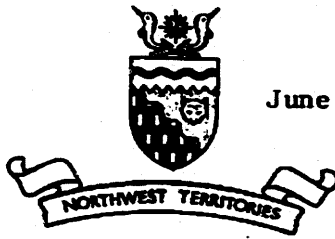


**LEGISLATIVE ASSEMBLY OF THE
NORTHWEST TERRITORIES
6TH COUNCIL, 39TH SESSION**

SESSIONAL PAPER NO. 1-39

TABLED ON JUNE 18, 1969

Sessional Paper # 1-39
Tabled on June 18, 1969



June 16, 1969.

SESSIONAL PAPER NO. 1

PRESENT CURRICULUM DEVELOPMENTS
FOR LOWER GRADES
IN THE NORTHWEST TERRITORIES

DISPOSITION

Tabled	To Committee	Accepted as Read	Accepted as Amended	Deferred (to Session)	Rejected	Noted not Considered
18-6-69	25-6-69	25-6-69				

PRESENT CURRICULUM DEVELOPMENTS
FOR LOWER GRADES
IN THE NORTHWEST TERRITORIES

At the 37th Session, Council adopted a motion requesting a detailed report on present curriculum development for lower grades in the Northwest Territories and information on specific proposals to increase the local culture content at the primary level.

The Department of Indian Affairs and Northern Development has prepared the following data and attached appendices for Council's information.

I. Introduction

All pupils must study "basic courses". In North American public education, these courses form the subject matter required for promotion. This subject matter is prescribed on authority of the ministries of education. In the case of the Northwest Territories, authorization is given by the Commissioner.

Basic courses are organized in scope and sequence by units and by grades. Consequently pupils may be organized for either modern "non-graded" or traditional "graded" study and promotion. Without "basic courses" all aspects of teaching and learning would be chaotic - especially in non-graded and multi-graded classes. Moreover, research on common problems would be handicapped.

Basic courses form the core of any curriculum. The remainder includes adaptations to accommodate differences in pupils, groups, situations. It also includes some special courses which may or may not be related to basic courses. Moreover, in places where handicaps arise because of socio-economic problems, readiness, or compensatory education is necessary as a prerequisite to regular studies of any kind.* Universally teachers are trained to make adaptations in basic courses, to provide for special courses, to at least understand the need for compensatory education. In northern schools, however, all of these problems are especially difficult.

II. Northern Oriented Courses

In all cases, Grade I-VI teachers are expected to adapt basic courses to provide for inclusion of elements of local culture and environment. The extent of such adaptations and their effectiveness depends on a number of factors, for example:

- the teacher's knowledge and objectivity concerning local culture(s)
- the competence of the classroom assistant in such matters and the use made of her potential
- the supply and use of appropriate materials
- the effectiveness of professional supervision.

* See Appendix I (Explanation of structure for northern pre-school curricular, 1968)

Principals and Superintendents are directly responsible for ensuring the quality of such curricular adaptations. They are also responsible for ensuring that basic courses are used.

As the result of convention, four "basic courses" are used in the Northwest Territories and Arctic Quebec for pupils in Grades I to XII. These are as follows:

- Mackenzie District - Alberta courses
- Arctic District
 - Keewatin - Manitoba courses
 - Frobisher - Ontario courses
 - (Arctic Quebec - Quebec Protestant courses)*

All aforesaid "basic courses" (3) are developed outside the Northwest Territories. All are intended for use in southern situations based on the dominant, English-speaking culture. Moreover, these courses are based on philosophical emphases which vary to some extent.

None of these "basic provincial courses takes cross-cultural education into account. Nor do any of them outline significant provisions for compensatory education. Therefore, in the North, "adaptations" and various forms of "new" curricula are essential.

During the past ten years, efforts have been made at the elementary level to gradually develop the requirements of a common, "northern" basic course - one which also provides scope for dealing with problems of local diversity. Towards this end, two approaches have been applied. First, under specialist leadership, program development and staff training have been combined in the form of local curriculum study and experimentation, workshops, and special courses. Second, specialists (former northern staff) themselves have prepared some materials. All programs and related materials, however, have been subject to experimental use and evaluation by northern teachers.**

In each case reference is made to two aspects, namely: (a) achievements made; (b) proposals for the future.***

1. The Language Arts

This terminology is used in the context of Northwest Territories elementary education to involve both English and the vernacular languages: to apply to the areas of oral speech, reading, printing and writing, spelling.

