

LEGISLATIVE ASSEMBLY OF THE
NORTHWEST TERRITORIES
6TH COUNCIL, 36TH SESSION

TABLED DOCUMENT NO. 8-36

TABLED ON FEBRUARY 27, 1968

TABLED DOCUMENT NO. 8
(Including Certain Requests For Action).

SESSIONAL PAPERS ON EDUCATION,
NOS. 3, 5, & 6

R.G. WILLIAMSON, M.L.C. - (CENTRAL ARCTIC)

Mr. Simpson and I agreed that the total preparation of these Sessional Papers ~~were~~ suffered from pressure of time, due to the short period between sessions. In ~~preparing~~ to discuss these Sessional Papers with Mr. Simpson outside of Council, I had stated that some vagueness, lack of specificity and documentation made them not completely satisfactory. Clearly more time was needed, and we accepted the limitations of these Papers with this understanding.

SESSIONAL PAPER NO. 3:

Desired Qualifications of Teachers

I called upon Mr. Simpson to clarify certain vague phrases, e.g., "properly qualified." This apparently means: any teacher who has ~~met~~ the certification requirements and is certified by any Canadian province.

Request for N.W.T. Certification of Teachers

There is at present no system for certification of teachers in the Northwest Territories. I asked that recommendations for such a system be prepared, and gathered that work will go ahead on this on the behalf of the Northwest Territories Government. Mr. Simpson pointed out that this may not be a simple matter as it involves liaison with the Northwest Territories Teachers Association and some negotiations will be necessary.

The phrase "within limitations" in paragraph 2, page 1, was clarified as referring to specialization needs, housing conditions, religion, and marriage status.

Mr. Simpson reassured me that teachers with degree course credits in intercultural relations are given some preference in recruiting, and he referred specifically to teachers who have taken ~~the~~ special courses at the University of Saskatchewan and the University of Alberta.

Mr. Simpson described for me the nature of the close association between his administration and the Universities of Saskatchewan and Alberta. There has been a particularly close and long-standing relationship with the University of Alberta, and in the case of the University of Saskatchewan for example, Prof. Andre Renaud has been frequently ~~used~~ upon to lecture to Northwest Territories teachers, to address meetings, participate in work-shops and orientation courses and generally advise. The Northwest Territories teachers have access now to an internship system and other academic benefits in the University of Alberta, as a result of Mr. Simpson's arrangements.

I took ~~an~~ exception to the statement that there is "ample evidence" of intercultural relations orientation amongst N.W.T. teachers. There is some evidence, but it is ~~not~~ yet far from ample. Mr. Simpson agreed with me that the statement as written was sweeping and unacceptable, as much yet remains to be done in this field.

I asked for details concerning the "anthropological approach" used by Frobisher Bay teachers in devising a Social Studies programme. While warmly welcoming this, and commending the initiative of the people involved I thought it useful to know something of the techniques used, theoretical background, and the training of the people involved.

Curriculum

I repeated my request for the development of a basic core reader for Eskimo primary pupils, reflecting their environment, on the established pedagogical principle of the efficacy of moving from the known to the unknown. The present core reader in the Gage series, ("Dick, Jane & Sally") - reflecting entirely North American urban middle class life, does not satisfy this principle. I am very happy to pass on Mr. Simpson's news that an experienced northern educator, Brian Lewis, is now nearing completion of a 13-level series of core reading books adapted to the Arctic setting, and planned for use as the main primary reader in Arctic classrooms.

I complimented Mr. Simpson on the many earlier ~~works~~^{efforts} made by northern teachers in this field, and we agreed on the desirability of encouraging ~~creative~~^{creative} teachers in experimental innovation.

Core Social Studies Programme

I pointed out that a core social studies programme adapted to the Arctic, and reaching out from that setting, is still needed. Mr. Simpson agreed and hoped that it will be possible for some emphasis to be given to this development. I asked for a progress report on this, in the hope that a completed social studies programme using a northern starting-point would be ready for ~~the~~ full use ~~in~~ the fall of 1969.

