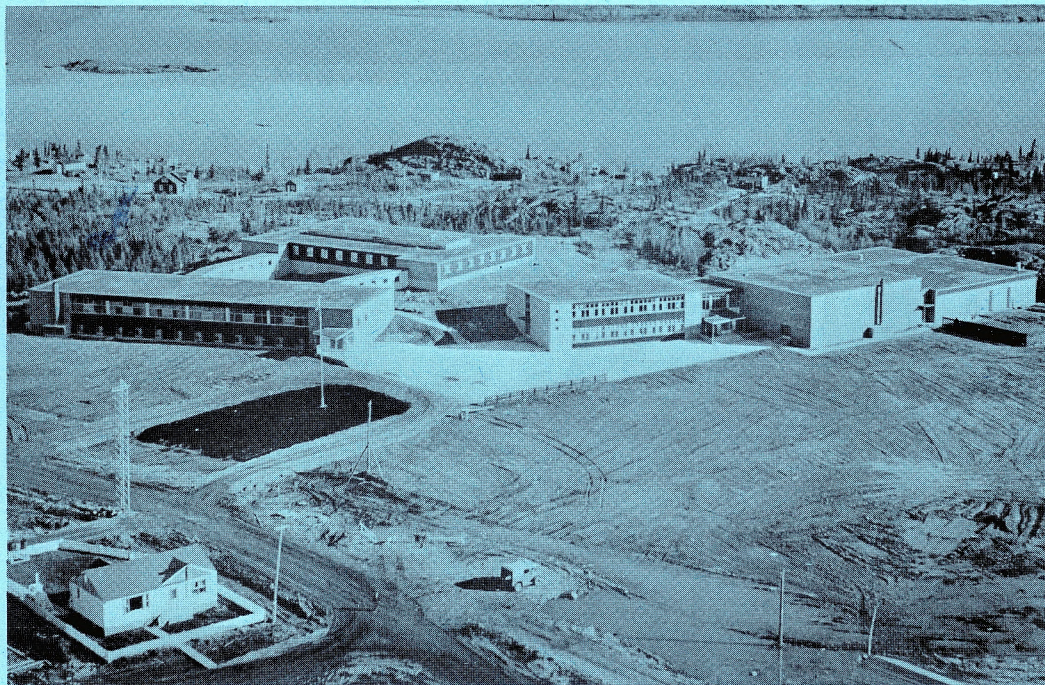


PROSPECTUS
SIR JOHN FRANKLIN SCHOOL
AND STUDENTS' RESIDENCE, AKAITCHO HALL
Yellowknife, N.W.T.



Education Division
Northern Administration Branch
Department of Northern Affairs and National Resources

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Prospectus

for

SIR JOHN FRANKLIN SCHOOL

and its student residence

AKAITCHO HALL



Yellowknife, N.W.T.

Issued Under the Authority of
THE HONOURABLE ALVIN HAMILTON, M.P.
Minister of Northern Affairs and National Resources

YELLOWKNIFE, N.W.T.



Yellowknife, some 700 miles north of Edmonton, is situated on the north shore of Great Slave Lake. It had its beginnings a quarter-century ago. Before that time there was nothing in the way of civilization there. A product of the air age, the settlement owes its existence to the prospectors and mining groups who came into the area during the early thirties in search of gold.

Con Mine poured its first gold brick in 1938. During the war, activities at Yellowknife slackened, but a second gold rush in 1944 gave the little mining community a real boom. This area became the Old Town. In 1945, the Federal Government, expecting a large permanent population in a short time, set up the New Town. It is estimated the settlement now has about 3,500 people - of whom one-quarter are Indians.

In addition to being a thriving mining centre (the annual output of 'Con' and 'Giant' mines now totals almost \$13,000,000), Yellowknife is one of the main distributing centres for the whole Mackenzie District. While it may be termed a frontier area because of its location and its isolated conditions, yet it is the most progressive town in the Northwest Territories, with completely modern homes, paved streets, street lighting, water and sewer services.

Such economic development in the sub-Arctic amazes the newcomer. The most staggering feature of the town is its 'Sir John Franklin', Yellowknife's newly opened high and vocational school and hostel. This \$3,000,000 plant, built so far from the end of steel, is a dynamic symbol of Canadian confidence in the present and future progress of our North.

— Henry Busse - Yellowknife Photo Service



Sir John Franklin School
and Akaitcho Hall

INTRODUCTION

The Sir John Franklin School (and its Akaitcho Hall) is a milestone in Canadian education. By means of this high and vocational school and hostel, Northern Affairs and National Resources is offering an education programme unique in Canada: an integrated system for all girls and boys regardless of their race or creed, and geared to their vocational needs.

To handle this ambitious project the school has a complex set up; summed up, its organization provides for three basic types of students. For the boy or girl (of any race) who expects to proceed to University the school offers a matriculation programme, a three-year high school course which provides entrance to any University in Canada. For the student who hopes to get a job at the end of Grade XII there is also a three-year high school course, but this time with options in vocational work - commercial, homemaking, shops. Finally, for the Indian or Eskimo or the student of mixed blood, handicapped by age, language and lack of schooling, who wants to find some means whereby he or she can earn a living in the modern world, the Sir John Franklin offers a double-barreled programme: a choice of general vocational courses - building construction, mechanics, operation of heavy duty equipment, homemaking courses for women; and 'opportunity classes' which, while emphasizing English and Mathematics, give the young man or

woman the background needed to follow and master the vocational course - and to obtain and hold down a job once the student is trained. (Those in this group who need no remedial work move along as quickly as they can.)

Such a programme is bound to be involved but it is further complicated by problems peculiar to the North, particularly the fact that Sir John Franklin students differ much more in personality, background and aptitude than do young people in our provinces; yet they must live and work together. Some of these come from the Arctic coast, some from the Mackenzie Basin and some from the modern, thriving town of Yellowknife itself. They may be housed in the school hostel - the fully modern Akaitcho Hall (though some may have previously known only an igloo or shack); they may live in the town's ranch type bungalows; or in sub-marginal dwellings on the outskirts of the community. To provide experiences that will ensure a common denominator of understanding for these students demands constant research and planning geared to individual needs.

In spite of its complex programme, the Sir John Franklin School has had remarkable success. As time goes on, our Department will more accurately assess the real value of this work. Certainly there will be the student who by nature will prefer to return to the ways of his people; yet even here, education not only will have helped him to cope more successfully with his environment, but will have opened new avenues of thought. On the other hand the student, who comes from an area where the traditional life is no longer secure or even possible, will have increased his wage-earning skills. As for the student who has academic ability, our supply of these young men and women will be a long time catching up with the demand.

For instance, this year Elizabeth Modeste, a bright, attractive young Loucheux Indian girl from Fort McPherson, is taking teacher training at the University of Saskatchewan. In September, 1961, we expect to post her to a Northern school. Her achievement, in spite of unusual difficulties, is an example of Northwest Territories' progress in education; as of September, 1960, our teaching staff which numbers about 235, is still entirely non-native and most come from outside the Territories. When the Department of Northern Affairs and National Resources has reached the stage where it can employ at least one-third of its teaching force from native-born persons, then we can say that Education in the Northwest Territories has taken a giant step forward. It is in helping to achieve this goal that Sir John Franklin's principal and staff are now at work.

We hope these pages will not only testify to their efforts, but will encourage others among our N.W.T. teachers to so build for the future that, even in isolated classrooms, they will lay sturdy foundations of learning. In this way, as other high school facilities are built in the North, more and more of our boys and girls will complete their education as successfully as do students now at the Sir John Franklin.

A handwritten signature in dark ink, appearing to read 'W.G. Booth', with a stylized, cursive script.

W.G. Booth,
Acting Chief, Education Division.



Mr. J.M. Black, principal (right), and Mr. D. Wattie, assistant principal, arrange a program of studies and group activities designed for student development.

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SIR JOHN FRANKLIN SCHOOL

ENTRANCE OF STUDENTS TO SIR JOHN FRANKLIN SCHOOL

Admittance Qualifications

1. Day Students:- Students living in the town of Yellowknife are eligible for admittance to any courses offered in the school.
2. Residence Students:- Any resident of the Northwest Territories, excluding the town of Yellowknife, is eligible for admittance to the school as a residence student, providing that the community in which he lives does not offer the general course which he wishes to take at the Sir John Franklin School.
3. High School:- A grade nine pass is required.
4. Vocational Class:- Preference will be given in the order in which applications are received, subject to such other considerations as previous academic standing, aptitude, age, and so on.

Fees

The Government does not charge any fees for tuition, board, lodging, books or supplies. The institution itself does charge a small fee, however, to cover the cost of student union fees, accident insurance, and caution fees for both school and residence. These fees are:

for residence students (except indigents) - \$10.00
for day students - \$6.00

Caution fees are returnable at the end of the year, depending upon the amount deducted for damage to the institution property.

Transportation

Transportation is provided to Sir John Franklin School from the pupil's home at the beginning of the term and from the school to his home at the end of the term. A student may delay the use of his return fare for three months provided he is working at a job approved for the purpose of training-on-the-job. (For Christmas and Easter holiday regulations, see Christmas and Easter holiday regulations.)

Entrance Procedures for Residence Students

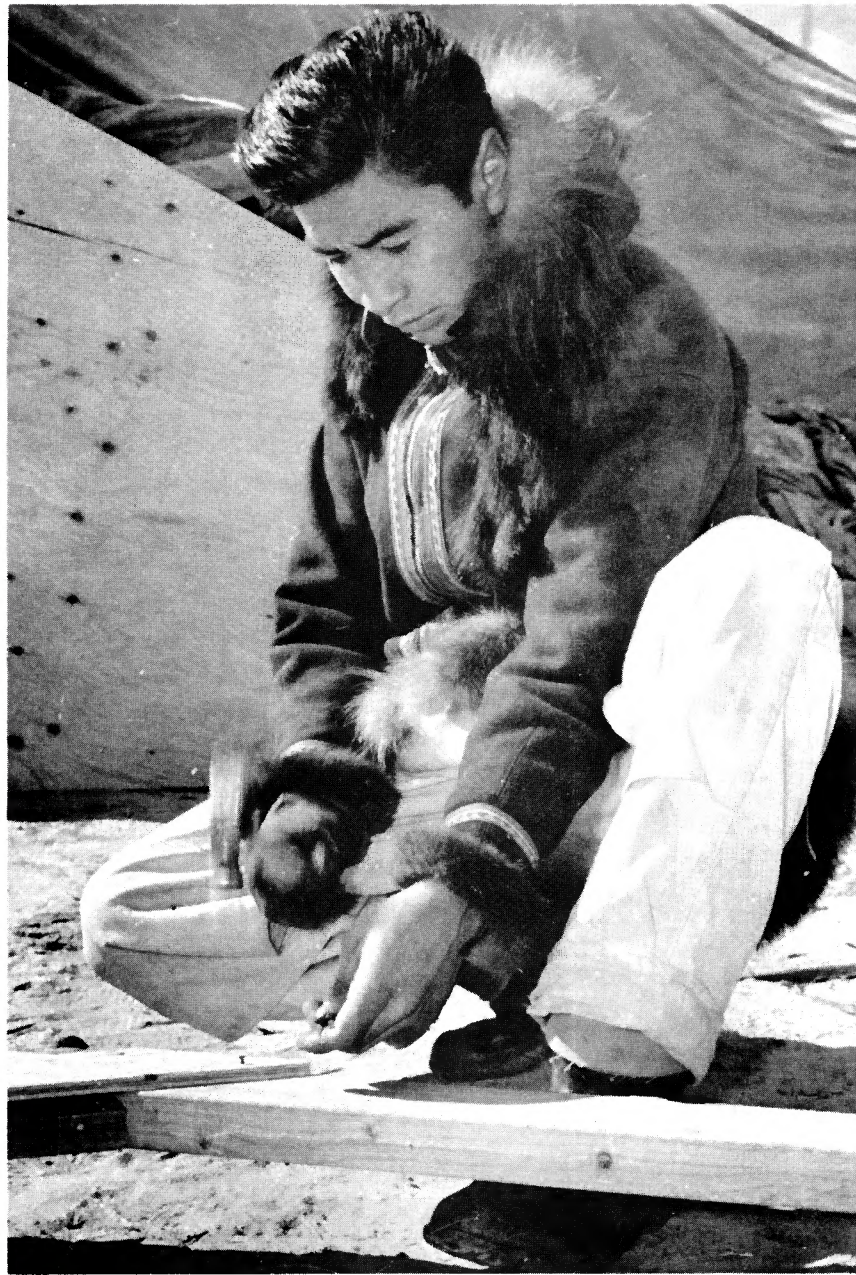
High School

A student wishing to enter high school at Sir John Franklin School should have his/her teacher write a recommendation to the Chief Superintendent of Schools, Department of Northern Affairs and National Resources, Fort Smith, N.W.T. This should be done just previous to the end of the school year immediately preceding the proposed enrolment.

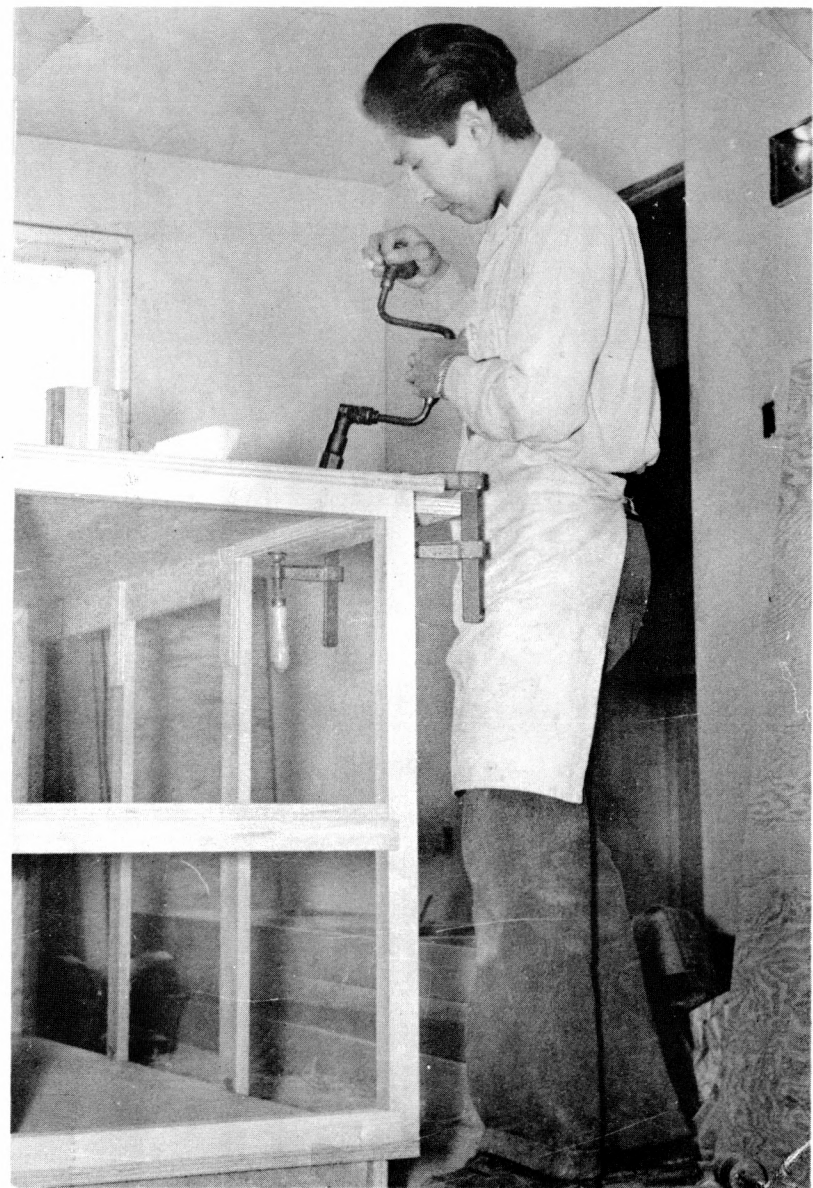
Before their needlecraft lessons at Yellowknife, some young ladies were experienced only in working with skins or duffle cloth; but they are enthusiastic over the varied skills they are now learning.