* When curriculum development projects were being planned it was proposed to field staff that one basic course be prepared for northern schools. This was last proposed by the Curriculum Section in 1967. No field support for such an arrangement was received.

** See list of northern curriculum materials.

*** Proposals for the future may be pursued by the new curriculum unit to be organized in the Northwest Territories. Proposals suggested follow themes already established through the joint work and discussion of Ottawa Curriculum Section specialists and field staff.

These materials will be added to others prepared previously, e.g. ten supplementary primary reading booklets, the Mackenzie District Language Arts Curriculum (Grades I - VI) and various remedial resources.

Eskimo Games has been translated. Experiments in the use of syllabics and the new orthography have been designed.

(a) Achievement

A new introductory program for teaching English as a second language was prepared during the past year to ensure a more effective beginning in bilingualism for native-speaking pupils (about three-quarters of the beginning pupils). This program is intended to follow a period at the pre-school level of formal use of the vernacular and informal use of English.

Articulated with this oral program are a number of other special northern-oriented materials: the Arctic Primary readers, printing and handwriting workbooks, and a model supplementary speller for local experimentation.

(b) Proposals

The following general tasks are planned, namely:

- (1) Preparation of language tapes to accompany the NEW Let's Begin English program.
- (2) Illustration and printing of remaining titles in the 16-book Arctic Reading series; preparation of accompanying workbooks, experimental preparation of texts in 35mm. film for teaching machine use.
- (3) Experimental preparation of audio-visual cards (for teaching machine use) - in English and vernacular languages.
- (4) Continued experimental use of simple language laboratory equipment.
- (5) Translation of selected parts of new (and existing) northern reading materials into the vernacular (where possible).
- (6) Feasibility study in regard to the preparation of a parallel set of northern-oriented readers more suited to Western Arctic population of Indian and Metis origins.
- (7) Development of means of improving the quality of speech in the vernacular.
- (8) Search of all available commercially-prepared reading materials on the topic of Indian cultures of North America.
- (9) Defining standards and means whereby adequate competency in a vernacular language may receive subject credit at the higher grade levels.

(2) The Social Studies

This terminology is used here to refer to a composite treatment of aspects of:

- history
- geography
- civics
- economics
- social-anthropology

(a) Achievement

Experimental course outlines have been prepared for the Arctic and Mackenzie Districts respectively - as

the result of local curriculum committee study and subsequent workshops. (In both cases direct reference is made in courses to elements of local culture and environment. In both cases provision is made for periodic revisions).

During the past year, a revision of the Arctic Course was made and arrangements were made for the printing of a set of wall charts on the history of government in the Northwest Territories. A set of three filmstrips on this theme have been prepared; a set of three filmstrips on co-operatives is being produced. Reprints for schools of these Carrothers Commission materials were prepared: Northern Atlas; Guidebook.

(b) Proposals

Among ideas being considered are the following:

1. preparation (and adaptation of existing data) of the histories of northern peoples;
2. using application of technology as an example, a resource unit (in elementary terms) on how the ways of living of people are affected;
3. preparation of geography materials on the North suitable for senior elementary pupils;
4. experimental design of a simplified course to introduce senior elementary pupils to basic ideas in sociology;
5. preparation of a resource unit for senior elementary pupils on the basic rights, privileges, and responsibilities of citizenship in the Northwest Territories.

3. Health and Physical Education

Health is defined broadly and takes into account related problems of language, culture and socio-economics.

(a) Achievement

In the arctic District an experimental course in physical education was developed by means of staff participation in workshops. Recently, two new publications resulted:

Eskimo Games and Arctic Physical Education Illustration (an activity program in card set form).

