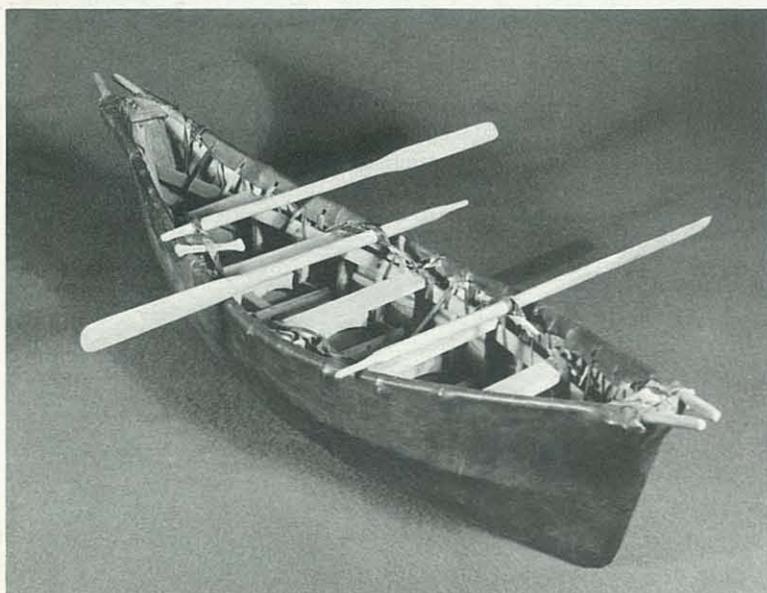
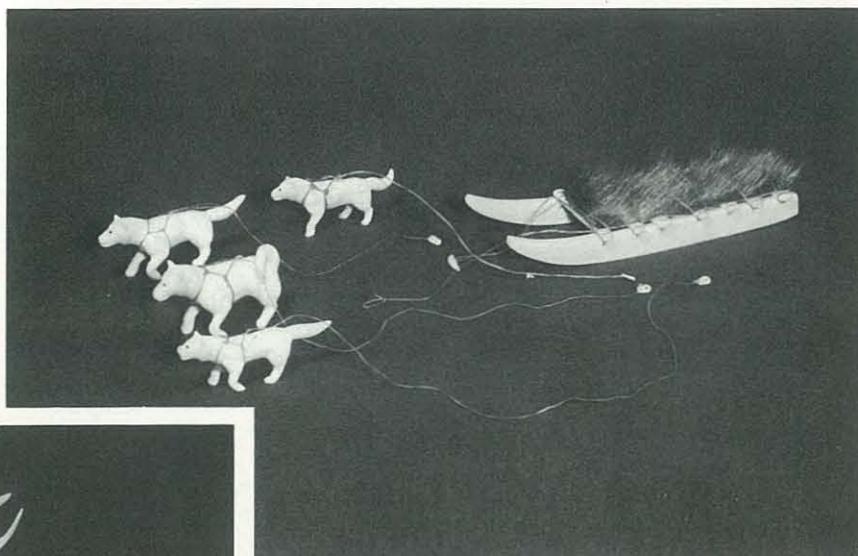


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Inuttituut Asks

Inuttituut Aperivok

Inuttituut Apirigialanir

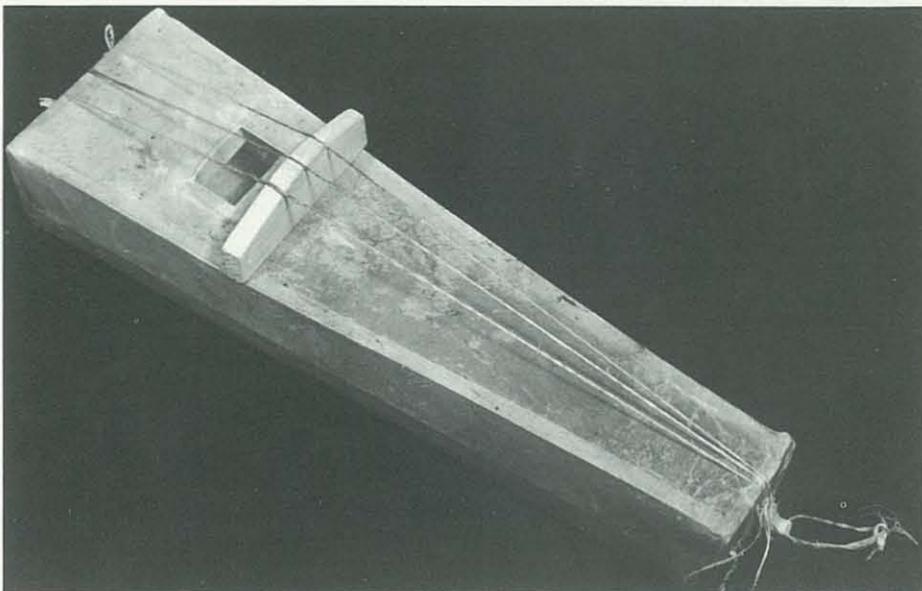


lives at a time when almost all of the implements they needed in their everyday activities could not be bought and had to be made by hand. You see what this means? It means very simply that many, if not all, men and women in those days had to become craftsmen to survive. They learned from their parents and elders how to make the tools of the hunt, for example the bow and arrow, the harpoon, yes even the kayak. The young girls, in their turn, learned to sew the clothing that, at that time, could only be made from the skins of animals. And so these skills for making excellent, functional things were handed down from generation to generation.

This kind of learning, which is sometimes called on-the-job-training, I prefer to call apprenticeship training. As you can see, it is nothing new. That was how my father learned from Henry Ford, and that was how the Inuit learned from their elders. Too often, these days, we find that in the schools one teacher must work with so many students in such a short time that it is just about impossible for them to learn all they need to know.

Once, not long ago, I lived in Europe for a year with my wife and children and visited many schools and workshops to see how young people there became craftsmen. I also stayed for a while to work with a master craftsman who worked in metal and it was at that time I became convinced that one of the best ways to learn a craft is to learn as much as you can from someone who knows it well and is very skilled. Remember, as I said earlier, being a craftsman is being someone who makes excellent things by hand. Learning how to do this takes hard work and a long time. I believe we should be thinking about how we can interest young people and then seeing if they can learn from older people while this is still possible.

But I have to stress, time and time again, that it isn't easy. Take my own case as an example. All my life I have either been a student, or a teacher like my mother before me. Twenty years ago when I was in school and interested in becoming an artist, I first became involved in crafts. Since that time I have learned that artists and craftsmen are different people but that both are very important. I don't want to go into the difference between arts and crafts here because very often there is an extremely fine dividing line between them. Artists are often craftsmen, and craftsmen are sometimes artists. In my own case, I make things all the time, and sometimes I have exhibitions of my work.





fewer opportunities to become an apprentice in Canada. This is not so in other places, Europe for example, where apprenticeship in crafts has been an accepted way of learning for many hundreds of years. But there are problems for Canadians who go to learn in these other places. If we go outside the country to learn, we usually bring back ways of working that show more about where we have been and less of who we are as Canadians. It is not easy going elsewhere. Most of the craft teachers in Canada are trained to teach the craft but are not producing craftsmen. So it becomes difficult.