Sincere, eager and hard-working, these homemakers-in-training find each new project a delight.



Assembling a rafter.



Assembling a Cabinet

If a teacher is not available for this purpose another Government officer or a member of the R.C.M.P. may write the letter. Failing this, a parent or guardian may apply.

These applications are reviewed by a committee of officials which includes the school principal and the residence superintendent.

Vocational Courses

The procedure is the same as above except that the following form must be completed in quadruplicate. (Two copies will be sent for the school and residence.)

REMEMBER

1. Read this handbook carefully before applying. It will be assumed that you agree to the provisions herein laid out.
2. Once a student is accepted, a parent, guardian, or sponsoring official should write to the Principal, Sir John Franklin School, Yellowknife, N.W.T., giving information as to the provisions being made for regular allowance, clothing etc., together with any other information, not included on the form, that we may find valuable in providing a good home and education for the prospective student. A copy of this information will be passed on to the Residence Superintendent.
3. Unless the student is indigent, he must bring his fees (\$10 for residence students).

SIR JOHN FRANKLIN VOCATIONAL EDUCATION

ENTRANCE APPLICATION

Name _____ No. _____ Racial status _____

Name and address of person to be notified in case of emergencies: _____

Present address _____ Birth date _____

Birthplace _____

Male _____ Female _____ Married _____ Single _____ Widow (er) _____

Religion _____ Dependents _____

Next of kin _____ Relationship _____ Address _____

Health and physical conditions (handicaps, illnesses, etc.)

Height _____ Weight _____ Latest medical _____

Family life _____

Personality _____

Habits _____

Attitude and ability to work with others _____

Tribal or social status _____

Ability to live on the land _____

Last school grade passed _____ where _____ when _____

Ability with English Language _____

Previous training _____

Where _____ when _____

SIR JOHN FRANKLIN VOCATIONAL EDUCATION

ENTRANCE APPLICATION

Previous employer _____

Date of employment from _____ to _____

Previous employer _____

Date of employment from _____ to _____

Training preferred _____

Interviewed by _____ Title _____

Date of interview _____ Signature of interviewer _____

Recommendations and remarks

I hereby declare that I desire training in the following field _____ and that I understand and agree to the statements in the school handbook which outline the nature of this course, the periods of training and my obligations and duties while at the school and in the residence.

Signature of applicant _____

(For indigents - to be signed by parent or guardian in the case of minors, or by the interviewer in other cases.)

I hereby declare that _____ is indigent and honestly requires to be supplied free with allowance, clothing, medical and dental attention while he is in attendance at Sir John Franklin School as a resident of Akaitcho Hall.

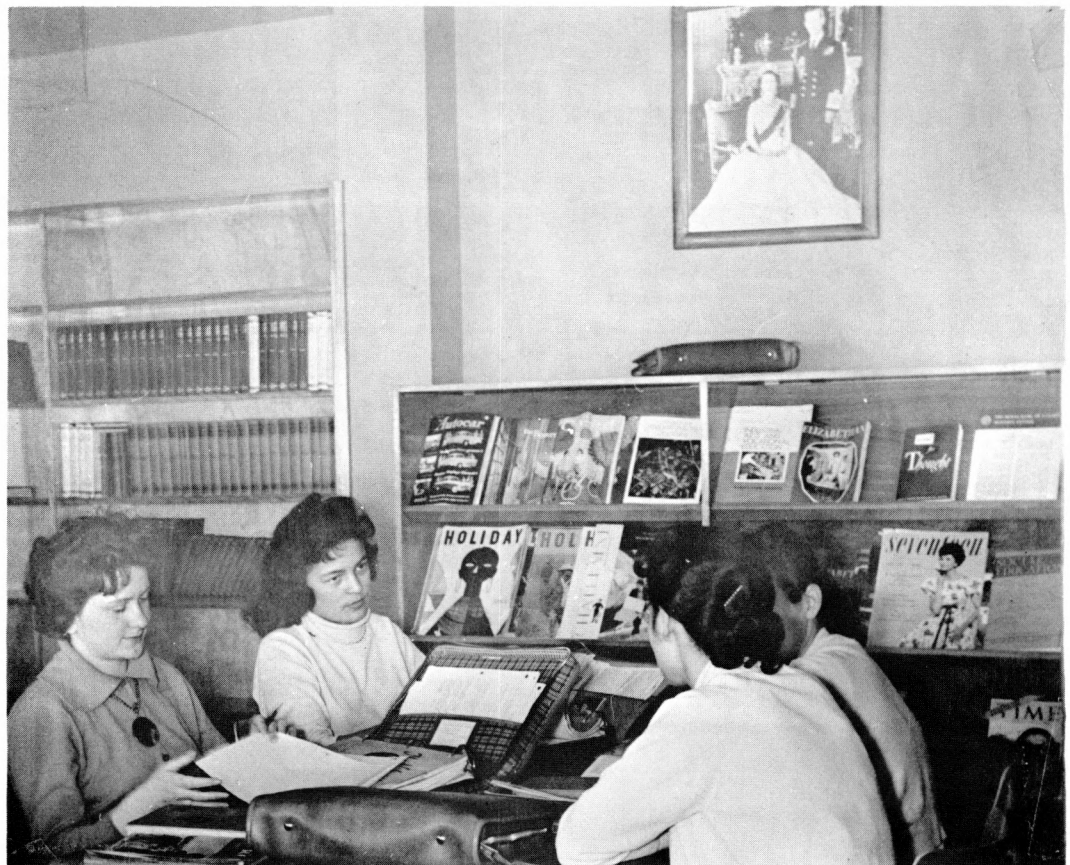
Signature _____

Witness _____



Above: Students whose bulging notebook binders testify to the number of assignments find the library offers a quiet nook for study.

Right:
An attractive
teenage
foursome
discuss an
assignment.





The library with its reference books
and restful atmosphere is a room
which promotes good study habits.

THE PRINCIPAL'S GENERAL STATEMENT OF SCHOOL POLICY FOR STUDENTS

(It is important that each student understand and be prepared to abide by the following principles of operation.)

The Program

Sir John Franklin School and its attached residence, Akaitcho Hall, were designed to give the young people of the Northwest Territories educational opportunities which equal or exceed anything they could get at equivalent levels in the provinces. We feel that we have accomplished this objective and we intend to continue improving on what we have.

Breadth and flexibility are the keynotes of our program. A student who is willing to work has a wide range of courses that he can take in this school. He can take courses here, even if he has had no previous schooling, and even if he cannot speak English. If he has no funds for self support, he can be housed, fed, clothed, and equipped with books, supplies and other essentials free of charge. Individual difficulties in learning are provided for in a number of ways: classes are taught at varying levels of difficulty; courses are redesigned to meet the special needs of various classes; the staff, individually and in groups, have a continuing program designed to improve instruction; special remedial classes are given; there is a regular program of supervised study; individual help is provided; a student's marks are reviewed several times each year and counselling is provided; a student who cannot achieve in one course has several other courses open to him; a student who does well in his course is allowed to take another at a higher academic level. High standards of academic achievement are maintained in a number of ways, and those who are capable are encouraged to follow an enriched program. All we require of a student is honest effort, but honest effort is insisted upon.

Scholastic Requirements

We assume that any academic student who is attending our school will not be making his living after school years in the ways traditional to the Territories - hunting, trapping, and fishing. We assume that our students will be entering into the stern competition which, traditional in the provinces, is beginning to predominate up here. For this reason, together with the reasons given for any school system, we believe it essential that a high standard of academic achievement be established and maintained in our school.

Thus, the first principle of our operation is that each student must work to an optimum capacity, that his schoolwork must come first. A number of provisions have been made to ensure that this happens:

1. Students who consistently do not achieve what they are capable of are required to change their program to one which demands less of them, or which is better suited to their abilities and if this does not improve their work habits, they are asked to leave school. (There are,



The Between Class "Break"

Happy, well-groomed young men and women chat in the corridors. No sloppy jeans, no leather jackets or duck tails in this group.

as the course outlines will show, a good number of courses available to our students and we have found that this scheme has been very beneficial to the student body; very rarely are we forced to ask a student to leave school.) It should also be noted that the scheme is not applied to students who are failing because of such things as poor academic background; providing the student is putting forth the required effort, he is allowed to remain in his course as long as he wishes, though he may be advised to change his course.

2. Supervised study periods are compulsory and students are allowed to do nothing other than study during these periods.
3. Satisfactory completion of homework assignments is insisted upon. Students who do not comply with this requirement are cut out from other activities.
4. Satisfactory marks must be maintained by a student who is playing on a school or town team:

a 60% average if he's a member of school teams playing locally;
a 65% average if he's on a school team that is travelling.
5. Staff decision as to whether a student may or may not play on a team will be governed by such factors as sportsmanship, grades in a major subject, etc.

Behaviour

We are justly proud of the behaviour of our students. With very few exceptions (and these are lapses rather than exceptions) they are mature, polite, considerate and hard working. We have no cases of hoodlumism, general belligerence, or defiance. The relationship of the staff and students is mutually respectful, but it is relaxed and friendly to the point where students feel free to discuss their problems, scholastic and even personal, with the staff.

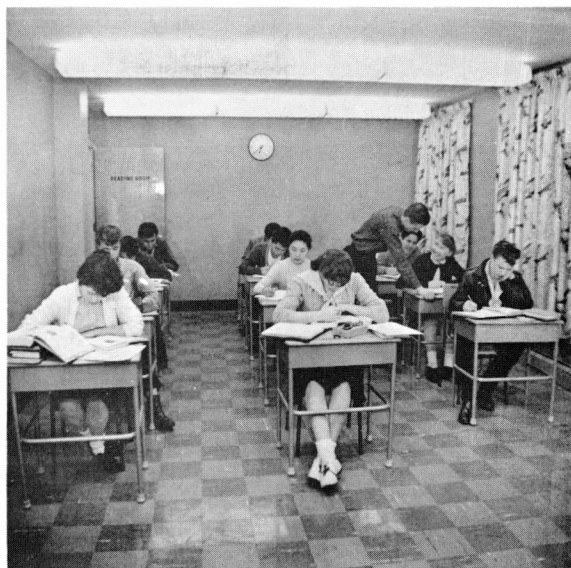
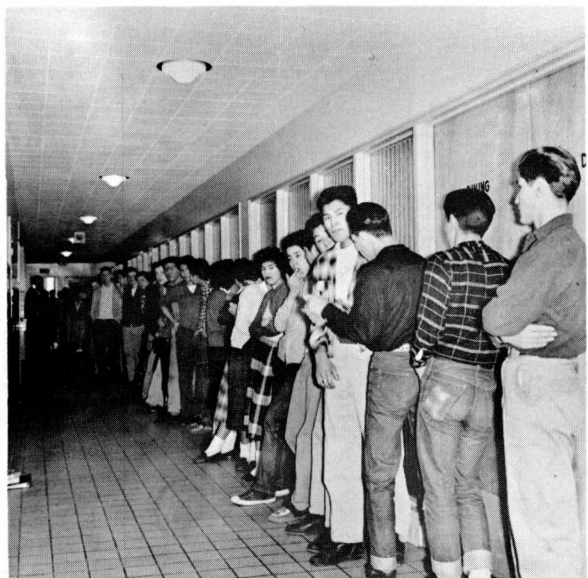
We insist upon a high standard of behaviour. It is important that students understand our method of obtaining this. We give the student body as much responsibility and self-determination as can be handled by the group as a whole. Certainly, we respect each student, and we are willing to be patient with his mistakes and lapses, as long as he shows that he is trying. But, on the other hand we realize that certain privileges are just too tempting for abuse by a few in every group. Thus, we have certain rules which we police closely. Most of these rules are the fundamental common sense of proper social behaviour; other rules and an important group, are related to good work habits. From time to time regulations and restrictions are imposed and lifted as the student body or individuals show social maturity or the lack

"Here, let me
help you
with that."

When you try
to get used
to new ways,
a friendly
neighbour
can be a
boon!



"M-m-yum! It smells like more."
Wholesome, well-cooked meals and the spic-and-span
look that comes from stainless steel and gleaming
tile, make the cafeteria a popular spot for both
local students and those in residences.



UPPER LEFT: Cafeteria line-up

UPPER RIGHT: Cafeteria, meal

LOWER LEFT: Cafeteria, study period

LOWER RIGHT: Reading room, study period

of it. Students are granted the privilege of questioning (politely!) school policy, because we think that a worthwhile policy can be justified, and that it is important for people to understand the justice of rules. But, on the other hand, it is important for students to realize that they have no right to question the authority of the staff, since the staff is responsible for what happens in the school.

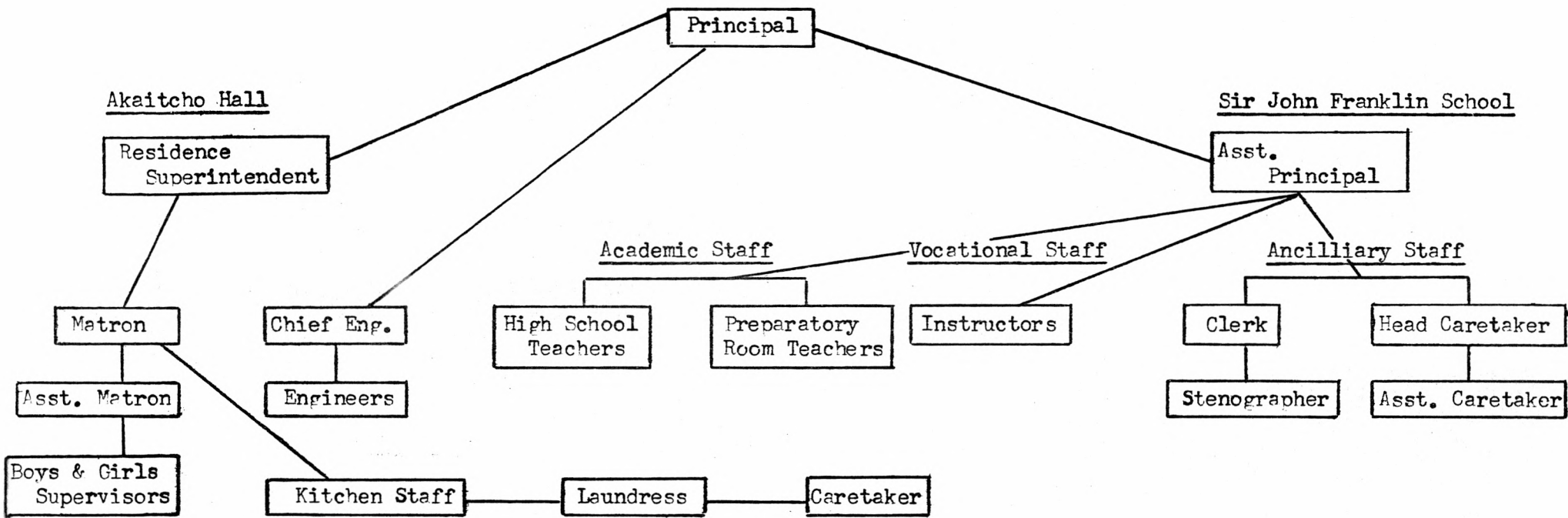
In other words, the staff is anxious to give the student body as many powers of self-determination as it can, but it will not allow them any more privileges than the students can handle while still maintaining a high standard of behaviour. It all depends upon the students.