(b) Proposals

Analyses of Health courses, materials, and special northern problems were undertaken in preparation for revision of a Northwest Territories course of studies for Grades I-VI. A workshop planned for the summer of 1968 was not held. A booklet for a teacher's reference in developing a junior Health program is completed and now being printed.

A field project is being conducted in the Mackenzie District for the purpose of developing family life education curricula. It is expected that some elements of this work will be incorporated in the revised elementary Health course.

4. Mathematics and Science

A Northern-oriented publication to introduce modern mathematics to beginners has been in use for two years. Followup materials

are to be prepared.

In co-operation with the Department of Mines and Technical Surveys, (as a Centennial project) each school was presented with a minerals kit. During the coming year various new and existing materials on northern flora and fauna will be organized for use at the elementary level.

5. The Fine Arts

Reference here is made to the following fields, namely:

- art (and)
- crafts
- music
- literature
- drama

Information on arts and crafts has been available to northern teachers for some time. This information is to be revised for the purpose of ensuring greater appreciation and development of Eskimo and Indian cultures. (One venture will involve encouragement to make and use puppets and marionettes to tell native stories).

Provision has been made to include some northern myths in the Arctic Readers. More such work, in English and in translation, is to be encouraged. Attempts will also be made to obtain tape-recordings of northern story-telling, vocal and instrumental music.

6. Pre-School Curricula

"Curricula" - broadly speaking what is learned and how it is learned - will involve focus on the child in an "integrated" setting. Areas of program emphasis, for the time being at least, will be as follows:

- (a) play
- (b) compensatory experiences
- (c) intercultural activities
- (d) use of the vernacular
- (e) informal introduction to English
- (f) various kinds of academic readiness activities
- (g) appreciation of school as an exciting place in which to live.

To achieve these program goals it is expected and required that teachers, classroom assistants, and parents work together.

Materials prepared in experimental form to make this possible include the following: a pre-school handbook, a classroom activities guide, readiness workbooks in printing, arithmetic, and reading. These materials will, of course, be revised as required and, in the meantime, more new resources will be prepared.*

* See appendix II for proposed duties of classroom assistants. Please note that this statement was the result of committee study and referral to the Arctic District's 12 years of experience with classroom assistant service.

7. Special Services

Reference here is made to the following matters:

- Tests and Measurements
- Guidance
- Audio-Visual Education
- Library Services
- Classroom Assistants
- Teacher Education

The objectives here are centred on determining basic social, academic and communication skills required of youth who are becoming bilingual and bicultural.

Audio-visual Services

All kinds of materials, equipment, and techniques are appraised. The purpose is to recommend resources suitable for general and specific use in northern schools. In future this will involve increased emphasis on improving pupils' "visual literacy" and on using teaching machines of various kinds.

Library Services

Resources are appraised for purposes of recommendation. Support services for research are provided. Staff is advised on organization of school libraries. During the past year, for example, three publications related to these problems were prepared: Librarian's Handbook, Reference Books for Educators, and Library Books (Recommended for use).

Classroom Assistants

Such personnel have been employed by the Arctic District since 1957 and the Mackenzie District since 1966. In both cases provisions have been made for training courses of varying durations. However, recently a tentative plan for more extensive training (and qualification) has been drawn up. Included in this plan is provision for these aides to learn how to perform duties of two kinds: (a) those complementary to the basic tasks of teaching and (b) those "supplementary" to those tasks - i.e., service directly related to local language and culture.

Teacher Education

Pre-service and in-service training are involved. Both are essential. Teaching staff are trained outside the Northwest Territories - in all provinces and in various countries. For years, participation in programming has been one valuable means of training staff to cope with the complex circumstances and work involved. Recently, as the result of an increasing number of courses being offered by universities in inter-cultural education, many of these teachers have been able to do such studies before and during their northern tenure.

(a) Achievements

Eskimo language tapes and manuals have been made available to teachers on requests, (last year sets were sent to 20 communities). Professional reading kits on second language instruction have been sent to each Regional Education Office. A four-volume series entitled Northern Settlements has been prepared from Carrother's Commission data for use by northern teachers. Short courses have been organized. Professional bulletins have been prepared. In the Mackenzie District, an experiment in teacher training is being conducted in Yellowknife.