There are instances where it's happening. There are some potters who have people working for them and I know a few weavers who are doing the same. To give another example, there is a small workshop in Quebec where workers produce jewelry designed by the craftsmen who own the business. In Montreal there are hundreds of craftsmen who sell enough of their work in the period just before Christmas to live for nearly a whole year from the money they earn. Most of them have learned the craft by themselves and work in their own small workshops around the province. So you can see apprenticeship training in this country has not been developed yet. It is something new to think about.

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uktutavlugga naunaurunarturq. Inuhili-
 mamni naliagnik pivaktugga uva hikurhu-
 gga uvalunnin hikurtitijiublugga, ammam-
 aptun. Algagun 20 qaggihimalirpun hikuv-
 ikmivhuga alliahulihuggalu havagguanirm-
 ik havagguatigurumalirhugga, hivulirpaa-
 mik havarivakhimajaka algamnun hanagg-
 uarnirq. Taivhumaninin illihimalirtugga
 hanagguartin ammalu hanavaktun mirhur-
 qpaktuluuniin ajjikkiggimata kihiani tam-
 armik aturnarpiatuk. Tahamna talvuna
 unipkariumagginapku qanurtun ajjikkiggi-
 maggata havaktiin havagguarpaktuluniin
 mirhutituinailuuniin pivjutigibluniuk illa-
 nikkun ajjikutarigginigik mikkaugman.
 Havagguapaktun illaniktun ahiniktauk ha-
 vagunarpagmata, ammalu havaguapaktun
 havakunamimatataurq ahhiinik. Uvvagga-
 li, taimaggani havakpaktugga ammalu illa-
 niktun havarijaka quggiatauvakhutik. Alg-
 agun piggahun hulu qanihimalipun takut-
 itigama pinnirhautiliamnik amigaipiatun-
 un uggatanun 2,000 tikihimajunun takuj-
 atuhutik hilajualimamin talvugga TorontO
 omun uqamaqataujatutunun hulijariamig-
 nik hunanik havaqariamignik. Pinnirhaut-
 iliarijama ammigaitunik ugnititihimalirta-
 gga ammalu mannaujumi niuvirtautitaria-
 ggita ajurnaipun. Hikkurtitivalirtugga inn-
 uhuktunik nakuhalitinahuahugin inniqun-
 ahautiliuriamik algagunik 8 nik. Amalu
 taimaikaluatibluggu hivulirpamik manna-
 ujumi ihumavalirpugga nagminiqarunahig-
 iak hanaguavikhamnig iglurpamig amalu
 havaqublugga nagminirq ihumahulugga
 ummaviginialugin havakpaktaka kihiani.

APIRHUTURQ: Taimatun ajuihimanir-
 un, ilvinli ihumakkun nakunirpamik qan-
 urtun hikurtaujunarpan havagguatikhan?

LARSON: Amigaipiapun hikurviujunart-
 un. Hikurviin amiggaipiatunik hikurtuqa-
 utun kihiani taimatun hikurpaktun uvam-
 nun nakurpiarahugihuitara havagguanir-
 nik algainanun. Kinatuinarq illitunarman
 qimiquaniin kihiani akkunirpakin. Talvali
 havaqatiqarunaruvun kinatuinarmik qauta-
 maan amalu illivigiluggu havagguanirmik
 ajuilutiin, ellegijautipluggin ahhintaurq
 hurlu ukturautiliurniin amalu aulatinirm-
 ik businessmik, talvali ehumavugga taima-
 iliurnirq nakkunirpariniga. Tahamna tai-
 vaktara havaribluggu attautikkun hikkur-
 viujumik. Kihian talvataurq urqqalaklag-
 ga akkunirjuak piggiagarman ajuinirpag-
 gujumaguvin amalu akhururnarpiahun
 havaghuahun.

APIRHUTURQ: Taimatun hikurviqapa
 taimailiuvijunartumik Canadami?

REPORTER: How would we go about doing this?

LARSON: Before going into that, let me first of all explain what I see as the three levels of training that are possible. For me, by far the best learning experience would be the one-to-one relationship. This is where one student would work in close contact with one master craftsman, and would learn from him the skills of the trade, including the use of tools, for example, and the use of materials. Perhaps not so obvious but equally important, he would, just by being around a master craftsman, absorb the atmosphere of a skilled artist's workshop and would learn many things intuitively, without their ever really being taught. It's hard to explain how this would happen but I know it from my own personal experience. For instance, when I was first learning in Europe I swept the floors and made the coffee and did all of the things that needed to be done around the workshop. Somehow, at the same time, because I was so interested and enthused at becoming a craftsman, I began to observe how things were done and how the craftsmen acted and all of these things together gave me important knowledge that I would otherwise not have gained.

Although what I have just said is true, I must admit that this one-to-one relationship is very difficult to achieve. The next best thing to it, to my mind, is the small workshop situation where two, three, four or more students come together to work with a master craftsman and by assisting him learn the trade. I should point out here that in Europe, where this happens, the students at least at the beginning pay for the instruction they receive. They are willing to do so because they are anxious to have this opportunity to learn from the master of a craft. Arrangements are made with them so that, before too long, they are beginning to produce enough work under the guidance of the master craftsman, to pay their fees and eventually to make enough to live on. But I want to emphasize that so great is their interest and their desire to learn that at the beginning they are the ones who pay the master to work for him, not the other way around.

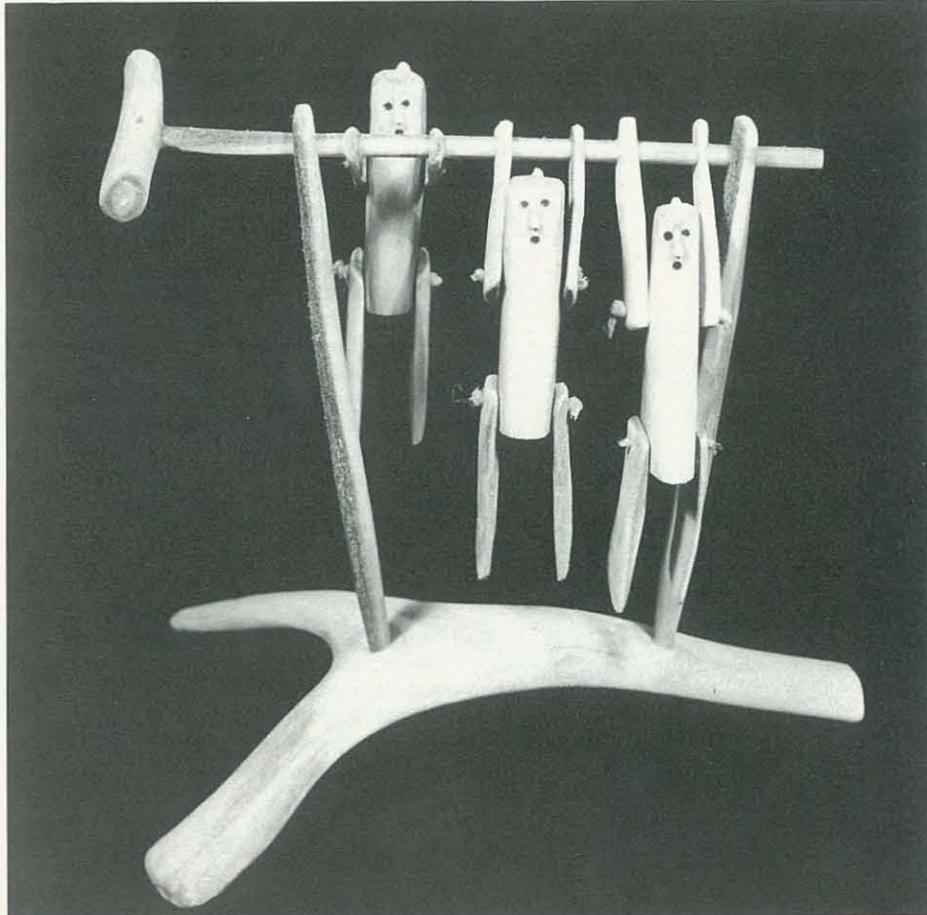
The third learning situation possible is, of course, in a school. Although it is not as good a learning experience as the others I have mentioned, it frequently is the best practical solution and is one we must quite often live with.