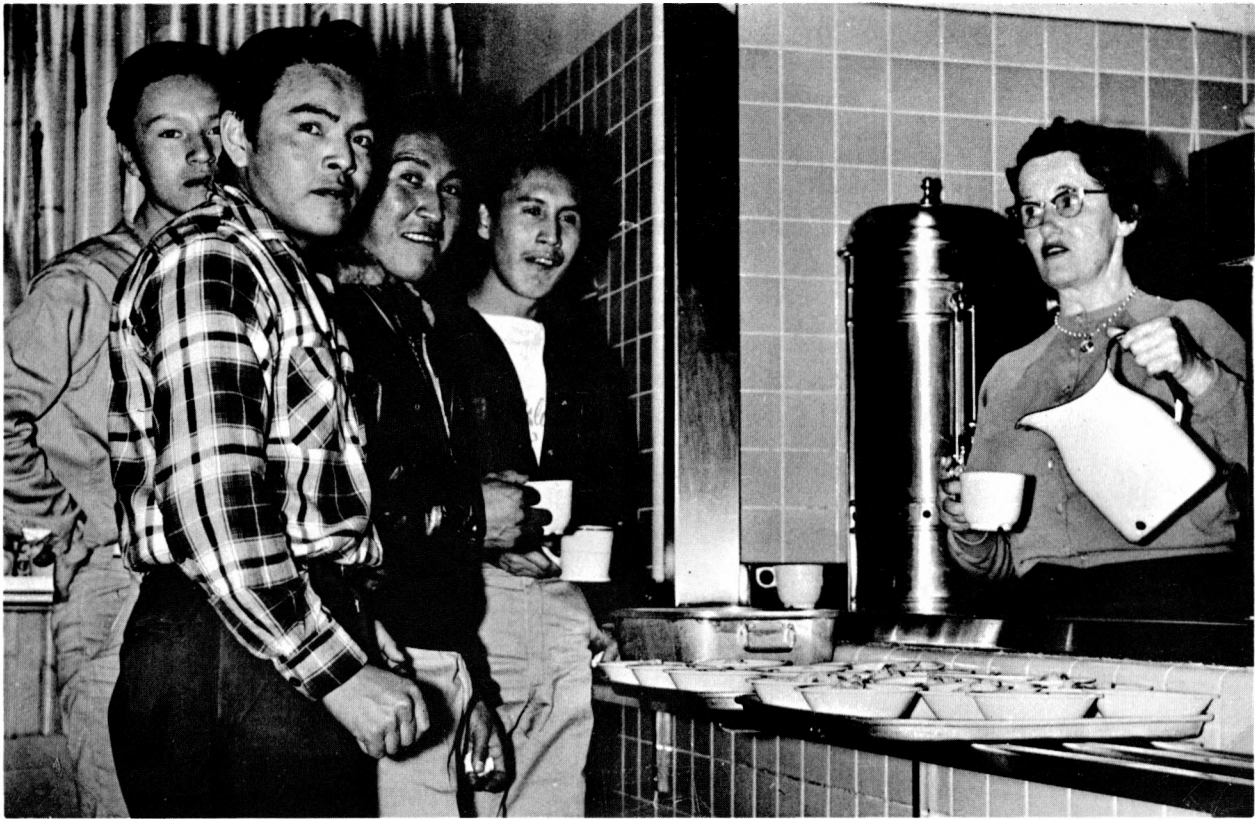
The Staff

The institution, school and hostel, has a large staff, and it is important that the students understand who these people are and what the staff-student relationship is. The main point to be made here is that students owe equal respect to every member of the staff and must comply with their demands. The staff relationship is as outlined on the following sheet.

The principal has overall responsibility for the whole institution, school and residence, but it is the residence superintendent who is directly responsible for the operation of Akaitcho Hall and the behaviour and well-being of residence students after school hours. The principal's main concern is with the school.

Town students are welcome in the residence, but only as guests, just as they are welcome in the home of any of their friends. They have the privilege of buying their noon meals in the residence.





Some male residents line up for a breakfast that includes cooked cereal and hot chocolate on the menu.

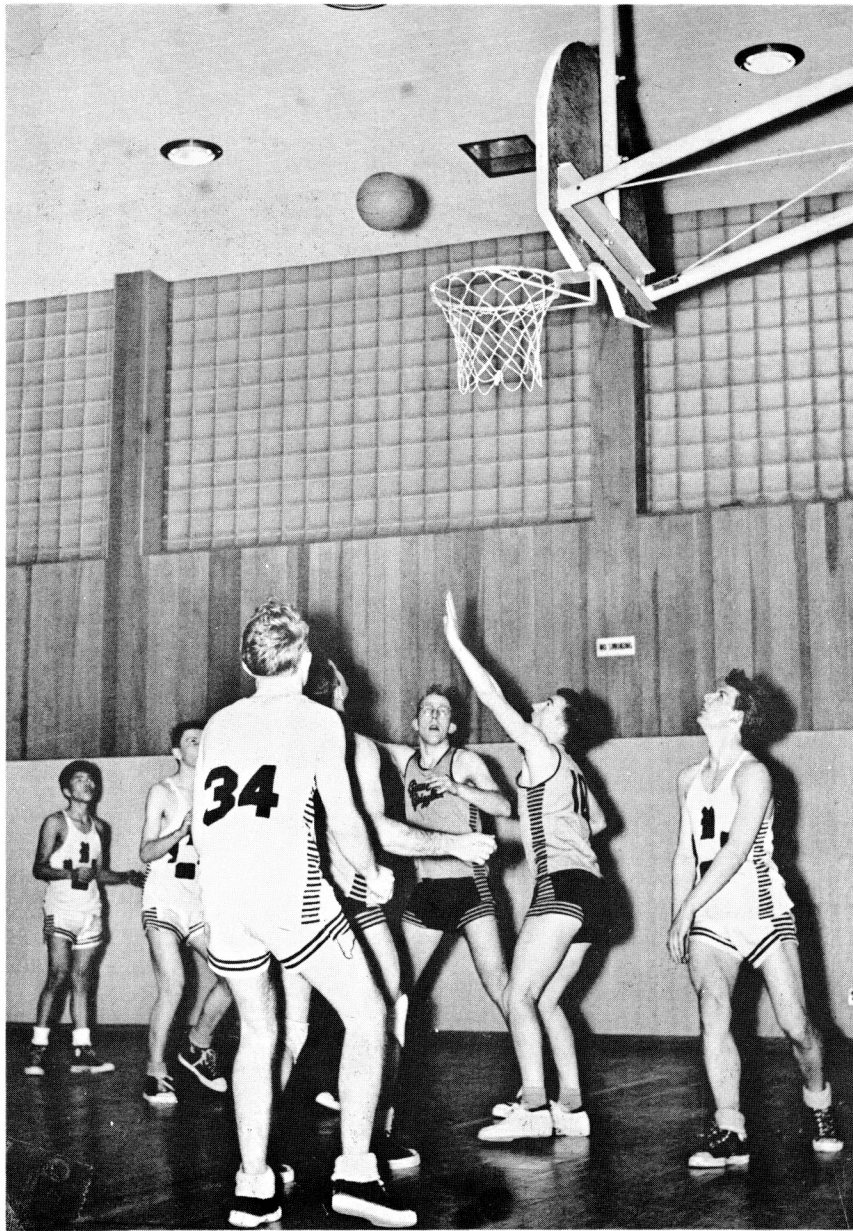


While two students pose happily a busy supervisor reminds them to get on with the job.

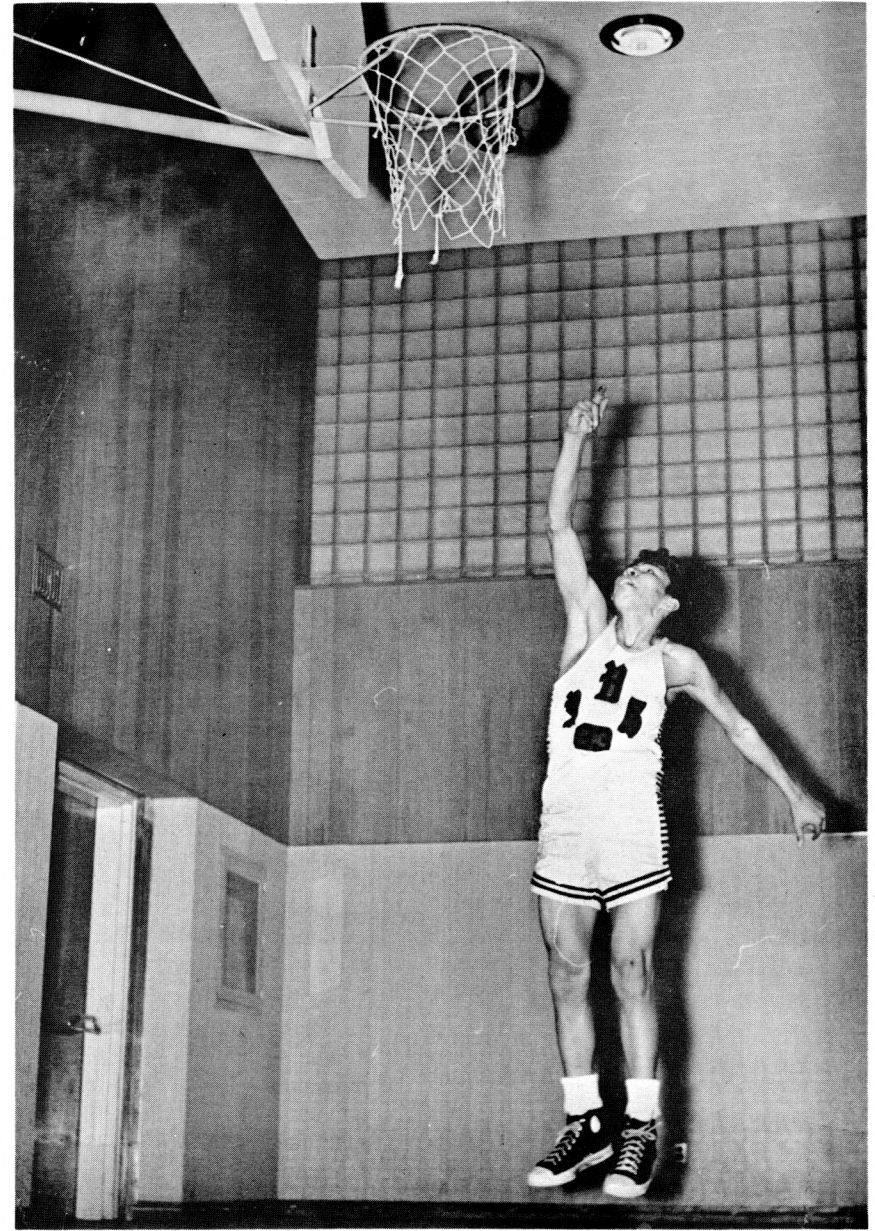
Right: Push shot
pays off.

Below: "Now give it
all you can but
I want a good clean game!"





Rebound coming up.



Two points!

Holidays during School Time for Town Students

We realize that, in this country where parents are sometimes forced to take their holidays during a season other than the summer holidays, it is very difficult to arrange for a family holiday. We do not wish to frustrate such things, but most students cannot afford to miss school time. One week of school missed under a semester system is equivalent to two weeks under an ordinary system. For this reason and others it is very important that students wanting to go on holidays during school time consult the principal before making arrangements.

The school will not grant permission for holidays during school time beyond a limit of three days unless a student's average grades are 70% or better. If the grades are of this caliber special consideration will be given and the case judged on its individual merits.

Sports

Basketball, badminton, fastball, curling and hockey are the major sports for our students. The sports program is growing and expanding each year. Some of our teams travel to outside points for competition.

Participation in Bonspiels and Sports (other than those organized by the school)

The school will not allow students - regardless of their marks - to miss school time for the purpose of participating in bonspiels and other similarly extended athletic gatherings.

School Plant and Facilities

The school is a beautifully designed and functional building, tile-lined throughout. Besides ordinary classrooms, it houses a laboratory, a library, a home-economics room, a gymnasium-auditorium, a mechanics shop and a building-construction shop. In addition there is a separate Butler Building which houses the Heavy Duty Equipment course and a general shop.

The Semester System

In the fall of 1959, a semester system of subject organization was introduced into Sir John Franklin School. At the end of the first semester, students, teachers, and parents were surveyed as to their opinion of the system; the over-whelming majority (all but 4, in fact) approved the semester system, preferring it to the ordinary course organization.

The school year is divided into two semesters of five months each. This allows the students to complete one half of their year's program in the first semester and the remaining half in the last semester. Since only one half of the subjects required for a year are taken in each semester, twice as much time per day is allotted to each subject. Final examinations are written at the end of each semester.

Our main reason for changing to this type of organization was the concentration of effort which it allows. Though there is no apparent gain in time, since the double-length periods last for only half a school year, there is an actual gain in time since allowing more topics to be handled in one session eliminates much of the time normally spent in reviewing and in relating one lesson to the next. A double-length period allows time to be spent on guided study, which is an obvious advantage in itself, but it also gives enough flexibility of time allotment to provide for unforeseen difficulties and developments. The time allowed for guided study deserves further mention; the normal-length period allows for little of this, whereas a semester period lets the pupil do assigned work on a topic which is fresh in his mind, while the teacher is at hand to help with individual difficulties. A more serious attitude toward studies is developed by the pupils since they are fully aware that they have only five months in which to complete a course, and thus, cannot afford to fritter away a month or so before getting down to work. Each day lost in a semester is two days lost in a normal school year. Teachers and pupils both may concentrate their efforts simply because fewer subjects are being dealt with at any one time. Most people prefer not to spread their efforts any more than necessary.

In a school such as this, which does not have more than two classes of any one grade, no teacher can specialize to any appreciable extent under a normal time table. The semester system allows for considerably more specialization. At the same time it is not found necessary to have a teacher teach the same lesson several times a day, since courses which are repeated can be taught in different semesters. The worst bogey of specialization, a teacher teaching the same subject to so many classes that he does not become familiar with the individuals in a class, is modified by longer periods. The normal time table often requires two teachers to teach the same subject whenever two classes must be taught that subject. This requires these teachers to spend considerable time working together in an effort to ensure that they each will have the same standards. This problem is eliminated by the semester system, since the same teacher can teach both classes, one in each semester.

Odd pupil programs can be better handled under the semester system. A pupil who fails a subject in one year is not necessarily prevented from taking the succeeding subject in the following year, since he can repeat the failed subject in the first semester and take the succeeding course in the second. The same holds true for pupils who have come from a school which worked on a cycling system during the previous



Classroom In Action

year. These pupils are often difficult to fit into a normal program because they require subjects at two different grade-levels, which results in time table conflicts. These conflicts are more easily eliminated by a semester time-table, because subjects of one grade can be taken in the first semester and those of another grade in the next. Switches from one high school pattern to another causes similar difficulties under a normal system which can be eliminated when a semester time table is operative. Thus, in brief, a semester time table is much more flexible though this is true only where more than one class must be taught in any one subject. Our grade XII program, for example, is not as flexible as the programs in X and XI, simply because we have only one Grade XII class, and each grade XII subject can be taught only once in the entire year (though the grade XII students benefit from the other advantages of the semester program).

There are two obvious disadvantages to the semester system: (1) The periods are twice the normal length and thus they require long periods of concentration which could become monotonous for the students; our teachers are very much aware of this and are careful to vary the type of activity in each period as well as to provide for a guided study time at the end of each period. (2) Students who come to this school or leave this school late in the year may lose some credits because the other school involved may not be using the semester system; in practice, however, we have found this not to be the case; credit can be granted for work previously done and shortages can be made up with correspondence courses.