Mr. Simpson encouragingly stated his belief that language courses and reading material should be more thoroughly integrated. We agreed that in-so-far as it is possible, this principle of integration of language should also extend to the social studies material.

I asked that the core material in the arithmetic programme also maximize northern material in the primary grades, and Mr. Simpson referred me to the as-yet uncompleted "Caribou Series". Every effort will be made to complete this work as soon as staff can be found.

Returning to teacher qualifications, our discussion provoked agreement on the point that while teachers should be free to enrol in summer school courses - some encouragement as to subject material and emphasis is desirable. This is provided by Regional Superintendents of Education, sometimes to ~~the~~^{specific} specific needs. I asked that greater encouragement be given to the selection of social science courses, and in general principle Mr. Simpson agreed.

Departmental Courses

Last summer Dept. of Indian Affairs and Northern Development provided the following courses for teachers:

1. Primary Education and Language: given in Ottawa, over 6 weeks.
2. Library Course: Ottawa.
3. Introductory Orientation Course: Ottawa; 1 week.

I again raised the wide-spread criticism that these courses have tended to over-emphasize administration to the detriment of cultural orientation, in the short time available. Mr. Simpson said that there are no funds for improvement of this system this year while only a week will be available. ~~He~~ He agreed that more balance in content is needed and will seek to achieve this.

Orientation in Regional Settings

I again raised my point that the provision of these orientation courses for teachers at their Regional Headquarters - would be more meaningful and effective. Mr. Simpson agreed and hoped that it might be possible to try out my suggestion this year at Churchill.

Orientation in Regional Settings (con't)

Mr. Simpson made a most worthwhile suggestion to the effect that a film illustrating the general setting, circumstances and problems of the Eskimo-pupil classroom would be very useful. No funds are available for this at the moment, but I think that this excellent idea should be borne in mind for the future.

I asked for a full break-down of the statement that 100 teachers a year go through various types of courses. Mr. Simpson said that this would be functionally possible for the last year, but very difficult for much beyond that, as it would involve ~~keeping~~ out individually each teacher's file. We had a useful discussion concerning the nature of record-keeping, and I was enlightened about the considerable difficulty and work often involved, because of record-keeping methods, in meeting some of the information requests of Members of Council.

Eskimo Language Learning

I expressed great pleasure at the report that 30 teachers all over the Arctic are at present learning the Eskimo language, and using tapes provided by the Education Division as an aid. ~~The Pond's~~ Inlet dialect used may provide more conversion work for non-Baffin Island teachers, but the tapes will still be useful. I requested a report on the success of the teachers and their evaluation of the tapes.

I suggested that there be salary incentives for teachers who have acquired social science grades and demonstrated progress in the Eskimo language. Mr. Simpson noted this and will look into the matter, though warning that the outcome is dependent upon the Collective Bargaining Agreement achieved with the N.W.T.T.A.

Answering my question on the nature of "^{approved} ~~approved~~ courses" - Mr. Simpson stated that ~~the~~ ^{the} ~~course~~ ^{course} summer school degree courses, Departmental courses and a wide range of subjects, making it clear that social science courses were included and fully ~~approved~~. At this point Mr. Simpson spoke of the administrative problems in giving increments for social science training, in that there are competing demands for other educational specialities. I asked that further thought be given to finding ways to overcome these problems.

I asked when we will know the results of the classification revision ~~and~~ positions ~~and~~ salary scales for teachers. Mr. Simpson said that work is beginning on this sometime this spring, but is unable to predict the nature or the time of the outcome.

SESSIONAL PAPER NO: 5

Orientation Courses for Teachers

The success of this method of discussion was shown by the number of questions concerning orientation already covered in the discussion of Sessional Paper No. 3.