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 Δ⁵c⁶Y⁷ h⁸e⁹Y⁵Y⁶ h⁷e⁸Y⁹ P⁵Y⁶ h⁷e⁸-
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 4⁶C⁷Y⁸Y⁹ D⁵e⁶σ⁷ P⁸d⁹Δ⁵e⁶Δ⁷ 4⁸Δ⁹r⁵-
 D⁶ C⁷Y⁸N⁹, C⁵e⁶ >Δ⁷J⁸Y⁹ 3⁵ h⁶D⁷Y⁸
 8⁹σ⁵ h⁶e⁷Δ⁸e⁹c⁵D⁶Y⁷L⁸Y⁹ P⁵r⁶Y⁷Δ⁸e⁹
 D⁵3⁶h⁷Δ⁸ 4⁹Δ⁵Δ⁶e⁷D⁸Y⁹ r⁵L⁶Δ⁷ e⁸σ⁹Δ⁵e⁶
 CΔ⁷L⁸N⁹ 4⁵r⁶Y⁷Y⁸Δ⁹LC. 4⁵σ⁶ h⁷,
 Δ⁸σ⁹Y⁵ 1⁶J⁷L⁸σ⁹c⁵LC 8D⁶Y⁷J⁸L⁹σ⁵c⁶-
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 C⁹Δ⁵e⁶D⁷Y⁸ r⁵L⁶Y⁷Δ⁸ 4D⁹ e⁵σ⁶Y⁷σ⁸.
 CΔ⁷L⁸ 4⁵D⁶c⁷8⁹Y⁵Y⁶ σ⁷Δ⁸N⁹ C⁵d⁶-
 C⁷>Y⁸ 4⁹r⁵σ⁶ Δ⁷σ⁸Y⁹ 3⁵ h⁶e⁷Y⁸4⁹N⁵Y⁶-
 L⁷Δ⁸σ⁹ Δ⁵h⁶e⁷Δ⁸Y⁹c⁵ 3⁶.

1²r³4⁵ C⁶Y⁷ 8⁹σ⁵σ⁶Y⁷ CΔ⁸d⁹σ⁵ Δ⁶e⁷-
 h⁸σ⁹ h⁶e⁷N⁸4⁹r⁵e⁶ 3⁵σ⁶. CΔ⁷L⁸Δ⁹c⁵D⁶r⁷e⁸ >

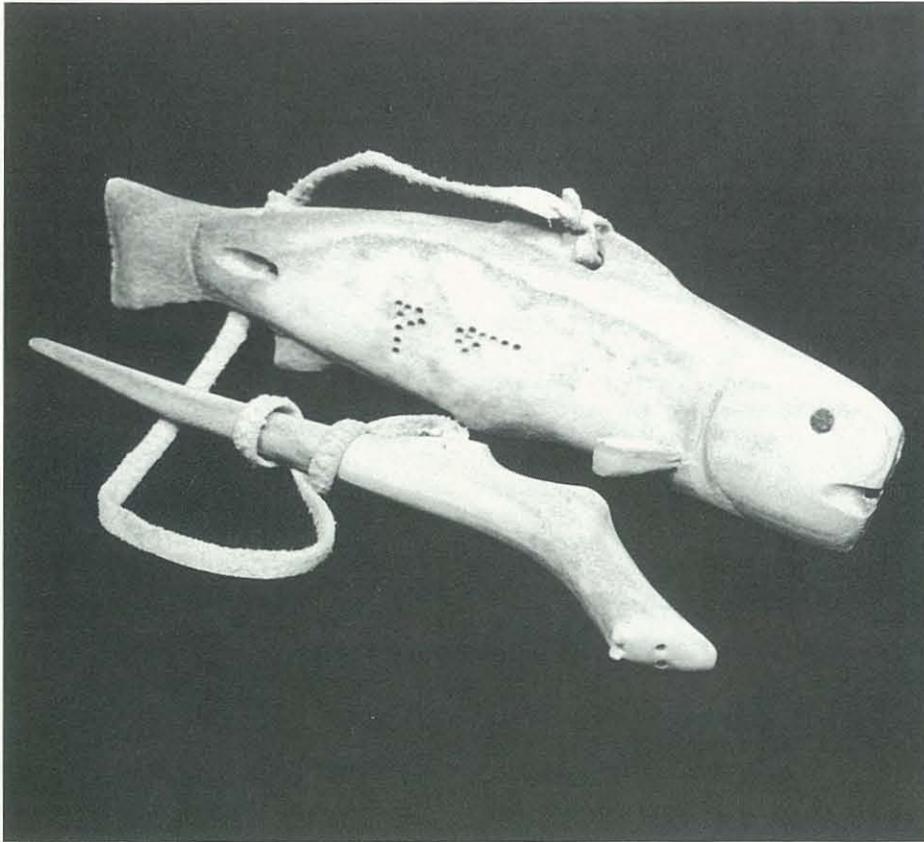


mi huli atturpagtavun qanurtitun havakt-
 auhimanin ammalu qanurtitun havakta-
 vagnin tapkuatainaublutik, havaktavun
 hunamun havakhimaniin allagguraluatibl-
 ugin illihimajauvaggitun havakpakhimaju-
 nun taifhumanikanirq. Talvuna aturnanir-
 ivaa ajuiniin huli pihimajauiniin amalu tu-
 nijauvakhutik ajuitumutauq allamun. Kik-
 kutuinaili ublumi havakpaggipata taimati-
 tun appagmi havauhiinik maliglutik uvval-
 uuniin inakhaunirhan havautiinik, talvali
 uvaggun puiguhinariqarabta qanurtun ha-
 vaktuavagnivinini. Itarnitain ajuiniin tai-
 matun nanituinarq ahiujijauvalirmata. Al-
 lianapiatuk, innuhuktun taimatun alliahu-
 kpaliailirmigmata hanagguariami ammalu
 illipaliablutik taifhumanituq havaktauva-
 khimajunik aturnarnigginiklu. Aularpak-
 ugga nunaptigni takuvaktugga innuhuktu-
 nik taimatun havagguatiigurumajunik.