The Value of a General High School Certificate

Each year a number of students do not enter high school because they have decided that they will not be going to university. Other students come to high school and take a university matriculation course even though they are not suited for or do not intend to go to university. Both groups of students are making a mistake. They are assuming that the only function of a high school is to prepare students for university. An examination of the courses offered at Sir John Franklin School will show that there are a variety of courses which a student can take even though he does not intend entering university. The difference between these general certificate courses and the matriculation course, is that the general courses offer specialized education in the commercial, shops and home economics fields in place of the higher sciences, mathematics, and foreign languages taken by the matriculation students. These latter courses are difficult ones and generally have utility value only for those students proceeding to university.

A high school, other than preparing students for university, has an educational function of its own, even as does an elementary school. It performs a general education function, preparing students for adult life as intelligent and informed citizens. In high school a student can learn much about how the world functions, and he is given the facts and the standards by which to judge his actions and those of others in the contemporary world. It gives him skills and interests which allow



The Edmonton Symphony Orchestra was a sell-out performance, and with young and old it was a great success! The wide stage of the auditorium-gymnasium provided ample room for all members of the orchestra.



Above: Students follow the performance closely
Even those accustomed only to rock 'n roll and
western numbers were thrilled by the music.

Below: Even with a "long hair" basis the program
with its sprinkling of lively numbers was tailored
to student interest. Here the audience eagerly
claps its enthusiasm.



him to take advantage of the multifold richness of our culture. In high school a student can develop a taste for literature, history, art, drama, sports, personal grooming - all of which will make his adult life richer, more enjoyable and more purposeful.

Except for the commercial pattern, a general course in high school cannot be justified as direct training for a job, though the shops pattern is of some use in this regard. But, in a larger sense, a general high school course is very valuable preparation for any job. With good justification, employers give preference to those with the best education. Many times during the year we are informed of job possibilities in the North for high school students.

NOTE: Course patterns B, C, D will lead to a general high school certificate. See pages 41, 44, 46.

Credits and Grades in High School

The school uses a five point scale of grading the student's classwork. H is an honors standing (80 - 100%), A is an above average mark (65 - 79%), B is standard work (50-64%), C is below standard work, but not failure (40 - 49%), and D is failure (0 - 39%).

In high school a student does not pass or fail grades but rather passes or fails subjects. This means that a grade twelve student could be taking subjects at the grade XI and X level. (This is also true because senior students are allowed to take junior options.)

Credit is granted in any high school course for a final grading of C. This means that the student has earned the credits (2 - 10) attached to that course and does not have to repeat it, even though his work was not quite up to standard. On the other hand, however, a student who has a C in the course may not proceed to the subsequent course (e.g., from Woodwork 10 to Woodwork 20), except in the case of the compulsory subjects: language (English), literature, social studies, physical education and health and personal development.

Matriculation students must graduate with at least a B in all grade XII subjects and an over-all average of 60%, before they are accepted in a university. Matriculation students who do not maintain these standards in grade X and XI will be advised to change to a general course.

Repair of Student-Owned Vehicles in Shop Classes

Students should not come to school expecting that they will be able to work on and repair their own vehicle during the course of their vocational program or high school shop course. This will not be possible at all for high school students. For vocational students

it is unlikely. Our vocational courses are taught on a unit system which prevents any vehicles being brought into the shop for any kind of general overhaul or extensive work in one area. When certain units are likely taught, vehicles or parts are brought in, not with the idea of repair, but the purpose of being torn-down and reassembled so that the students will learn how they operate. Of course, some repair is taught during this process, but we have quite an assembly of vehicles and parts for this purpose and it is unlikely that a student's vehicle could be worked on during the teaching of a particular unit, even though that vehicle were suited to the teaching of the unit.

We have had, in the past, however, a hot-rod club which allows students, at their own expense for parts and operation to work on their own vehicles. If this club continues in subsequent years, students will be allowed in the shops for this purpose only for the regularly scheduled meetings and when their instructor is present.

Holidays During the School Term

Classes are conducted for five days a week. Academic classes run from 8:30 a.m. to 3:30 p.m., shops classes from 8:30 a.m. to 4:30 p.m.

High School and Homecrafts (for girls): The regular school holidays for Christmas and Easter are granted (roughly 10 days each).

Vocational Shops Courses: Since these courses do not last the full academic year of 10 months, public holidays only are granted. That is vocational shops students will attend classes during a large part of the Christmas and Easter holidays.

Home Leave during Christmas and Easter holidays: Students on holiday are granted leave to go home during these periods providing:

1. We have in our hands return tickets, before they leave. (These the government will not pay for.)
2. We have a written commitment from a parent or guardian to return the student before school recommences.
3. Transportation arrangements can be made and assured for a period which does not run beyond the period of the holiday.

Because of difficulties with travel connections, an exception will be made for 3 above, providing that the period does not run for a total of more than 3 days beyond the period of the holiday.

ART WORK

Grades 10,11

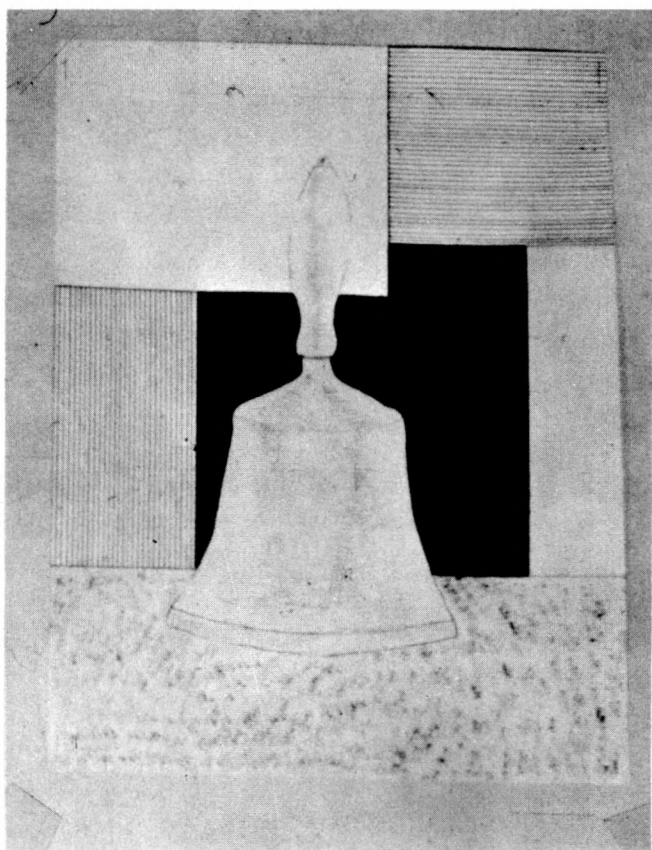
Sir John Franklin
School



ABOVE: Boats

Sharon Kerr
Aklavik, Grade 10

BELOW: Forms
Barry Cole
Yellowknife, Grade 10



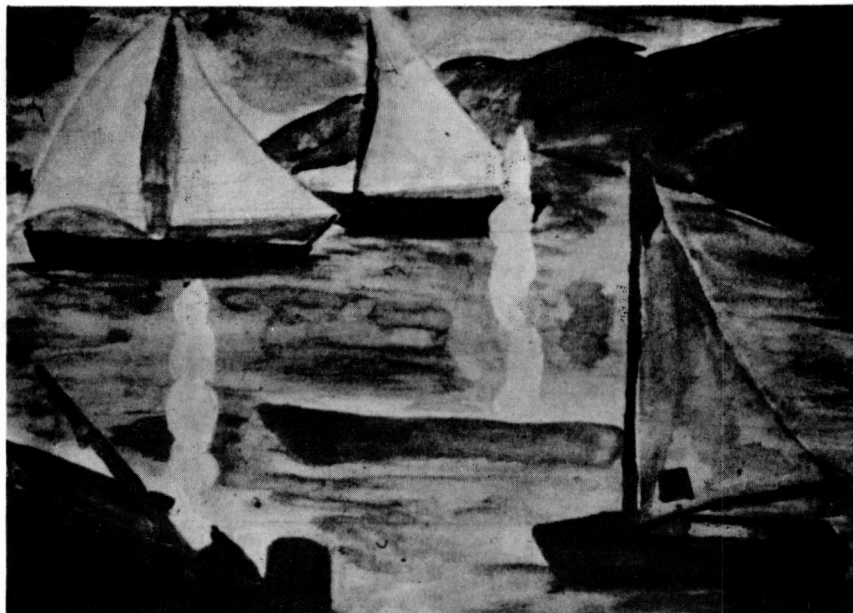
ABOVE: School Bell

by Mike Bignell
Yellowknife
Grade 10





ABOVE: Butterfly
by Sharon Kerr
Akivik
Grade 10



ABOVE: Harbour Boats
by Ted Brown
Yellowknife, Grade 11



Figures on the Grass
by Sharon Kerr



Halloween Faces
Marion Bailey

COURSES OFFERED AT THE SIR JOHN FRANKLIN SCHOOL

1. HIGH SCHOOL COURSES

This school offers a composite high school program, as provided for under the Alberta school curriculum. This means that there are several course patterns to be followed, any one of which will result in a high school certificate from the Department of Education in Alberta. (A high school certificate requires 100 high school credits and certain compulsory subjects.) The following are the course patterns that may be taken:

A. University Matriculation Pattern

(Nursing and professions require full or partial university matriculation.)

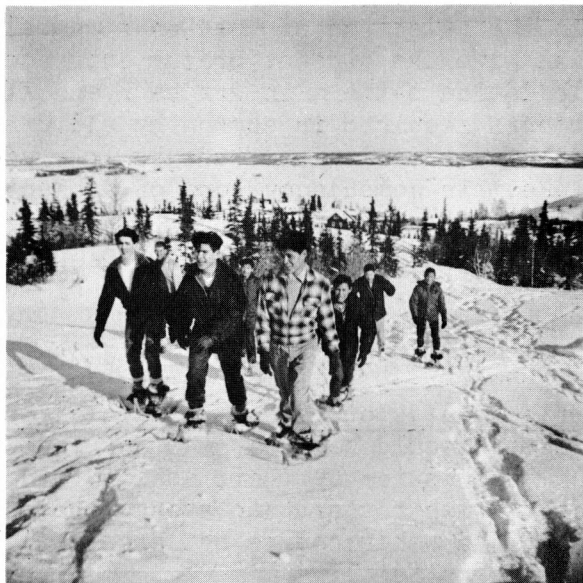
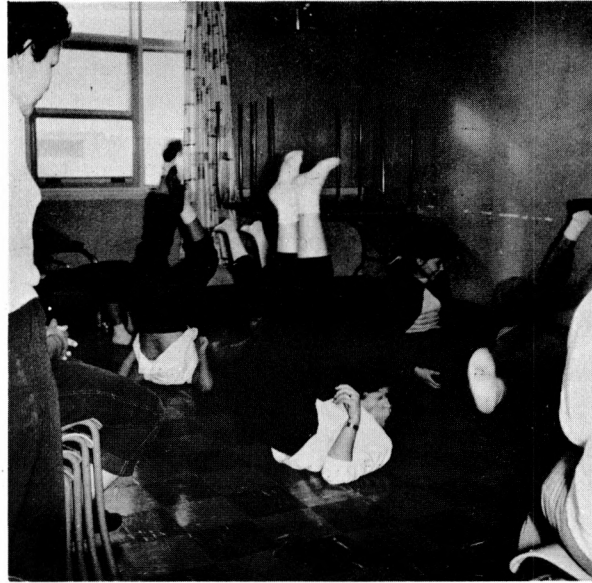
Proper selection of the courses offered under the Alberta Curriculum will give a student entrance to any faculty of any university in Canada. Grade XII students are expected to inform the staff of their plans for university so that they may be properly guided in the selection of the Departmental examination subjects which will give the student proper entrance qualifications. The matriculation pattern in grades X and XI has a core of compulsory subjects required in common by all Canadian universities, so that matriculation students in grades X and XI, given that they take this compulsory core of subjects, may select options to suit their personal interests. In grade XII the matriculation student must exercise care in selecting the Departmental examination subjects which are required by the faculty which they propose to enter.

Parents and students are reminded that a good proportion of high school students should not take a matriculation course. Matriculation students should be those who may want to attend university and who are assured by their ability and their previous school record of obtaining better than average grades in high school. For the rest, one of the other course patterns will be less frustrating and more beneficial.

The following is a subject outline of the matriculation course pattern:

NOTE: The meaning of "credits"

A 5-credit course involves 5 class periods per week, a 3-credit course, 3 periods per week and so forth.



Student Recreation - Akaitcho Hall

Grade X

Common core required for all high school students

Social Studies 10 - 5 credits
Language 10 - 5 credits
Literature 10 - 3 credits
Physical Education 10 - 2 - 4 credits
Health and Personal Development 10 - 2 - 4 credits

Total 17 - 21 credits

Grade X

Additional core requirements for university matriculation

Science 10 - 5 credits
Mathematics 10 - 5 credits
★ French 11 - 5 credits

Total 15 credits

Total 32 - 37 compulsory credits

Optional subjects

Options may be selected up to but not exceeding a total course load of 40 credits. A student should take at least 35 credits per grade, so that his final total, after grade XII, is at least 100 credits. (See General Options, below.)

Grade XI

Common core required for all high school students

Social Studies 20 - 5 credits
Language 20 - 5 credits
Literature 20 - 3 credits

Total - 13 credits

- ★ Latin and German may also be taken by matriculation students, but Sir John Franklin School does not, as yet, offer credits in these languages.

Additional core requirements for university matriculation

Science 20 - 5 credits
Mathematics 20 - 5 credits
French 20 - 5 credits

Total 15 credits

Total 28 credits

Optional subjects

Options may be selected up to but not exceeding a total course load of 40 credits. A student should take at least 35 credits per grade, so that his final total, after grade XII is at least 100 credits. (See General Options, below)

Grade XII

Common core required for all high school students

Social Studies 30 - 5 credits
English 30 - 5 credits

Total 10 credits

Additional core requirements for university matriculation

Various combinations of courses are required by various faculties. The following combination will give matriculation for most faculties.

Mathematics 30 (Algebra) - 5 credits
French 30 - 5 credits
Chemistry 30 - 5 credits
Physics 30 - 5 credits

Total 20 credits

Total 30 credits

NOTE:

Mathematics 31 (trigonometry and analytical geometry) - 5 credits - required in addition to Mathematics 30 by most engineering faculties, but few others.

Biology 32 - 5 credits - may be substituted for Physics 30 or Chemistry 30 for most faculties and is recommended for prospective nurses.

French 30 A number of faculties (e.g., Arts and Education) require French 30 (or as a substitute Latin 30, German 30, Ukrainian 30 - not offered at Sir John Franklin School), but some faculties (generally applied sciences or engineering) will accept a second mathematics or science course in its place.

B. Unit Shops Pattern

Common core required for all high school students

These required subjects are the same for Unit Shops Pattern students as for all other high school students. (See this heading under A above.)