I was struck by the very high figures quoted for the type of orientation courses which I had recommended. ^{Present orientation} Present orientation courses cost about 1/3 of the estimate given in the Sessional Paper. The biggest cost factor is not that covering instruction fees, which total only \$5,200 for outside specialists and \$4,000 for Departmental ~~perceptors~~ ^{perceptors} with northern experience. Far exceeding this, is the ~~Extra Duty~~ ^{Extra Duty} Allowance plus living allowances paid to the teachers. This totals as much as \$133,500. for a 20-day course. Considerable saving can be accomplished by paying simply living expenses, in that the teachers are being paid extra money to acquire qualifications which will further add to their salaries. Mr. Simpson and I agreed that orientation courses along the lines recommended in the original motion are desirable and we should work to that end, but compromise in terms of cost must obviously be achieved. ^{On my recommendation that} On my recommendation that orientation courses be given at the Regional Centres, I pressed the point that the ~~cost~~ ^{cost} problems are by no means insuperable, and in fact costs might be no greater, and ^{possibly} even lower by the use of the Regional approach. Teachers going to their positions usually have

SESSIONAL PAPER NO. 5

Orientation Courses for Teachers (con't)

to pass through their Regional Headquarters anyway. Mr. Simpson said that orientation courses of the type that I requested would interfere with instruction in general administration, and I felt that this was a major problem, that such instruction could be condensed and written material used more, and that really only the school principals should be largely involved in such concerns.

Full Time Cultural Consultant

Observations have clearly shown that professional teaching ^{experience} ~~competence~~ in the north is not always sufficient to provide teachers in the education system with the insight necessary to make the programme more effective. I recommended that the Administration might well benefit from on-going access to professional advice on some of the apparent cultural conundrums - not only in education but in other ^{concerns} ~~areas~~ of the Administration. Mr. Simpson agreed and said that the Territorial Government might well wish to consider this idea seriously.

In costing orientation courses I pointed out that the expense of facilities used was ~~not~~ irrelevant, in that they are being maintained and used at the same time for other purposes anyway.

Concerning proper academic resources for instruction of teachers in orientation courses, particularly in the social sciences, I gave Mr. Simpson a list of sources pointing out the presence of appropriate people not only at the University of Saskatchewan and Alberta, but also at the University of Manitoba, University of British Columbia, Carleton University, University of Toronto, Memorial University of New Foundland, University of Montreal and the University of Laval.

In persuing the need for more objective and thorough understanding of other cultures amongst teachers, I suggested much more substantial use of reading, ~~in these years~~, and suggested that the teachers be given full reading list of books and articles concerning the traditional and the changing culture of the Eskimos and the Indians, and the problems and techniques involved in cultural change and cross-cultural interaction. I suggest that each settlement school be provided with a more extensive collection of books in these fields.

On the summary of Sessional Paper of Sessional Paper No. 5, I pressed for further implementation of this proposed programme as soon as feasible, and that more funds be available next year. Mr. Simpson and I agreed that we should look forward to more progress in this approach.

SESSIONAL PAPER NO. 6

Survey of Potential University Students

Mr. Simpson pointed out that a possible total cost of \$217,000 for 155 students for the year 1972-73 was a conservative estimate. I agreed, particularly if the requested action on early identification and encouragement of university potential - is carried out. I stated my belief that an urgent need already ~~exists~~ ^{exists} for professional ~~and~~ types drawn from the indigenous population, and that Grade 8 would be by no means too early for the encouragement and development of likely-looking students. Mr. Simpson and I agreed that this approach might bring up the total number of students in university five years from now. In addition we may have to plan for the support of graduate students from the Northwest Territories acquiring professional qualifications needed in the Territories and not attainable without graduate ~~studies~~ ^{studies}. Nevertheless we agreed that the programme will more than repay the Territorial Government, and that in terms of the total benefit for all of the Northwest Territories, completely justifies the investment. After all, we agreed ^{that} \$217,000 ~~will be~~ ^{will be} ~~over~~ ^{over} ~~the~~ ^{the} ~~next~~ ^{next} ~~year~~ ^{year} for 155 student-citizens of the Northwest Territories, ^{which} ~~is~~ ^{is} no where near as much ^{money} ~~as~~ ^{as} ~~needed~~ ^{needed} to aid a sewer system at Hay River. ^{that} ~~is~~ ^{is} ~~given~~ ^{given}

I wish to place on record my gratitude to Mr. Simpson for the many hours that he gave to our discussions, for his thoughtfulness, positiveness, and foresightedness.