Talvali nalvahigiaqatugun akkuanik inakh-
 anik ajuihimajunik havaqariakhak piquti-
 nik. Taimailiuriaqatuk tammaini Inuin
 nunaini qablunaat nunainilu Canadami.
 Uqalautijunartapkitau ukturautimik ahi-
 anik. Japanmi ajuinirpaan havagguarnirm-
 un ihumaggijauhurmata atturnarnirpauni-
 rataublutik kikutuinarnun ammalu tauja-
 uvamarikhutik nunagijalimamigni anirija-
 unirpaanik. Havaggin nakurijaupiatun kik-
 utuinarnun Japanmiutanun amalu uppigi-
 jaunirpaggublutik. Taimaitun kikutuinaraq
 hikurtitijukhaujun nakunirpaublutik, hur-
 milu tabkua irqiahugaggimata havaqatiq-
 ariami attauhituinamik malrútuinagniklu-
 niin hikurtukhanik. Taimatun tahamna
 atturunarubtigu Canadami, innuhuktun
 irqiahugiaqagitun havaqatiqariami ajuipia-
 lihimajunik havagguatimik akkuniviak.
 Havatuinauggajaggiturq. Hurluli nutamik
 illiquhitaviunajartuk allamik.

APIRHUTURQ: Kikun illihimajun uturq-
 anik ajuinirnik?

LARSON: Taifhumani, Akkukitumi, ap-
 purhihimalirtuga Inugmik akkuapiami
 uqalagutaublunilu 100 nik algaguqanirat-
 aubluni. Uvvaqa tamna aqquagunirpaguh-
 imaju umajuni Inubluni taifhumani. Illihi-
 mavakturq amigaipiatunik humi akkun-
 itak ummagami. Unibkapaktain! Arquaggu-
 nirhain innakhan illihimajaqatun amigaip-
 iatunik qujagginarq. Puigutahariggitavun
 havamna. Amihun arquagunirhain huli iq-
 aumagmata taifhumanitufqanik, kihiani
 ublumiulirtumi atturnaqujihuihuni. Attu-
 rnarpiaturli! Appaga ajuipiapakturq arqih-
 uijariami akhalutinik amalu arqihuigiakh-
 ak mikkuanamikluuniin ajurtugga nagmi-
 ninik akhalutimnik. Halainibnuggiturq,
 hurmi unirtauvaktugga illainun hilatugiab-
 nik. Pivjutigivali taimatun tahabkua illih-
 imainabkin uvvaluunin illinahuahimainab-
 kin. Taimatun ajuiniin uvamnun ahiuvak-
 tun. Taimatutau amihun inuhuktun Inuit



LARSON: Eee, nakkunahugijara taimailiuriami hajjagumun. Taimatun pihimaghirunarabta uturqanik ajuinirnik pihimajajunik huli uturqanun arquanun, taibkua ajuiniin tunijunaraptigu innuhuktunun amalu nutanik ahianik nainaititijunahuta, nutaniklu havautinik havaktunun aturtauvaktunik, nutanlu ihumain qaitaujun ahianun qablunaat nunagginigatunun aturtulirlutik havakpaktatuqajunun illaulirlutik Inuit havakpaktainun nutaan ihumain.

Taivhumani hikurtitijiublugga Kiggani algagumi 1960–61, takuhimalirtuga piggianainik ajjigguakhaublutik havaktauvaktun ujaqanun, hajagu migguatauvakhutik. Tamarmikahak taikani Kiggani maniliaggujun maniliagguvakpun piksaliarijamignun hanagguapaktamignulu talvani havaktaujunun. Kihiani attauhirq nunaqatiggin nakkujumun manilurmata, talvalitau taimatun ahiin nunaqatiggin taimatutaun inniarniin nalunartun. Kikulimaan havagguatiuggimata. Havaktalimaggin tamaita niuvirtaujuimata. Kihiani nakkunirpann pinnirirpan ikkajurhitaujariaqarmata. Kingarmiun ajuinirqatun kihiani nakkujumiktau taikanihikurtitijiqapakkamik amiggaitunik illihimajunik.

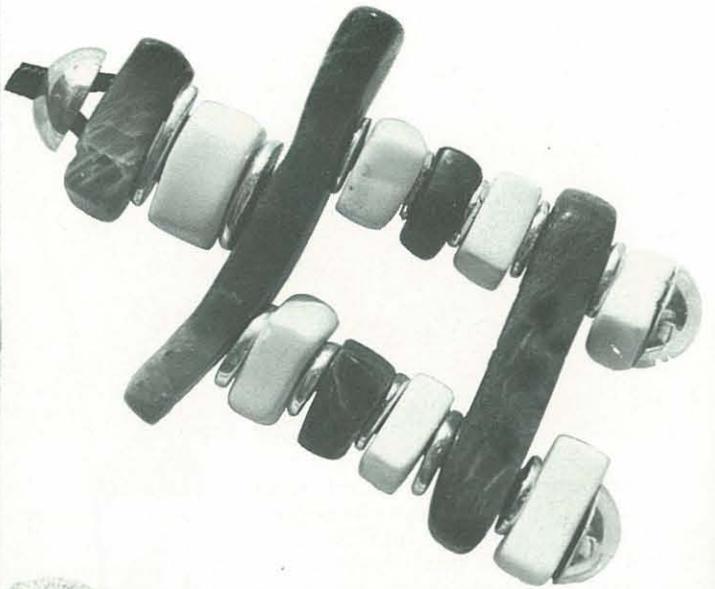
Talvani kiggani alragulituni malruknik, pinnirhautikhanun havakviqalirtun. Nakkujumun ippurq pivjutiggiluniuk innuhuktumun aggumun, David MacDonalldmun ikkajurhipakamik, tavhuma tammaita ikkajurhipakmaggin talvani havaliin nunaqatulu talvani. Qanuriliuriahaminik illihimavakkami ammalu iqiahuggani ahiminik hav-aqatiqariakhak. Taivhumani pinnirhautin takujautitaugmata Montrealmi, karasimasiumaharqtibluggu, taukujuavakmata allauggiagita amalu uvvainarq niuvirtaublutik.

Tahamna talva illaggivan attauhituinarq taimatun ajuirunanirq hikurhimatiatunun. Taimaitun havakviin arqiktitaujunartun ahiini Inuin nunaini nanituinarqpiak kihiani aggataggutautiluggin nakkunirha. Tahamna illaggijaulirluni havaqatunun hikurtunun. Amiggaipalatun kikutuinaiv havakpaktun havagviani aggatanugauvakmata, havarijauhituinaiv, ammalu tamainun uggahiggijaulihuni urqalaqatiqapagunaihutik tavhumigga havagguatimik ajuipiarqtumik tahamnal taimailiurnik aturnarpiaman hikurnirmun namagtumun nakkujumun.

Eelak, Inuit hivunikha nakurpiaman. Ihu-maggjarali pifjutiggiublugin havaguan mirhurtauvaktulu, amiggainirhauqublugin arquan hikutitijami irqiahuggitun ajuinirmignik amalu amiggainirhauqublugin inuhuktun hikkurumanjun, ammalu amihunirhain katitukhauggaluan qilamikkun urqamaqatigigunaqublugin ihumakhanik urqalautigginahuatamnik amalu arqiktautitinahualutik taimatun havariluggu hikurpaggunahinirmik.

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Maudie Qitsualik models one of the award winners, made by Papiarak Tuqiqi of Cape Dorset.





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About Books

Kemerkoat Pivlugit

Kimmerrualiriyun



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Alice Masak French during her book signing appearance in Ottawa.