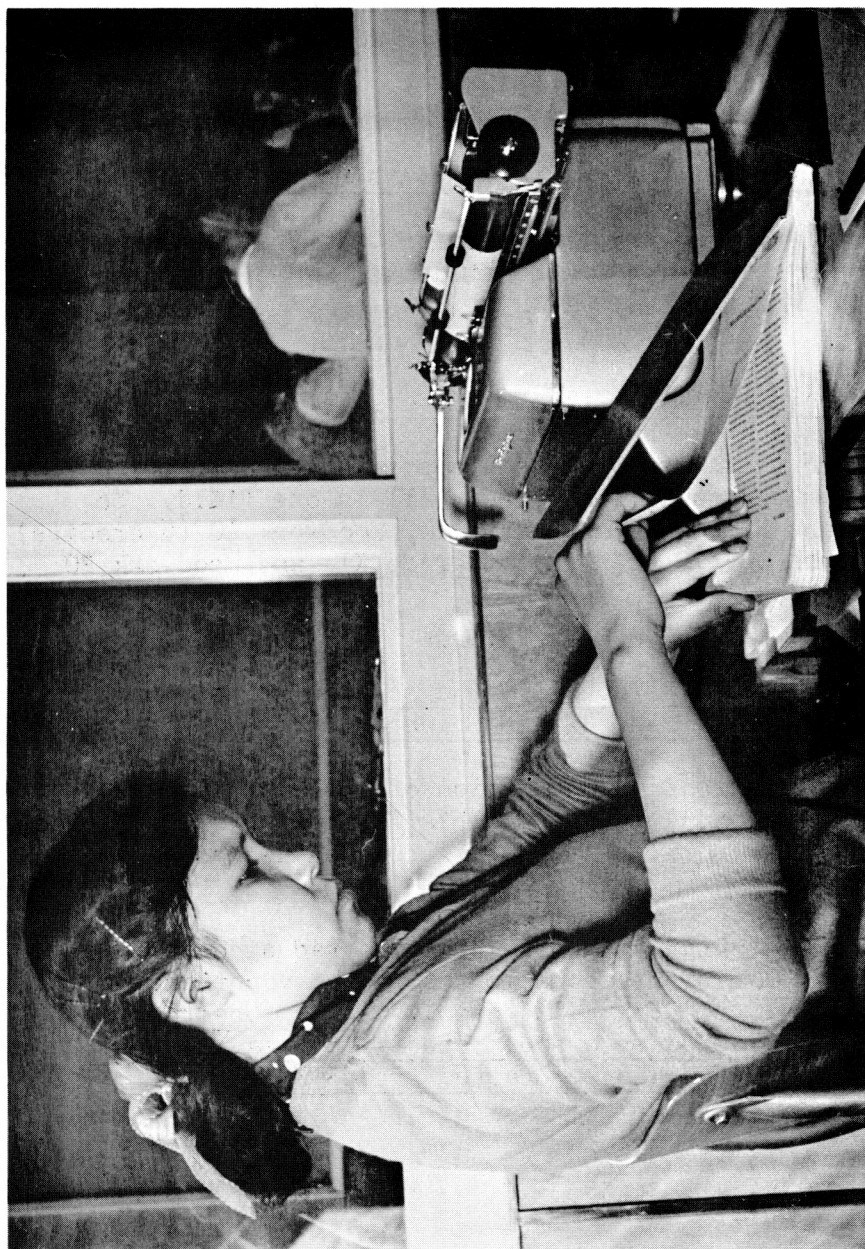
Additional requirements for the Unit Shops Pattern

The minimum requirements for students specializing in this field are one shops course in each grade, all in one field. So that a shops student will take, for example, Woodwork 10 (5 credits) in grade X, Woodwork 20 (10 credits) in grade XI, and Woodwork 30 (10 credits) in grade XII.

In addition a mathematics course and a science course in grade X are required (Math. 11 and Science 10)

The nature of this pattern: On completion of his high school course, a shops student will be granted his first year's apprenticeship by the Alberta Apprenticeship Board, provided he passes an examination set by them.

In addition, high school students who have graduated in this pattern may enrol as senior students in one of the vocational courses offered at Sir John Franklin School. This procedure, as first completing high school as a shops specialist, is strongly recommended for any student who has passed grade IX and is interested in vocational training.



The book says, "Follow instructions carefully." But to a young girl whose home so recently was in an Eskimo camp or Indian village, the typewriter with its complicated parts - cylinder, carriage, key, back spacer, tabulator, ribbon - seems a bewildering puzzle.

Studying
the format
of the
business letter.
Serious, and
eager to learn,
the young
typists-in-
training make
good progress.



Mastering the technique of 'touch' typing.

Unit Shops Courses Offered

At present, grade X shops students are generally required to take both Woodwork 10 and Automotives 10. In grade XI they select from these two fields the one in which they are most interested and carry on with this field in grade XII. In addition, work is done in drafting and other related fields. Future plans provide for an expansion of fields in which students may work or in which they may specialize.

Optional Subjects

Out of interest, or in order to make up the required credits for a grade, a shops student will sometimes select optional subjects from the list of general options given below. In addition to these the shops student might want to be required in grade XI or XII to take a second non-matriculation mathematics course (Mathematics 21).

C. Commercial Subjects Pattern

Common core required for all high school students

These required subjects are the same for Commercial Subjects Pattern students as for all other high school students. (See this heading under A above.)

Additional requirements for the Commercial Subjects Pattern

Depending upon the type of office work a student is interested in and suited for, he will select commercial subjects in each grade which will give him complete training in certain fields. A typical commercial course would include the following subjects: Typing 10, 20 and 30; Shorthand 10 and 20 (this completes the shorthand course); Bookkeeping 10, 20 and 30; Office Practice 20 and 30.

In addition a mathematics and a science course in grade X are required (Maths. 11 and Science 10)

The nature of this pattern: Of all the high school patterns the Commercial is the only one which actually prepares a student for a vocation; directly upon graduating in this pattern a student is prepared for office work.

Fashions
in the
making



Adept fingers create artistic needlework designs.

Optional Subjects

Out of interest, or in order to make up the required credits for a grade, a commercial student will sometimes select optional subjects from the list of general options given below. In addition to these the Commercial student might want to be required in grade XI or XII to take a second non-matriculation mathematics course (Mathematics 21).

D. Home Economics Pattern

Common core required for all high school students

These required subjects are the same for Home Economics Pattern students as for all other high school students. (See this heading under A above.)

Additional requirements for the Home Economics Pattern

Students in the Home Economics Pattern are required to select from the subjects offered a course which will give them a balanced training.

In addition a mathematics and a science course in grade X are required (Maths. 11 and Science 10)

The nature of this pattern: The Home Economics Pattern helps to prepare girls for an intelligent and skilled career as a citizen, mother and housewife.

Home economics courses offered

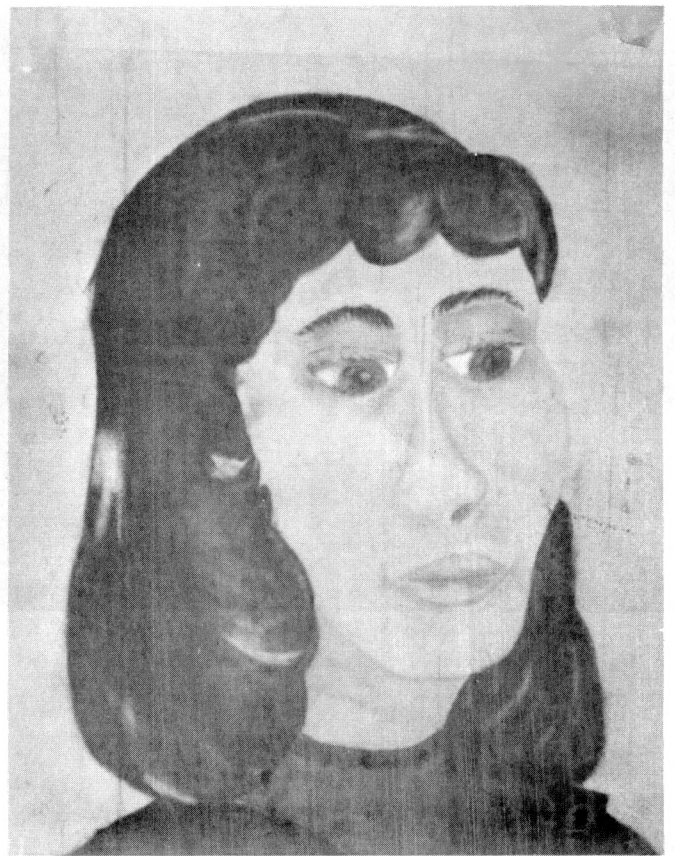
Courses are offered in Home Economics 10, 20 (a general course) or; Foods and Nutrition 10, 20 and 30; and Fabrics and Dress 10, 20 and 30. As more students register additional courses will be added such as Child Care and Home Nursing.

Optional Subjects

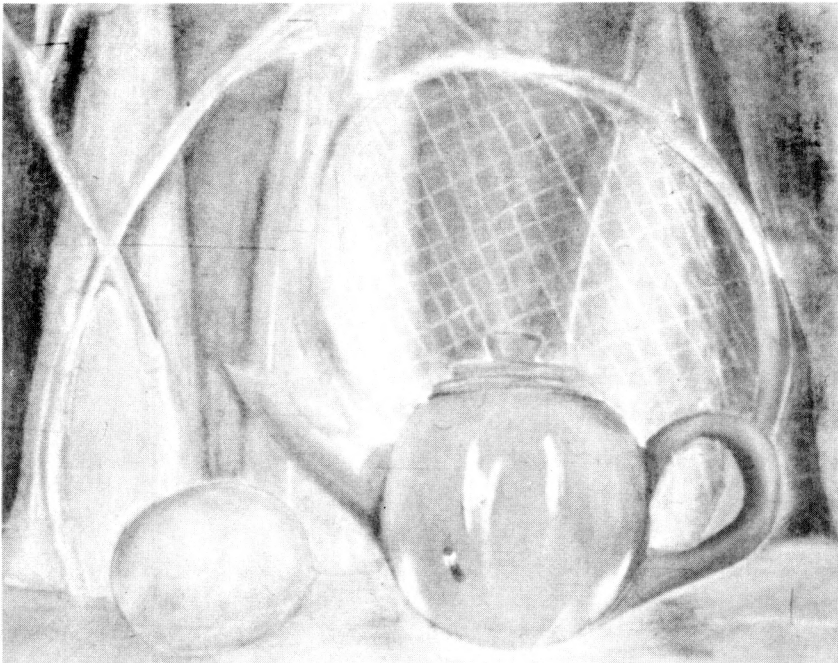
Out of interest, or in order to make up the required credits a grade, a Home Economics student will sometimes select optional subjects from the list of general options given below. In addition to these the home economics student might want to be required in grade XI or XII to take a second non-matriculation mathematics course (Mathematics 21).



Effie Blake
by Sharon Kerr, Aklavik



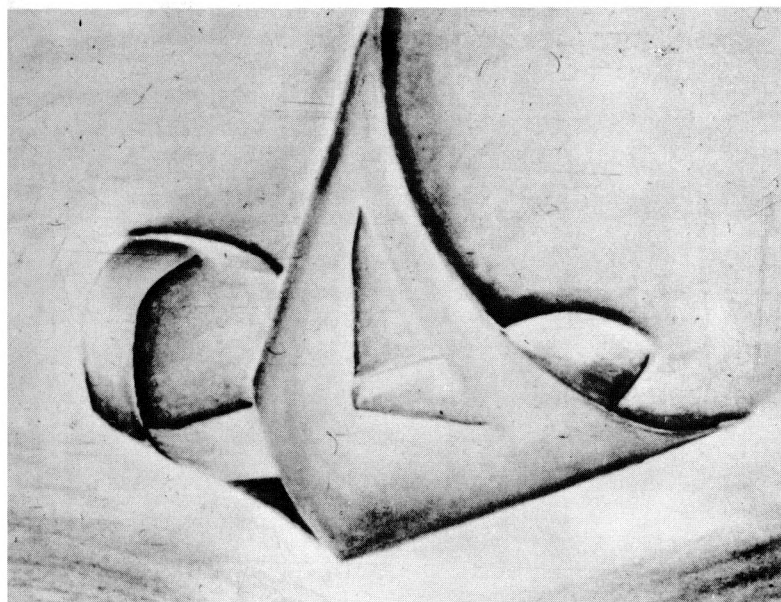
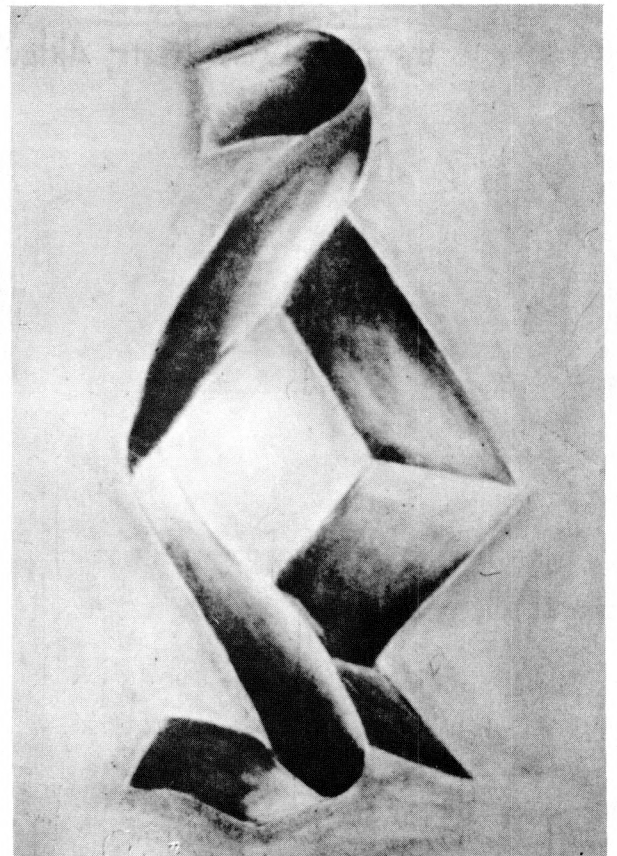
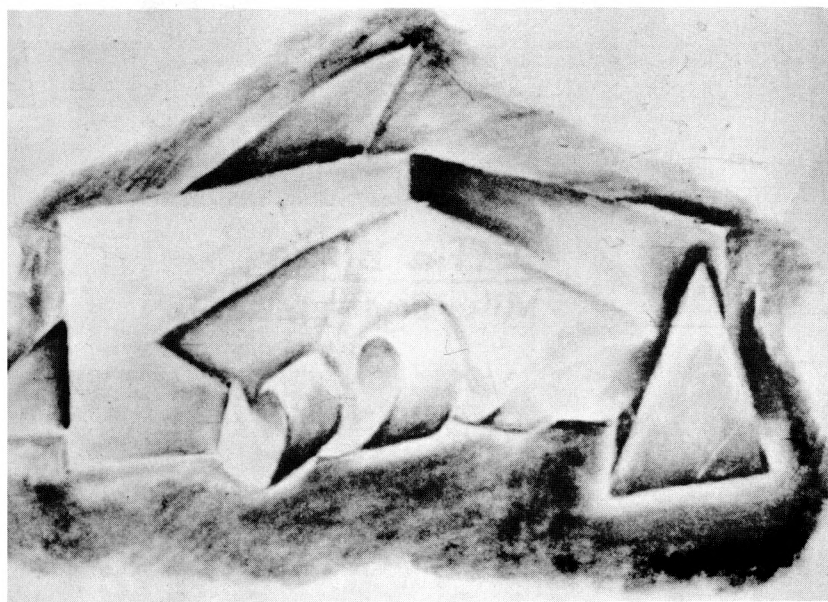
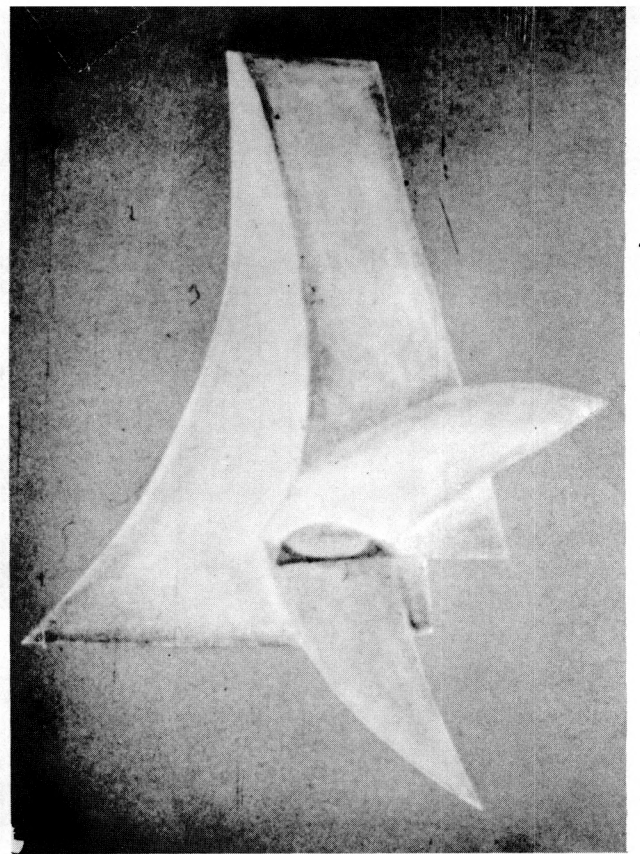
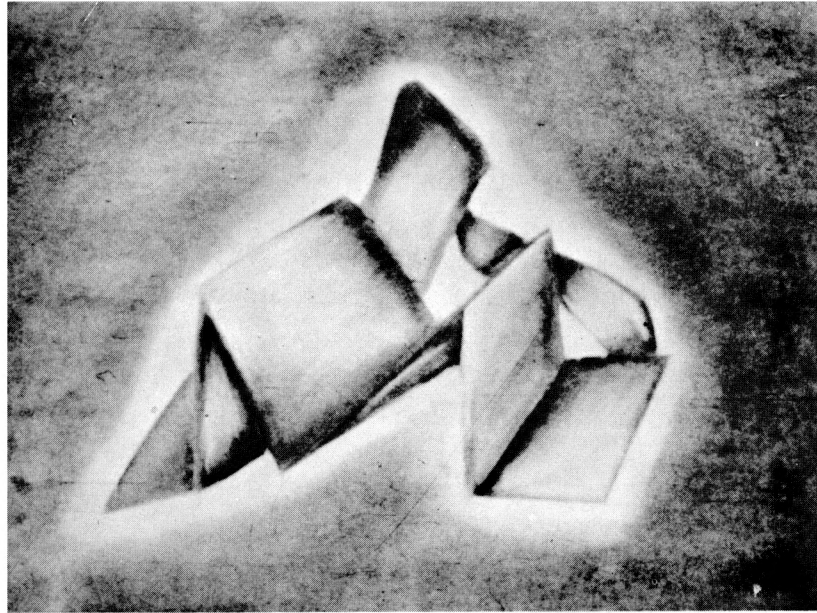
Effie Blake
Mike Bignell, Yellowknife



ABOVE: Still Life
Sharon Kerr
Grade 10



ABOVE: Still Life
Marion Bailey
Grade 10



Free Form

by: Karen Kerr, Aklavik
 Ted Brown, Yellowknife
 Ernie Moore, Inuvik
 Barry Cole, Yellowknife
 Mike Bignell, Yellowknife

E. General Pattern

On rare occasions students will be allowed to work for their high school certificate without specializing in any one of the above patterns. There must be very special reasons for such a course.

SPECIAL NOTE: General High School Options

Depending on student interest and staff training, general options are offered in the following fields: art, drama, music, sociology, psychology, and physical education. For example in 1959-60, of these, Art 10 and 20, and Drama 10 were offered.

In addition, a student may take as options (rather than as a major pattern) subjects from other patterns, such as home economics course, commercial courses, shops courses, or matriculation courses.

Matriculation students are advised not to take commercial options such as typing, unless they also take a good selection of the subjects listed in the first paragraph, and unless they are assured that their time-tables will allow them to take the complete set of commercial courses in the area they chose (e.g., typing 10, 20 and 30).

II. VOCATIONAL COURSES

A. General

General vocational education is offered in the following areas: Homecrafts (for girls), Building Construction, Automotive Mechanics, and Heavy Duty Equipment Operation and Maintenance.

Level of Training Given

It should be noted that these courses are general courses; they give students a general background of training and experience in a particular broad area, but do not pretend to graduate students at the journeymen's level in any specialized field. For example a graduate of the Automotive Mechanics Course, given sufficient achievement in school and good experience in the field, will be qualified for general work in a garage, but he will not be qualified to work as a specialist in front-end work or on body work. Graduates of our courses may reach the journeyman level through training on the job, or they may specialize by taking further training at some technical institute.

QUESTION MARKS

IN

SCIENCE



An interesting project and the science class huddles round the lab desk with one question in mind: "Will it work?"



In the Biology Lab.
 Problem: "What similarities and differences
 are found in the digestive systems of a man
 and a frog?"



Academic Classwork

By and large all vocational students are required to spend half their time in preparatory classrooms ("Prep. Classes") for the first two terms of their vocational course, or until the school is satisfied that they have reached more than grade VIII ability level in prep. classes where accelerated instruction is given in Basic English, reading, language, arithmetic, some science and social studies. Physical education and recreation classes are also a required part of the course. Students who do not reach required prep. class standards in their first two semesters will be required to take full time prep. classes between their third and fourth terms.

Extra Units in Vocational Classes

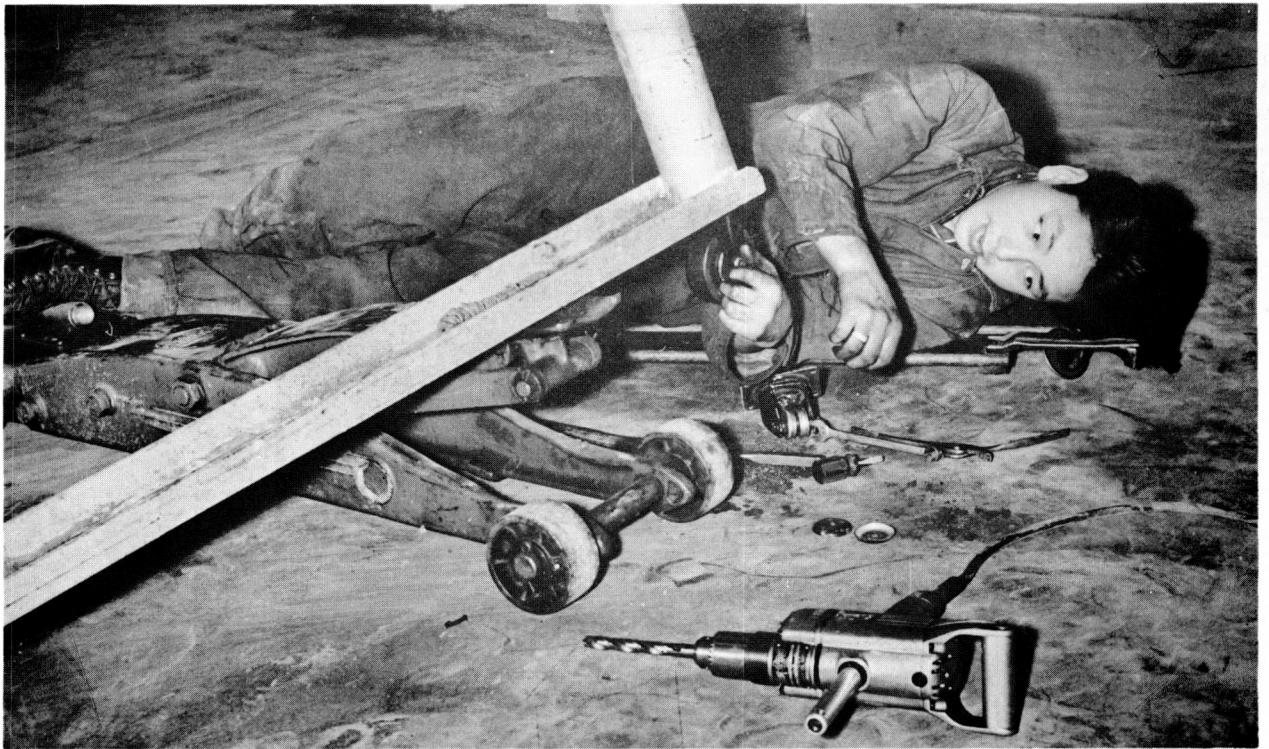
The school does not attempt generally to teach above the grade VIII achievement level. Thus, students whose ability is above the grade VIII level are not required to take preparatory classes. (Having passed grade VIII does not ensure a student that his ability is above grade VIII level. Tests will be given by the school.) In place of these, extra units in their shopwork are taken, so that the student spends full time in the shops.

Importance of Prep. Classes

Confirming what is generally understood in education, a number of concerns who have hired our students for the training-on-the-job phase of the student's program have stated that it was most important to them (the employer) that our students have good facility with arithmetic and language. For this reason, and because academic training is of vital importance in any field, students who enrol in our vocational classes must realize that their prep. class work is every bit as important as their shop work and that failure to achieve properly in the study of arithmetic and language will result in their failing the course.

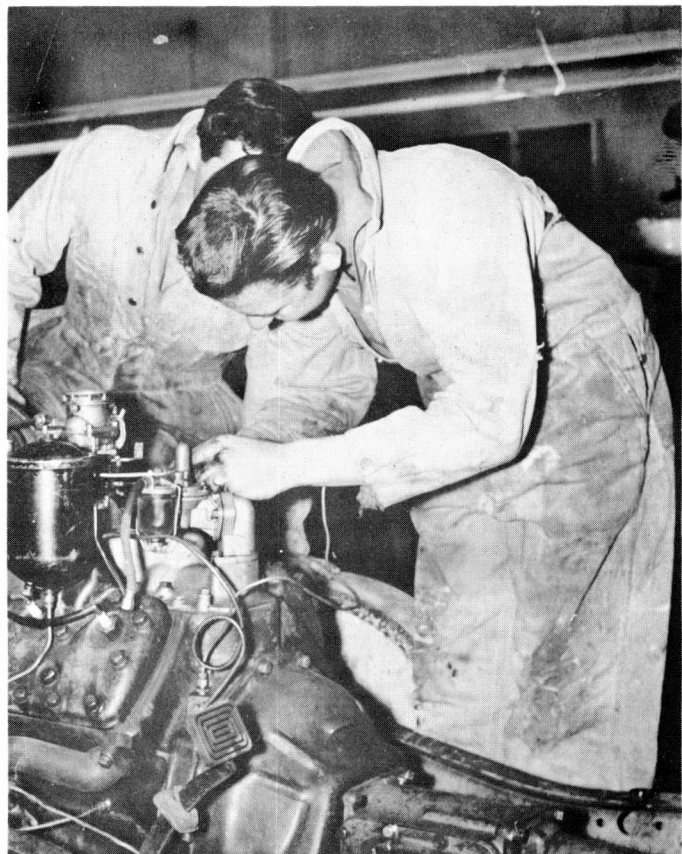
Training-on-the-job for Shops Students

Just as important as shop training is training-on-the job. Recognizing this generally accepted principle of vocational education, we try to ensure that approximately half of a vocational student's time is taken up in training-on-the job. Selection and placement officers of the Department of Northern Affairs and National Resources work with the school in trying to find suitable jobs for our students between terms at school.



The students of vocational training classes at Yellowknife are responsible for the upkeep and maintenance of all equipment. Here a trainee replaces a worn castor.

Motor Mechanics:
Adjusting A
Running Model





Among Yellowknife homemakers-in-training, are some who not long ago heated their kettle over a kudlik flame, They adapt quickly and find class "tea time" with its pretty china and dainty sandwiches a happy occasion.

Though we do not guarantee to provide such jobs, we do all we can in this direction and close liaison is maintained with the employers of our students. Failure to perform satisfactorily on the job is just as serious as failing to meet the requirements of shop training or preparatory classes.

Students are allowed to find jobs for themselves during their out-of-school seasons, but these jobs must be approved by the school, or the job will not count toward their training.

A prescribed amount of approved training-on-the-job is required before a student is considered to have completed his course in vocational training.

B. Notes on Vocational Courses

Homecrafts (for girls)

This is a general course for girls and is roughly equivalent to the high school Home Economics Pattern, except that it does not work at such a high academic level. Its object is general education combined with general preparation for a number of careers that its students might want to follow. On successful completion of the course, a girl will be prepared for:

1. entry into grade XI, with the view to attending high school
2. housewifery
3. clerical on-the-job training
4. domestic service
5. nurses aid training
6. foods service

The course is a two year course and follows the same time table as the high school, i.e., from the first of September to the end of June.

Orientation Course

This course teaches basic units in a number of general work areas related to carpentry and mechanics. It also allows students and instructors to discover in which area of training each student is most interested and best suited.

The course begins in January of each year. Those who are to specialize in Heavy Duty Equipment Operation and Maintenance make this switch at the end of four months (1st of May). Those who are to go on training in Mechanics or Building Construction, continue their training for a total of seven months, (until the end of July). After a month's holiday they begin their second term as mechanics or building-construction students.

Most students beginning their vocational training here will begin with the Orientation Course. Exceptions will be made for students of higher academic achievement level who have also had previous training in the field which they wish to enter.

Heavy Duty Equipment Operation and Maintenance

The unit outline which follows this section will adequately describe this course. It is our shortest course (6 mos.) running from May through November with August off for holidays, and gives the students the training which is essential to the achievement of complete competence through training-on-the-job.

Automotive Mechanics

As is shown by the unit outline which follows this section, this course is a basic study of all the operations common to a number of specialized skills in the automotives trade. The course is general and does not train specialists.

Together with the orientation phase of the program (term 1) the course consists of four terms covering four calendar years. Training-on-the-job is an essential part of the program and is counted towards graduation credit. Time is provided, during the four years of the course, for training-on-the-job.

Building Construction

As is shown by the unit outline which follows this section, this course is a basic study of all the operations common to a number of specialized skills in the building construction trade. The course is general and does not train specialists.

Together with the orientation phase of the program (term 1) the course consists of four terms covering four calendar years. Training-on-the-job is an essential part of the program and is counted towards graduation credit. Time is provided, during the four years of the course, for training-on-the job.

SPECIAL NOTE: Beginning and Ending Courses - Arrangements for Jobs and Transportation

Courses will begin and end as scheduled (see Vocational Term Outline, following). Students must be prepared to be in residence several days before the beginning of the course. They must come prepared to stay for the full length of the course. Failure to comply with either of these requirements will likely mean that the Government will no longer be prepared to sponsor further training for the person who so behaves.



Orderliness - the first rule of vocational training. A place for everything and everything in its niche - from the biggest saw, plane, brace, screwdriver or bolt to the smallest pin. At the end of each lesson is a brisk period when the shop is made 'shipshape'.

A vocational training instructor and his class of native boys examine heavy duty equipment.



Previous to the end of a vocational course term the school, in co-operation with Department placement officers, will attempt to arrange suitable training jobs for each student. Transportation to job will be deducted from the student's wages. The Department will be responsible for transportation to return the student to his home up until three months after the conclusion of his vocational school term. The Department will also be responsible for bringing students back to school at the beginning of each term.