My Name Is Masak

by Alice French
Published by Peguis Publishers Limited
Winnipeg

Alice French has written a careful narrative spiced with incidents she remembers clearly, of her early life in Cambridge Bay, school days in Aklavik and going out on the land with her family. Old photographs give evidence of these days.

Her grandfather was a Laplander who spoke both Eskimo and English to his family. When her father, Anisalouk was ready for school, he could speak English quite well. It was this command of the language that got him a job as interpreter to the police on Baillie Island where he met Sanggiak and married her. Masak was born on Baillie Island but the family later moved to Cambridge Bay. When an epidemic hit the island, Masak's mother became very ill, and she and her brother were put into All Saints Anglican Residential School in Aklavik. Shortly after, her mother died.

Masak's story really begins when she attends the school. She gives the reader insight into life in a boarding school.

Masak is always aware of the outdoors and her descriptions of outings and trips out onto the land are told by one who was always observant and ready to find beauty in all things. Even the death of her mother did not dwarf her spirit. That her father was unable to keep her with him caused no bitterness in her. He married again and during the summers she and her brother would leave Aklavik to be with their new family.

Masak was fourteen when her father wrote, telling her he was coming to Aklavik to take her home. She was needed to take care of her younger sisters and help with household duties. She was sorry to leave her friends but in her own words 'I felt a sense of relief, like a prisoner whose sentence was finally over. When the door closed behind me and my father, I felt like a bird flying home to the vast open tundra.'

Today her home is in Grand Rapids, Manitoba, where she lives with her husband, Corporal Dominic French of the Royal Canadian Mounted Police. They have a son and a daughter.

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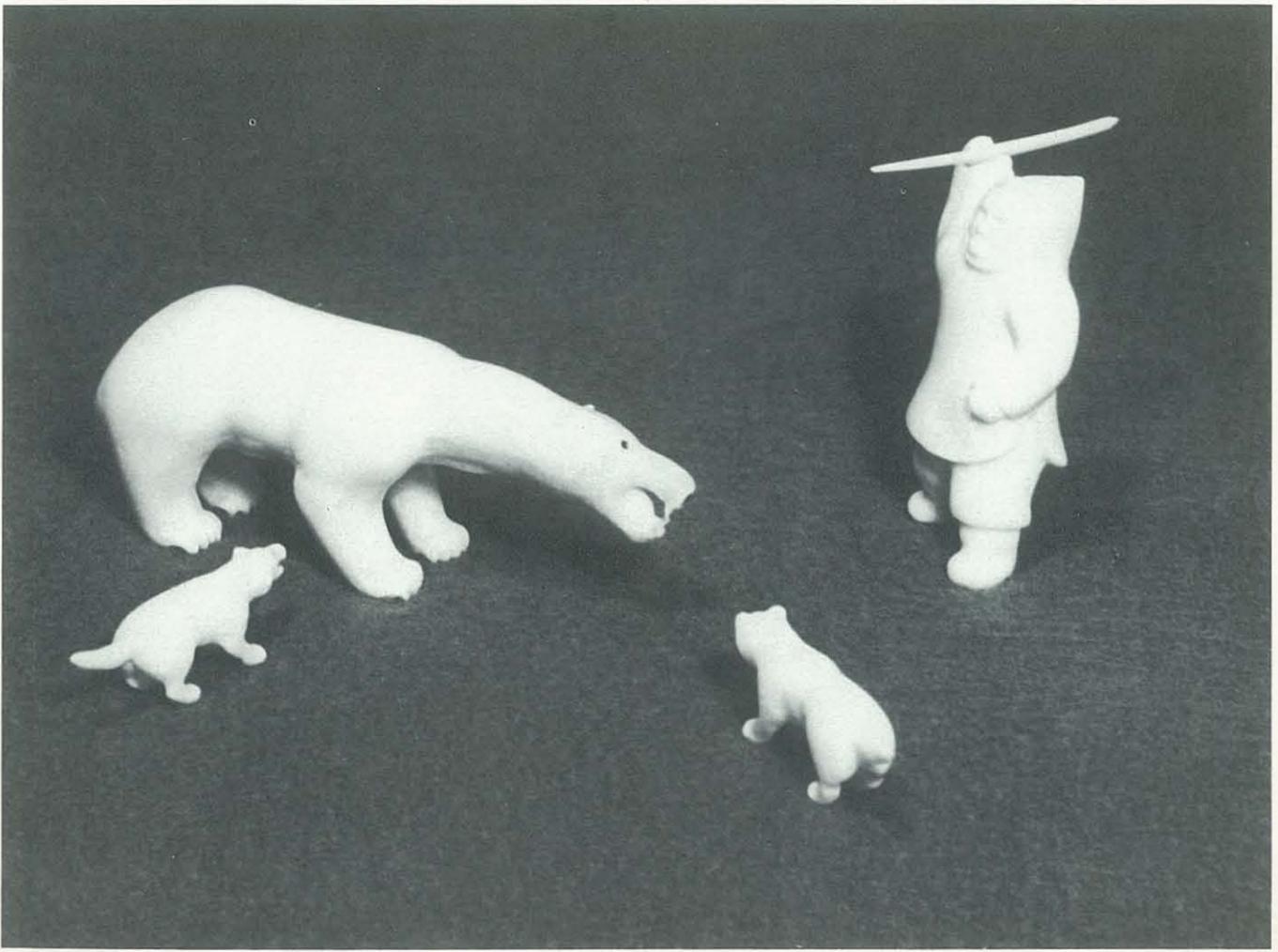
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Newcomers
To The
Northern Affairs
Collection

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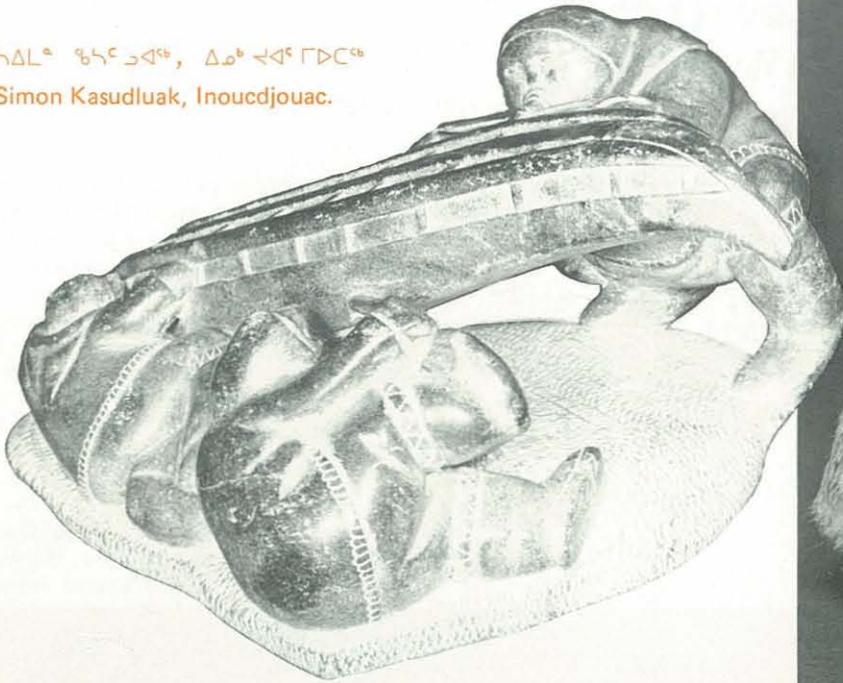
Ivory carvings by Kaneea Etuangat of
Pangnirtung.