C. Unit Outlines of Vocational Courses

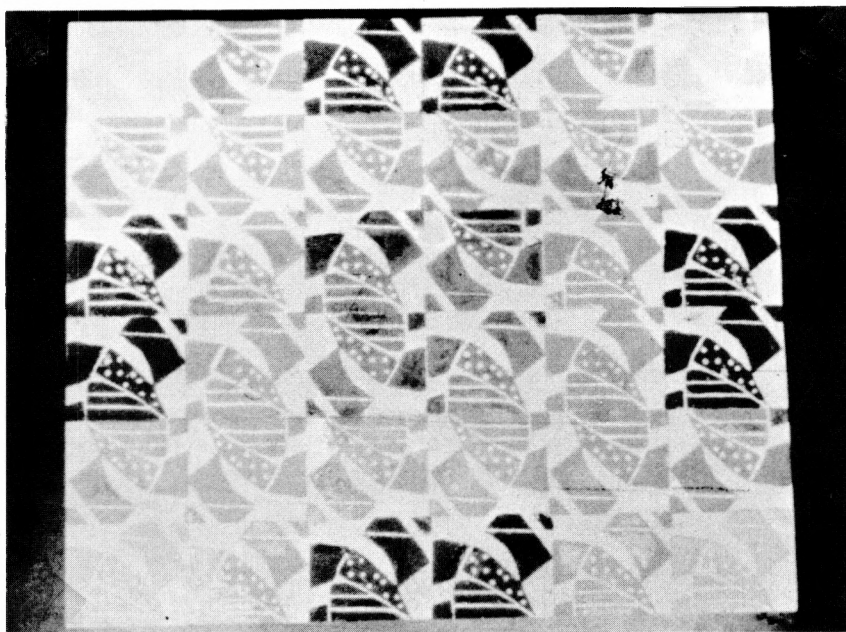
(The contents of these courses may be slightly altered from time to time)

Homecrafts (for girls)

$\frac{1}{2}$ days - Sept. through June

<u>First Term</u>	<u>Second Term</u>
Unit 1 - Personal Grooming	Unit 1 - Advanced Personal Grooming
Unit 2 - Personal Relations	Unit 2 - The Family as a Consumer
Unit 3 - Foods and Nutrition	Unit 3 - Advanced Foods and Nutrition
Unit 4 - Clothing and Construction	Unit 4 - Advanced Clothing and Construction
Unit 5 - Child Care	Unit 5 - Home Nursing
Unit 6 - Domestic Service	Unit 6 - Food Preserving
Unit 7 - Handicrafts	Unit 7 - Domestic Service
Unit 8 - Foods Service	Unit 8 - Clerking and Hospital Work

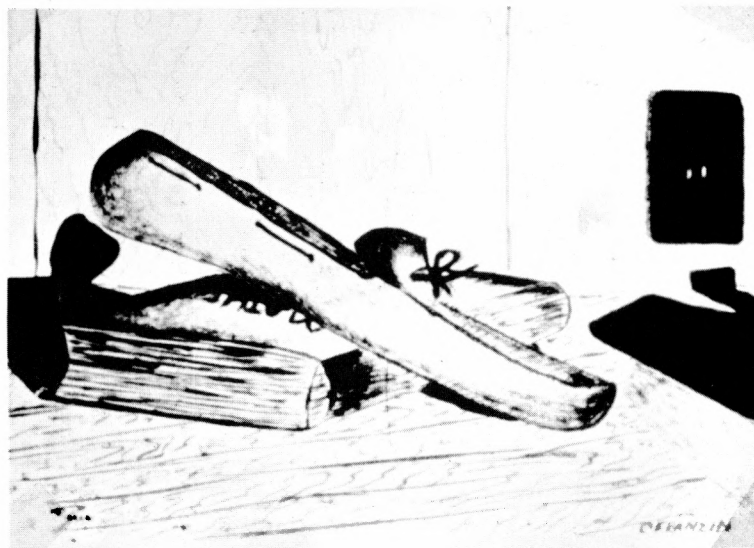
Native Hut
 Marion Bailey
 Fort Simpson →
 Grade 10



LEFT:
Lino Block Design

by: Barry Cole
 Yellowknife
 Grade 10

RIGHT: Still Life
 Charlie Franzin
 Tuktoyaktuk
 Grade 11



ORIENTATION

First Term

$\frac{1}{2}$ days Jan. through July

Section I.

Jan. - Apr.

- Unit 1 - Basic Woodwork (4 weeks)
- Unit 2 - Sheetmetal work (3 weeks)
- Unit 3 - Basic Mechanics (4 weeks)
- Unit 4 - Driver Training (4 weeks)

At the end of this section some students will be chosen to enter the Heavy Duty Equipment Operation and Maintenance course which will be carried on from May through to the following October.

Section II

Apr. - July

- Unit 5 - Blueprint Reading (3 weeks)
- Unit 6 - Basic Wiring (4 weeks)
- Unit 7 - Basic Welding (4 weeks)
- Unit 8 - Basic Electronics (4 weeks)

At the end of this section students who have passed the course will be given a month's holiday and will then enter a vocational course as either mechanics or building-construction students.

HEAVY EQUIPMENT OPERATING

$\frac{1}{2}$ days May through November (August off)

Unit 1 - Dozer Operation

Unit 2 - Grader Operation

Unit 3 - Truck Operation

Unit 4 - Service and Maintenance

Unit 5 - Tractor attachment operation

Unit 6 - Excavator Operation

BUILDING CONSTRUCTION

There is a one year lapse
between the 3rd & 4th
terms

2nd Term
 $\frac{1}{2}$ days Sept. through Apr.

3rd Term
Full days Sept. through Dec.

4th Term
Full days Jan. through Apr.

Unit 1 - Framing and Sheathing

Unit 6 - Machine Woodworking

Unit 11 - Stain and Cabinet Const.

Unit 2 - Basic Roof Construction

Unit 7 - Interior Finishing

Unit 12 - Advanced Roof Construction

Unit 3 - Exterior Finishing

Unit 8 - Blueprint Reading and
Sketching

Unit 13 - Furniture Making

Unit 4 - Exterior Painting

Unit 9 - Furniture Repairing

Unit 14 - Building Layout and Est.

Unit 5 - Basic Blueprint Reading

Unit 10 - Interior Painting

Unit 15 - Forms and Concrete Work

OPTIONAL

Unit 16 - Plumbing

OPTIONAL

Unit 17 - Wiring

OPTIONAL

Unit 18 - Sheet Metal

Students who have not reached end-of-grade-VIII
ability level in their prep. classes by the end
of the second term, will spend full time in
the prep. classes between the third and fourth
term until they have reached the required level.

MECHANICS

There is a one year lapse
between the 3rd and 4th term

2nd Term
8 mo. $\frac{7}{8}$ day - Sept. through Apr.

Unit 1 - Basic Engines

Unit 2 - Basic Drive Components

Unit 3 - Service Station Procedure

Unit 4 - Brakes and Steering

3rd Term
4 mo. full day Sept. through Dec.

Unit 5 - Engine Rebuilding

Unit 6 - Engine Machine Shop

Unit 7 - Fuel System

Unit 8 - Electrical System

4th Term
Full Days - Jan. through Apr.

Unit 9 - Engine Tune-up

Unit 10 - Hydraulic Systems

Unit 11 - Drive Component Overhaul

Unit 12 - Diesel Fundamentals

OPTIONAL

Unit 14 - Body Work

Unit 15 - Gas Welding

OPTIONAL

Unit 14 - Body Work

Unit 16 - Arc Welding

OPTIONAL

Unit 14 - Body Work

Unit 13 - Heavy Equipment

Students who have not reached end-of-grade -
VIII ability level in their prep. classes by
the end of the second term, will spend full
time in the prep. classes between the third
and fourth term until they have reached the
required level.

SIR JOHN FRANKLIN SCHOOL - VOCATIONAL TERM OUTLINE

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Term 1	Term 1	Term 1	Term 1	H.D. $\frac{1}{2}$ time	H.D. $\frac{1}{2}$ time	H.D. $\frac{1}{2}$ time	No Classes	H.D.	H.D.	H.D. (end)	
0	0	0	0	0	0	0					
Term 2 Mech.	Term 2 Mech.	Term 2 Mech.	Term 2 Mech.					Term 2 Mech.	Term 2 Mech.	Term 2 Mech.	Term 2 Mech.
Term 4 Mech.	Term 4 Mech.	Term 4 Mech.	Term 4 Mech.					Term 3 Mech.	Term 3 Mech.	Term 3 Mech.	Term 3 Mech.
Term 2 B.C.	Term 2 B.C.	Term 2 B.C.	Term 2 B.C.					Term 2 B.C.	Term 2 B.C.	Term 2 B.C.	Term 2 B.C.
Term 4 B.C.	Term 4 B.C.	Term 4 B.C.	Term 4 B.C.					Term 3 B.C.	Term 3 B.C.	Term 3 B.C.	Term 3 B.C.
H.E. 1 & 2	H.E. 1 & 2	H.E. 1 & 2	H.E. 1 & 2	H.E. 1 & 2	H.E. 1 & 2			H.E. 1 & 2	H.E. 1 & 2	H.E. 1 & 2	H.E. 1 & 2

BLOCK OUTLINE OF 4 YR. VOCATIONAL PROGRAM

Patterns

	1 Year				2 Year				3 Year				4 Year			
H.D.	0000	H.D.	H.D.	H.D.												
Mech.	0000	000		2nd Mech	2nd Mech			3rd Mech. or full time prep.	classes	4th Mech						
B.C.	0000	000		2nd B.C.	2nd B.C.			3rd B.C. or full time prep.	classes	4th B.C.						
H.E.				H.E. 1	H.E. 1	HE 1		H.E. 2	HE 2							
	Jan-Apr.	May-Aug.	Sept-Dec	Jan-Apr.	May-Aug.	Sept-Dec	Jan-Apr.	May-Aug.	Sept-Dec	Jan-Apr.	May-Aug.	Sept-Dec	Jan-Apr.	May-Aug.	Sept-Dec	

LEGEND

O - Orientation course
Mech. - Mechanics course

B.C. - Building Construction course
H.E. - Homecrafts course

H.D. - Heavy Duty Equipment
course

1959

GRADUATION MEMORIES
- A Gala Night -

LEFT: Bevy of Northern
Beauties on Graduation Night



RIGHT:
Graduation Banquet, 1959



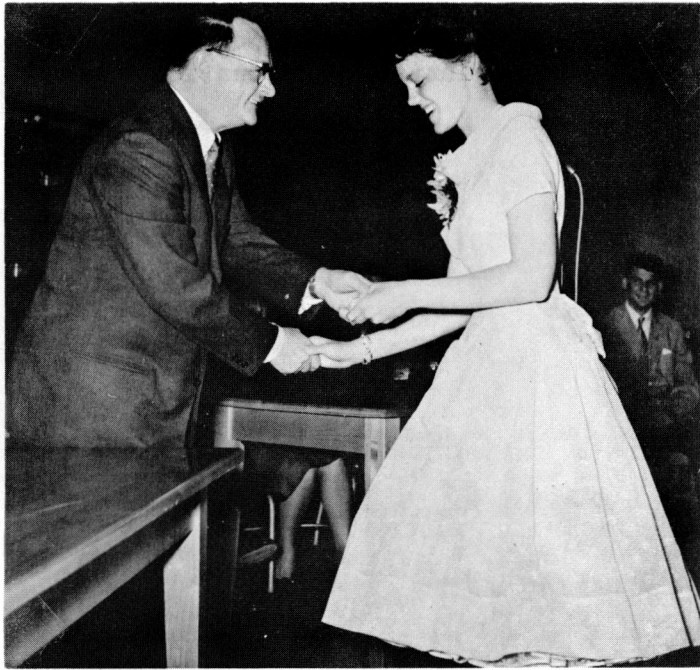
LEFT: Phyllis Plaami,
Staff and Friends



RIGHT:
Group of Grade XII
graduates and Mrs.
Douglas, their home
room teacher.



ACADEMIC DISTINCTION



ABOVE LEFT: Sue Colthorpe, Grade XI, Con Mines, gets award, a beaming smile and double handclasp from Dr. O. Stanton.



ABOVE: Phyllis Plaami, Grade XII, Yellowknife, gets recognition for fine work.



ABOVE: Sharon Johnson, Grade X, Yellowknife receives award.



LEFT: Beverly Nesbit, Grade X, Yellowknife, is another award winner.

STUDENT LEADERSHIP



TOP LEFT: Sylvia Lemay, Grade XII,
Yellowknife, receives award for
student leadership.



ABOVE:

Russel Look, Grade X hostel
student from Fort McPherson,
gets recognition for leadership
among fellow students.



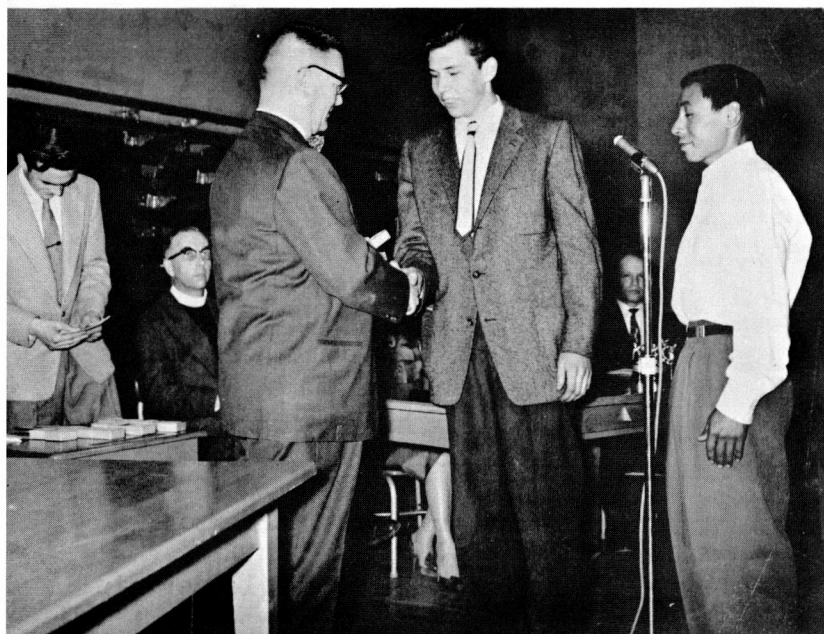
LEFT:

Jim Morris, Grade X, Yellowknife
receives S.L. award from Dr. Stanton.

VOCATIONAL TRAINING

RIGHT:

Wantina Matergara,
Food Service Course,
receives award for
distinction in
Vocational Training.

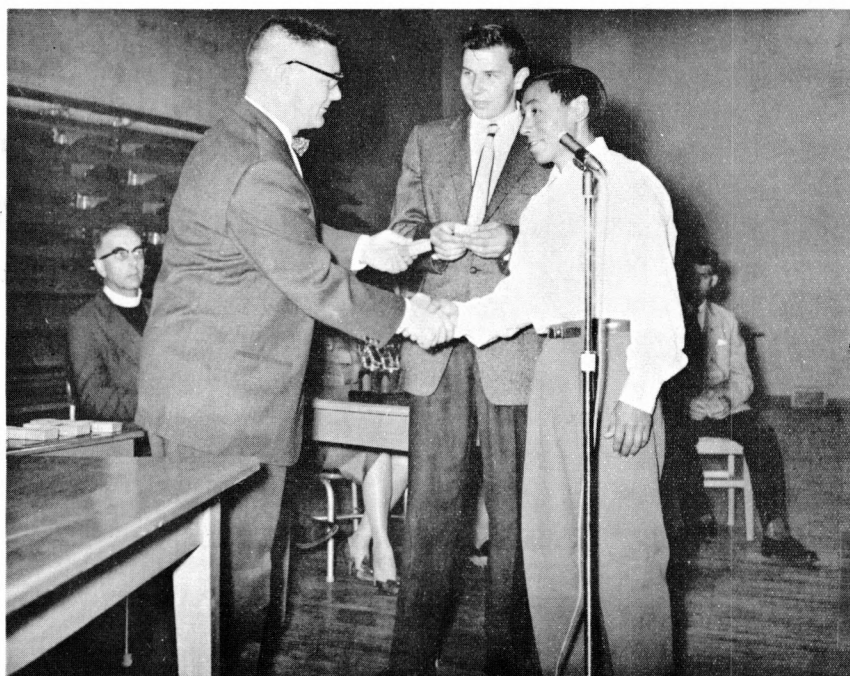


LEFT: Russel Malafe
receives Vocational
Training award for
his excellent work
in Mechanics.

RIGHT: Walter Pokiak is
another award winner in
Mechanics.

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During 1959-60, the first
year of operation, over
158 students were enrolled
in vocational classes at
Yellowknife.