Áñññ ñ° ¸, ¸° ð° ¸°
Peeteekootee Charlie, Spence Bay.



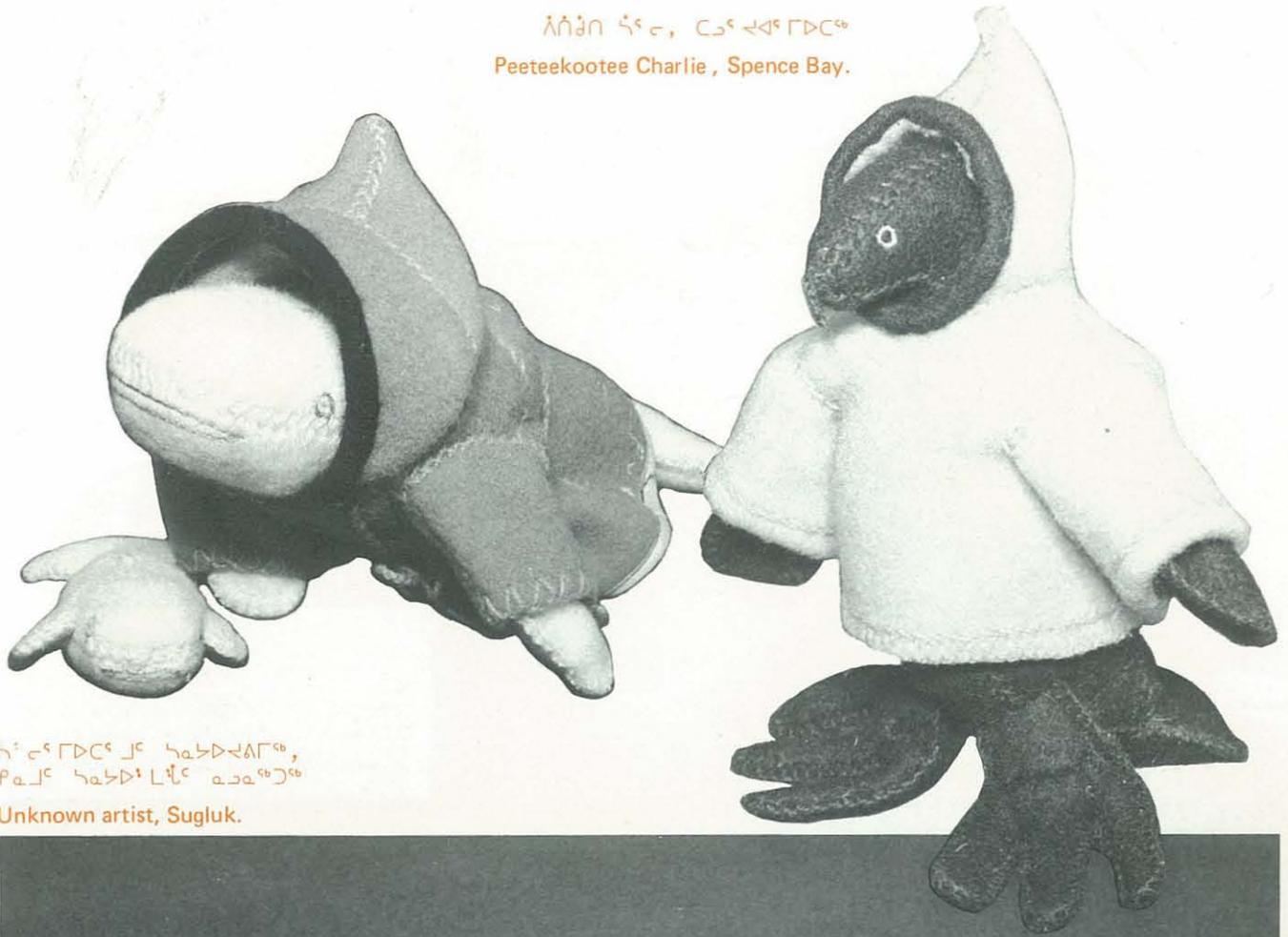
ÑΔΛ° ñ° ð° ð° ð° ð° ð°
Simon Kasudluak, Inoucdjouac.



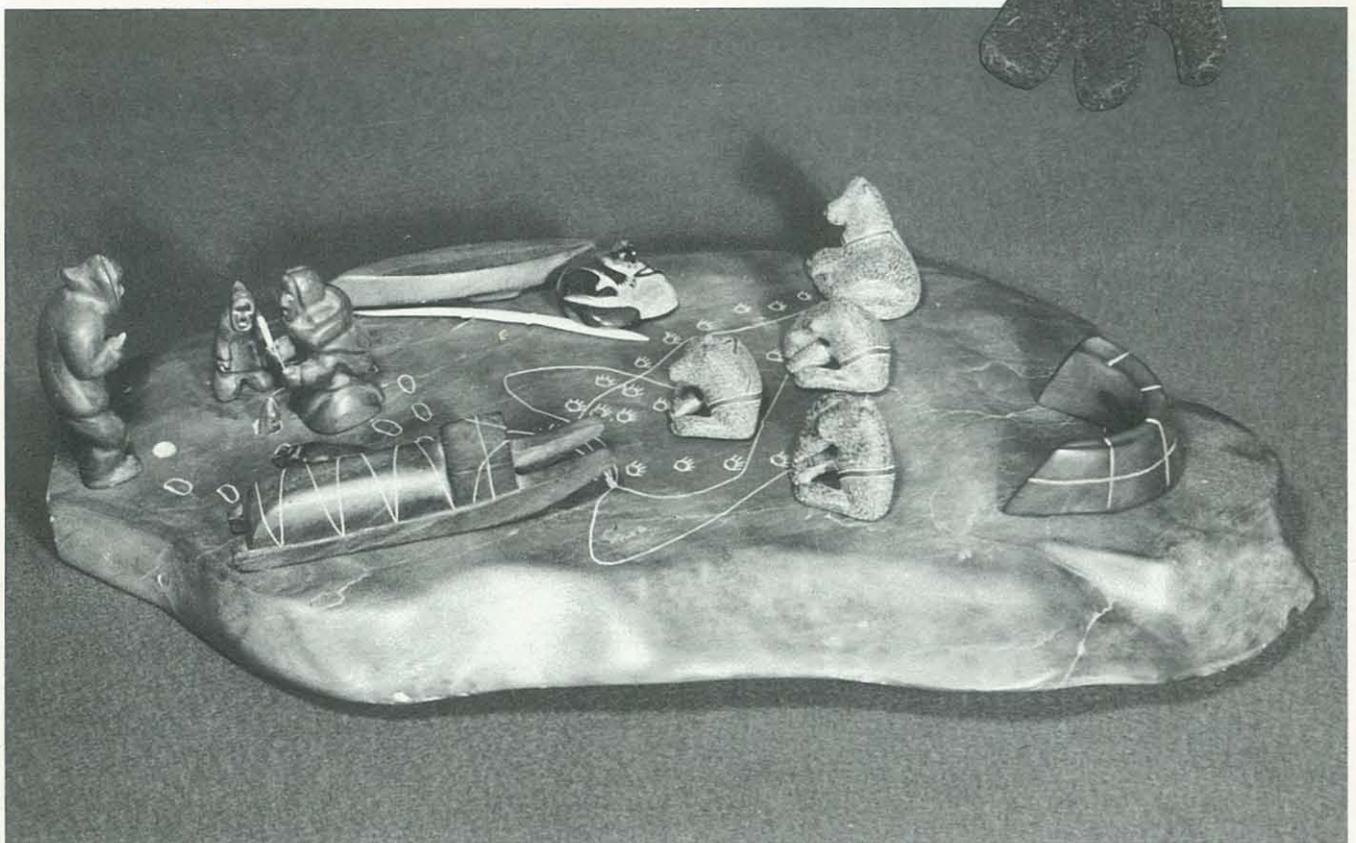
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Miriam Marealik, Baker Lake.



ᐱᐃᐃᐢ ᓴᓃᓃ, ᑕᓴᓃ ᓴᓴᓃ ᑭᐅᑕᓃᓃ
Peeteekootee Charlie, Spence Bay.



ᓴᓃᓃ ᑭᐅᑕᓃᓃ ᑭᓴᓃ ᓴᓴᓃᓃᓃ,
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Unknown artist, Sugluk.



INUIT DIALECTS

Since I have travelled to different communities I have noticed that Frobisher Bay, Cape Dorset and Lake Harbour dialects are the least integrated dialects with English within the Eskimo language. Some communities integrate English words into their vocabulary if there is no Inuktitut word for it, or in place of Inuktitut words. They use the word sikitoo for qamutaujaq, siki for siarijauti, takta for luuktaaq, and tilipoon for uqalauti, kiapali for rava, kanuu for qajariaq, vusik for kamikutaak, hilati for qikartuq. So while you are here in NWT use the language of the Inuit and do not forget the Inuit customs.

ΔεΔ Δβδρρρ <Δρρρρρρ> CΔρρρρ

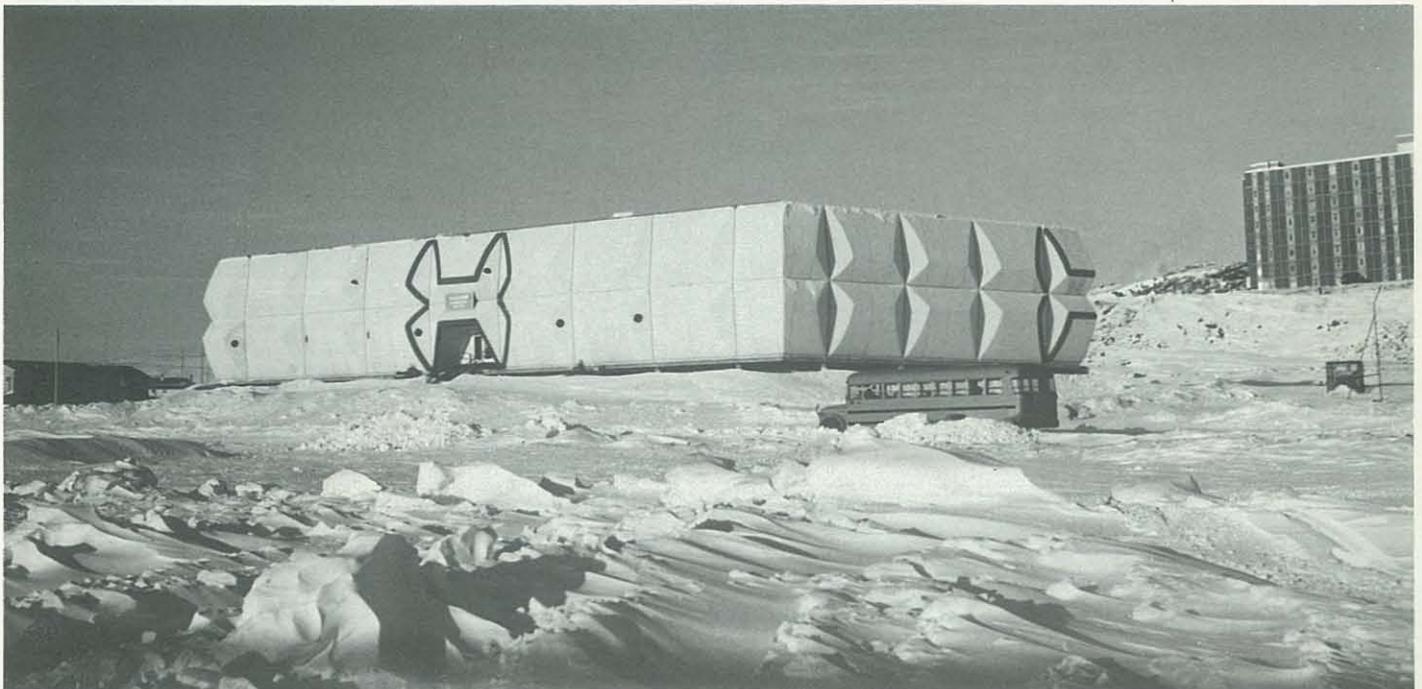
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Δβεε CΔρρ Δβδεε.

The Correctional Centre, Frobisher Bay.

εβρρρ <Δρρρ ΔAbεε Δεεεεε.

Nakashook Elementary School.



ΔΓΛΔ ΓΓΛΔ

About Students

Ilingniatut Pidlugit

Urqalautirqarqtun
Hikurqtunik

Inuit Students
At Highland Park
High School

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ΔΓΔΔΔΔΔΔ-
ΔΔΔ Highland
Park Δ



Naglitakka KemerKoaliuktêt

Tujuvapse maggûnik adjinguanik tigujausimajûnik aujautillugo, 1975. Tâpkotigûna takusôngovogut amma ômajunniaviusôngonimininga aulsanguaviudlunillo mâne kôme Thelou-me kangianêjome Kamaniktuab. Kôk Thelou atavok Kanianut tasingata Kamaniktuab, Kaningitigidlune maggûtinânik mailênik pingasunilônêt nunaptinit. Tingijût mivviKavut kôb Kolâgalânganituinak. Auja tamât inunnik ômajunniatoKaKattavok aulsanguaktoKaKattadlunillo. IKalusôngoatsulaugivungale oKummainiKajomik 20 pouninik aujame Kângiktome. Aippâ adjinguak tigujausimavok kôkkut ingiKatilluta. Kuklutuit nangianatuksoangovut kamaksiamarigiaKajoKavullo ingiKaviulikpat kôk. Kuklutuit sangijuksoangovut ingiKanêllo êsituinagiaKavut. Atausiadlune kôkkûtoKalaukpok maggûnik inûnnik aipâ ipiniadlune nakkadlune. Aipâ tikigunnangikasâlauktok nakuvulle tikisôngolaumat sulilo uvlome inûvok. OmajuksiuKattatuillo aulsaKattatuillole ugguakattangilat, tamâllo takpaungaktoKamat nakugiKattavavut atuksiamarimat ovaptinut.

Nakugigitsitôk aglajakuluga naittukuluk. Nakumêk.

M. Alerk
Baker Lake, N.W.T.

Nain Labrador, November 5, 1976.