GRADUATE NURSES ASSOCIATION



Mrs. Max King congratulates Sylvia Lemay, Grade XII,
winner of R.N. award.



Another award winner -
Hilda Schneiderling, Grade XII, Yellowknife.

CURLING TROPHY

Curling is a popular sport in the little towns of the N.W.T., and nowhere is it more enjoyed than in Yellowknife where even high school students compete keenly in the spiel.



ABOVE: Mr. Max King presents Curling Trophy to Francis Cambridge, Grade XI, a hostel student from Fort McPherson.

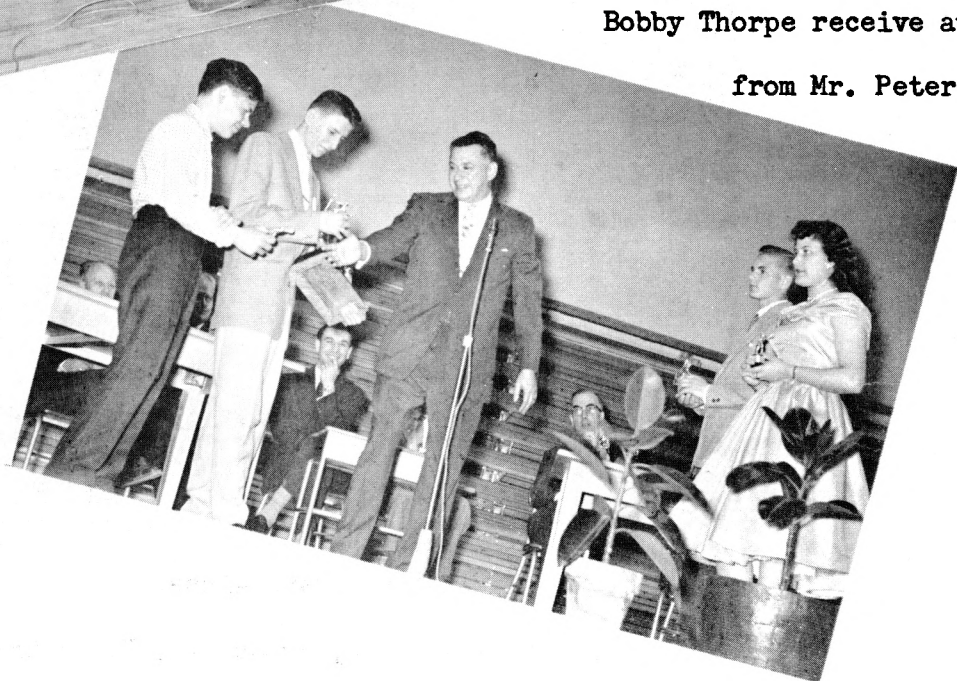
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LEFT: Sheila Halliday and Bobby Thorpe receive awards from Mr. Peterson.



RIGHT:

Mr. Max King presents Curling Trophy to Bill Morris, Grade XI, from Con Mine.



PROGRAM ENTERTAINERS



ABOVE: Mary Marie,
Fort Smith, gives
a recitation.

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RIGHT: Dee Winters
Grade X, Con Mine,
entertains with
recitation on the
Graduation program.



AKAITCHO HALL

Students attending Sir John Franklin School represent practically every community in the MacKenzie District as well as Old Crow, Yukon; Port Harrison, Quebec; and Resolute Bay in the Eastern Arctic. Home for these out-of-town students is Akaitcho Hall which consists of two modern tile-lined buildings - the dormitories and service areas. The service building contains a well-equipped kitchen, cafeteria, recreation room, boiler room, medical room, laundry, and staff quarters; and the dormitories are divided into twenty-six rooms, each furnished with two double bunk-type beds, dresser for clothing storage, and study desks. Each room is shared by four students. The dormitory building also provides two bright infirmary rooms, colourfully tiled lavatory and shower rooms, lounge rooms, as well as supervisors' offices and living quarters.

Residence Living

It is clear that, to serve humanity and our nation well, every home must have a programme and a purpose to help develop our youth into productive, conscientious and responsible citizens. This is the paramount aim of the residence staff, the members of which were selected by virtue of previously demonstrated ability to deal patiently and knowingly with the problems of young people. As the students who reside in Akaitcho Hall are from such widely scattered communities their interests, their histories, their ambitions, their reaction to discipline, their ability to adjust and their behaviour patterns are diverse; for these reasons a strict regimentation of routine imposed by uncompromising discipline could lead only to unhappiness, discontent, and at the best unwilling co-operation. Therefore, the participation of the students in following residence regulations and routine is gained largely through guidance, through explanation and discussion. Indeed, in most cases, the students have participated in the formulation of the regulations by which their life in residence is governed, and through student monitors they share with the supervisors the responsibility to see that regulations, work details, and general routine are satisfactorily executed. In this way, like well-adjusted members of a family, they restrict their activities and behaviour to such as is acceptable to all. There are those who find ideal adjustment difficult; they receive special attention in the form of understanding, patience, and guidance discussions. It is a commendation of the adaptability of our youth that, notwithstanding the tremendous change in environment, involving in many cases the change from free off-the-land life to that of close group participation with sophisticated comrades, a very small percentage have failed; and these failures, each case, were socially maladjusted before arrival.



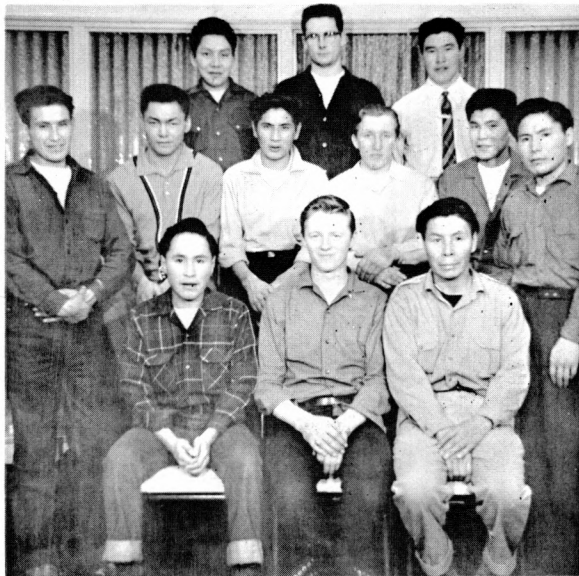
The white man's ideas on how to cut up and serve meat are new and strange to many students of the far north, but they cheerfully take on assigned jobs.

Students at Akaitcho Hall



Girls' group

Boys' group



Boys from the Dorm

Monitors



The hostel with its color, gay draperies and happy atmosphere, its cozy comfort of such things as books and short wave radio, brings a new world to these people of the north, and dramatically points up how education is one means whereby the white man can share the better things of his world with his northern neighbour.



This neat teenager with her glossy hair, tweed skirt and snowy blouse would be at home in any high school in Canada.

From the foregoing it can be stated that Akaitcho Hall provides experience in living; to the untrained, experience in living and adjusting to a new culture; to the sophisticated, experience in living in harmony with others of different opinions and cultural status. At Akaitcho Hall, work details are assigned to the students on a weekly basis; these include the care of dormitory rooms, the cleaning of corridors and lounges, washing dishes and other domestic tasks, as well as duties in the laundry and cafeteria. Town leave credits are to some extent based upon the thoroughness and satisfactory manner in which these family chores are executed. There is a daily one-and-one-half-hour supervised study period; students are required to participate in organized recreational and social activities; and while it is not compulsory, students are expected to maintain regular attendance at a church of their choice.

Study Periods

There is a daily hour-and-half supervised study each evening. Study groups assemble in the cafeteria or reading room where a supervisor is on hand to provide assistance and to see that the study proceeds without disturbance. Senior students, providing their class standing is satisfactory, have the privilege of studying in their dormitory rooms. In this case it is required that the dormitory room doors be left open, and supervisors visit these rooms to provide any needed assistance as well as to give encouragement. Close co-operation is maintained between the school residence, especially in the matter of study, and should a student habitually fail to complete assignments or lag in class standing, it is understood that the period of compulsory study can be lengthened.

Church Attendance

Akaitcho Hall is strictly non-demoninational; residents represent Roman Catholic, Anglican, United Church and Pentecostal faiths. Regular church attendance is encouraged, and leave credits are gained by regular attendance at a service of the student's choice. Akaitcho Hall students have a commendable score in this respect.

Recreation

Our students are enthusiastic participants in games and sports, a situation somewhat remarkable in that many had no previous experience of the games to which they are being introduced. Basketball is a favourite, and was learned as part of school activities. Town basketball competitions are avidly attended. The school's facilities for



Students enjoy the happiness that comes from social living. At Yellowknife Sir John Franklin School many girls and boys, who formerly knew only the solitary camp or lonely community, now have a new awareness of the white man's ways.



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Proud of the gleaming finish of tile,
woodwork, furniture, the teams pitch in with enthusiasm.



When Saturday clean-up comes, everyone lends a hand. Although boys prefer mechanized methods - to them, handling the big polisher isn't really work - they take turns at all jobs and each is trained to wield an effective mop.

badminton and volley-ball are much in use. Hockey is another game in which there is much interest of the audience variety. The heavy equipment trainees created an excellent toboggan slide as an aside advantage to snow removal, so that tobogganing provides a great deal of healthful fun. Resident students use the Yellowknife areas for group skating parties; square dance enthusiasts meet in our recreation room each Friday evening, and there is also keen competition in such indoor games as table tennis, miniature pool, and table games.

Akaitcho Students' Committee

The students have an elected Residence Committee of seven members, whose duty it is to arrange parties, dances, and other social functions. The Committee also receives and considers student complaints; the complaints, if deemed well founded, are brought to the attention of the Residence executive.

Monitors

A system of student monitors provides a large measure of student government. The monitors are senior students appointed by the supervisors for their demonstrated stability, responsibility, and their leadership qualities. The monitors are respected students, and they must measure up or be dismissed. Some experimentation is being made toward the establishment of a student court.

Spending Allowance

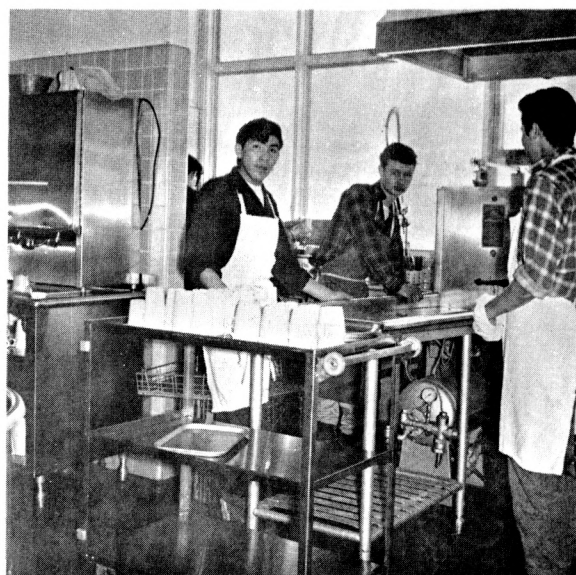
The Residence Superintendent is authorized to issue a \$2.00 weekly allowance to indigent students whose parents are unable to provide the same. This allowance is given to meet the numerous casual spending needs coincident to teenage groups. The amount of the allowance issued is generally closely related to the students' residence record of performance.

Meals

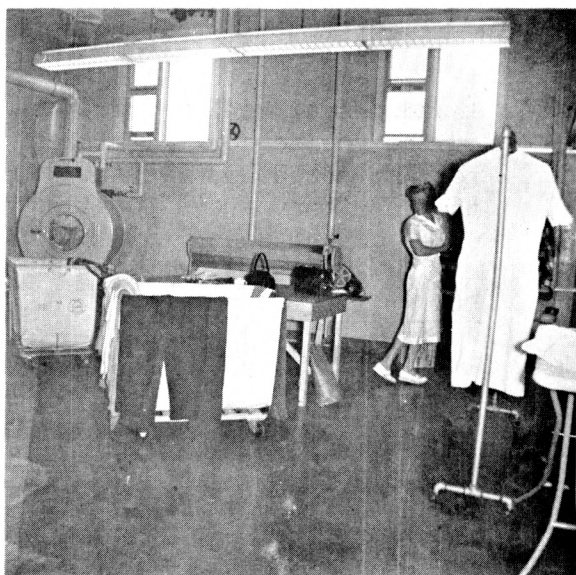
The residence has a well-equipped kitchen in which a pleasant homey atmosphere has been created through the happy qualities of a selected staff whose aim is to serve nutritious wholesome home-type food. The menus are prepared by the kitchen supervisor in consultation with the residence nurse. Meals are eaten in the friendly setting of a brightly lighted cafeteria. Day students may obtain meals in the cafeteria by purchasing dinner tickets.



ABOVE: Kitchen and
Laundry Staff

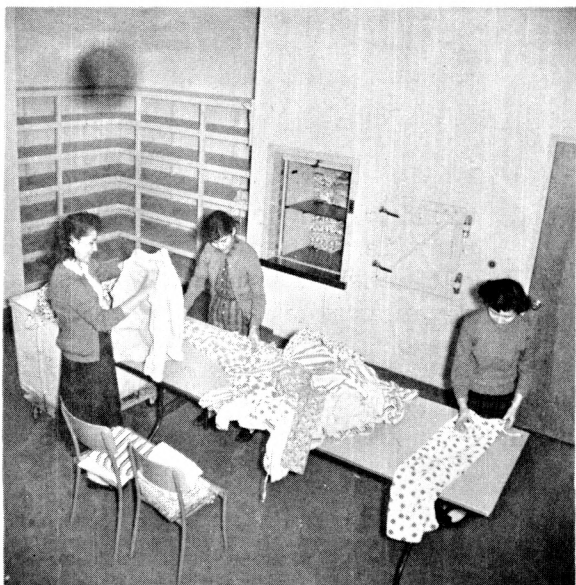


UPPER RIGHT: Students - Boys'
Dishwashing Detail in
Kitchen



CENTRE RIGHT: Laundry Room

LOWER RIGHT: Students -
Girls' Laundry Detail



Health

One of the requisites of the residence Matron is that of being a qualified and experienced nurse. Two infirmaries plus a well-supplied medical room are conveniences in the care of minor illnesses; while serious situations are referred to the local medical officers. Non-indigent parents are expected to meet doctor's and hospital bills in cases where hospitalization and doctor's services are deemed to be necessary. Emergency dental care is arranged through the local dentist, and again parents are expected to meet accounts committed for the dental care of students. Dental problems of non-emergency nature are referred to parents before arrangements for correction are undertaken. It should also be mentioned that each student receives a complete medical check before approval of Application to Residence is confirmed.

Laundry

Akaitcho Hall has an efficient laundry supervised by an expert laundress. The laundry takes care of the washing and pressing needs of the residence, and student's personal clothing is washed on a regular scheduled basis. Home-type washing machines are provided in the dormitory areas to allow students a means of doing personal washing under any necessary direction of the supervisors.

Staff

The residence staff consists of the following:

- Superintendent
- Matron and Nurse
- Assistant Matron
- Boys' Supervisor
- Second Boys' Supervisor
- Girls' Supervisor
- Laundry Supervisor
- 1st Cook
- 3rd Cook
- Two Kitchen Helpers
- Janitor

To conclude, Akaitcho Hall is a students' home where members willingly undertake duties and tasks for the convenience of all, where play is properly balanced with responsibilities, where graces of good citizenship are cultivated, and where the actions of each are demonstrated to have either an agreeable or unpleasant effect on all.

Dancing
in the
hostel
kitchen
after
chores
are done.



Students work hard but
when studies and tasks
are over, there's always
fun. Yellowknife staff
make sure students find
both school and hostel
"a home away from home".

Right:

You are not
the only one
interested in
looking over
pictures at
Yellowknife.



Below: Visiting teachers try out for size
a pool table in students' recreation room.