Unipkânik pivlugo 1923-minit aglatauvok inuttûtillugo, erKaumajamik unipkâdlunga. Aullalaukpogut Killinimit 1923-me nunaktâildluta Hebronime. Taipsomane sorusiulaukpunga. Sule pinasuagunnalaungilanga ômajuksiunimik. AtâtaKalukpunga Davidimik Kajuatsiamik. Siagoksoak Killinime inûsimalauktok KablunâKaKKâtinago sule. Kablunânut tikittasiKattadlutik umiaksoakut inunnik kamagasualidlutik Kaujimangitillugit sunaKamangât niuviaksanik. AittutauKattadlutik mikigianik Kukiutinillo atjanillo iluliKatillugit aumaluanik Kailuganik KukiutiKadlutik. Inutuinaulaukpulle taipsomane. AnorâKalaukpulle ômajujarnânik, ikomasôngolaukpulle pujjêt uksunganut. IgluKalâkpule iglujoanik. KimmiKalaungilalônêle. Atausimille KimmiKanniput. PiagâKulauktillugo tiguaktâgidlugo uitaluktinago pitâgidlugo, Kaningalo Kailuavigikpâdlugo nigitidlugo saviajavanimut nakasimammijomulônêt ômaidlugo anântsangata Kingakulumik atilukpok. Atâtagale Kukidlugo toKutausimaliktillugo atiKadlune Kajuatsiamik iglugininêngitillugo igluvigauk. Aipanganille

tuksôme Kilautisimadlune Kukiutiukpok nâmaniginik sugusimagunnaipulle David. Taipsomanimik unipkâtuinaipulle erKaumajamnik. Nukagêngulaukpulle angutêt 12-nêput najaKadlutik sitamanik. Takusimangilakkale. Ilûnatik toKunnimata inôKKâtinanga. Davidille Kajuatsiangolinnipok ajukittuijiKalimat baptitadlune 1900 saniane. Omajunniaksialaukpulle Killinime Kayakkulo puinjinniadlune Kairolinik, Kilaluganik aivinik natsinillo angijualumille kênaujatsiKattasimavok ukiatsâme nuluanniaKattadlune Kairolinik Kayakkulo. Ukiatsâmillo mikigianniaKattadlune tiganianik tuktunillo nanunillo.

Imâk nanunik unipkâKattalaukpok, Kayakkut igimamut nailinituinaKattadlunigôk aivigasanillo. Taimâllo pilautsimangilanga. Salugomalungilanga ittûliKKunga. Kaujimalidlunga aullaKatauKattalaujuvunga atâtanut aivisiuKatauKattadlunga ukiukkut sikuliasôngomat nangianangitomik aivinik amisualunik takuKattadlunok uvlune maggûne 7-inik aivilaujuvuguk ilûnatik niKingingit piuliagidlugit Kimutsikut, nunaKadlunok atilimik Napartomik Hebronib Kanigijangane. Opingasaulimale natsigasuaKattadlunok Kayakkulo Kimutsikullo. Kâlaungilagulle ômajujamut ikomavadlutale inutitut.

Unipkâgalâniakpunga inutitule pinasuani-gilauktanik pigiasilunga. 1930-iob mitsâne, inullagiudlungale Kablunâktitut nigivana-nga. Mikigianniamille tigianniamimik pinasuagaKalaukpunga nunatsiame napâtukangitulumme tigianniasiuKattadlunga, tuktunillo. AjutsaniKulle. Itjisaakkut ingiKaKattadlunga ungasittualumut aivigijavut pinasuagusilik ilûnane uvlungit ilalugit ilangane niKitsaigutiKattadluta. Taipsomanille skidoo-Kalaungilak. Kaut tamâllo pisuksainaKattalauKunga uvlânit unnuan-ut kissiane ilakka siniliktillugit tikiKattadlunga. Tuktukattadlunga ungasiktualunit ilangane tigianniaKattadlunga. Mikigian-aviKaKattalaukpunga. Tigiganniat ilang-ine sitingine sutaiKattadlunga 10-nik ilan-gane 8-inik ilangane atausiadlunga Kakut-anik. IkomaKaKattadlungale ojagamik Ku-llimik ukkusisajamik siagotsuanitamik pu-ijêt uksunganik ikomaKadlunga. Tuktuvi-ninik kissiane niKiKainnadlunga. TaKKê-ne maggûne tupiKalaungilangale kiaaianil-le igluvigamik, kappianaksakut inôdluta napârtuKalungimat. AtuKattalaukpunga saviksoamik igluvigamut aputiksamik.

Unipkâgasuavunga inôgusigilauktanik nal-liuniKalâktillugo âniaviane. Tuktusiugiala-ukpunga Kimutsikut amgutigasudlunga nalliunimut ilaKadlunga nulêttukulumik. Nillatâk tualûtillugo aulladlunok. Kaumat

ingiKalidlunok aputik mangumaliaKiliktok autsaliaKiliktok. Kautuamat tuktulim-ut tikidlunok. Tuktugunnalaungilagak au-llâsimatillunga aipaga paitillugo taKuavok ilûnatik KimmiKautiksavok nungutausim-aniadlutik sunaigutijaudlunok. Taimâk pi-galadlunok sule tuktusiugasuaniadlunok. Sugunnalaungilagak tasêt imaktualûtillugit kûgâluit eKaviulaugunnaidlutik. Nigilaug-unnaiKogut uvlune sitamane silannilukso-akut. Kissiane Kamutivut kûgâlutigut sit-ugatiKattalidlugit ingiKagunnalidlunok, atausimik aKigimik ômajudlunok pinasu-gusênik maggûnik aumannasuakkut ingiK-ainadlunok. AputiKalaugunnaiKulônêt munainaulidluneapKutiksavok. Kitsanakt-usuakut Kuvianaktusuakkulo ingiKagsim-avunga. MatsiKalaugunnaiKugulônêt. Kin-gollipâmik nigililaukpoguk paunganik nu-namit ingiKainagasuagalunok. Kimmivulle ipiutaminik nungûtsililauktut ingiKainadl-unok. Tikigamnok nunalimut nuKKatuag-amnok ipiutaminik nungûtsililauktut. Sulile nigilaungilagak Kimmitinik tikigunnasi-laugamnok itigapka aputuamata pâlaKatt-alilaukpunga nukikangimut sinilauksima-ngimullo. TobakittugunnalaugunnaiKugu-lônêt pitaKagaluadlunok. Kimmivulle Ki-maKattadlugit piliktut ungasiktualumut ingiKadlunok. Taipsomane uKumaitukut ingiKalaukpoguk niKitsaKalaungilak nun-atsoame sunâtsomilônêt, inutuanguogamn-ok anigûlaukpoguk mingutugaluadlunok sinilauksimaganuk siniktautivok Kausim-ut ikijûKangimullo. Taipsomane issumaK-attalaukpunga niKimik Kangalônêt inôK-attinut minnigajanginik tâmnatûgaluak-pat nigigatsaga. PitsatuniKalaungilanga ta-ipsomane kissiane Gûdib aulatsininganik erKaumatsainadlunga apKutigigatsaga Ku-vianatullo kitsanaktullo, okpenigalo Jesu-simut naglineralu inûKattinik pitsatunigi-laukpara.

Solomon Kajuatsiak
Nain