III. Summary

Problems of curriculum development and instruction in the North are unique. The quality of achievement in both cases is of crucial importance to the children and youth concerned. These pupils need the kind of basic education which will give them a choice of working and living where they choose. Many of these pupils also need compensatory education. Above all, many of these pupils need educational experiences which recognize and permit development of their linguistic and cultural heritages.

APPENDIX I

Structure Northern Pre-School Curricula

NORTHERN
PRESCHOOL PROGRAM

Interim Edition

Education Branch
Department of Indian Affairs and Northern Development
Ottawa, Canada

1968

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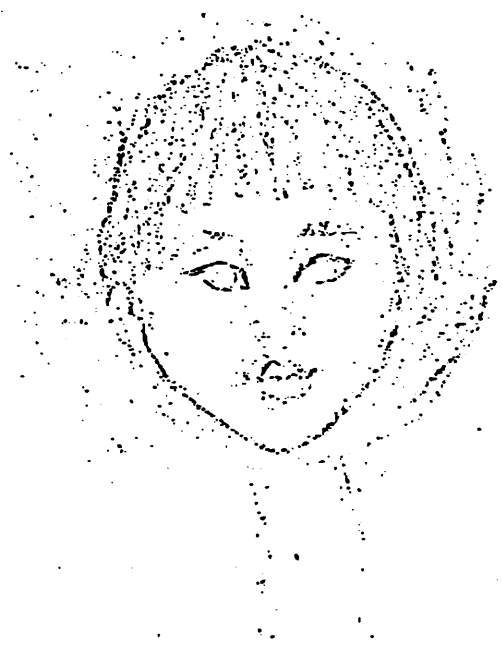
IV CLASSROOM ASSISTANTS

V PROGRAM

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VII RESEARCH

PUPILS



5/11

INTRODUCTION

Schools are meant for children: places where, in happiness, they can discover and develop their potential.

The development of children takes place in a transaction or interaction between

PUPIL and PARENT

and PEER

and TEACHER

In school part of this development occurs around prepared materials and experiences collectively described as CURRICULUM. In home and community the remainder of this development occurs in milieu which are unprepared or semi-prepared. In other words learning environment for the child includes a combination of situations which involve varying degrees of control, different forms of content and emphasis, and even striking contradictions.

A child whose environment involves only one language and culture faces learning problems - in spite of the most privileged conditions. A child whose environment involves an additional language and culture - and, probably, minimal conditions - faces personal and learning problems beyond description.

In both instances the need for a child-centred approach is obvious. The same applies to need for meaningful curriculum based on behavioural goals. In "integrated" classes this inevitably means that provisions must, somehow, be made for basic and special curricula. In the latter case, decisions must, somehow, involve teachers and parents.

This handbook is prepared in interim edition only at this time. It is to be revised again before April, 1969. In the meantime, pre-school teachers in the 17 communities now concerned and others are asked to use and appraise the publication.

Findings and opinions are based on several sources, for example:

- the 1967 Carleton workshop
- the professional literature
- reference to practices elsewhere
- field visits
- advice on goals received from northern teachers in 14 communities

Comments should be addressed to the author of this draft, R.C. Stewart, Head, Curriculum Development.

Individuality

Mass education is something of a miracle. Yet it has led to a pre-occupation with problems of "numbers" and "efficiency". For example more than 35 different kinds of grouping schemes have been designed. Throughout, however, the standard practice has been: one common course combined with large group instruction.

In northern schools it is easy to overlook individualized treatment because of the complex problems of culture and socio-economics and to simply divide children up accordingly. But the fact remains that children are children first and foremost. No two are the same or ever will be.

It is the teacher's first professional obligation to know as much as possible about each child. To ensure that this task is performed well, it is suggested that profiles be prepared for each child to record information on:

1. attitudes
2. abilities
3. interests
4. special needs
5. talent potential in:
 - a. language arts
 - b. mathematics
 - c. science
 - d. social skills
 - e. physical skills
 - f. art
 - g. music
 - h. dramatics
 - i. mechanical skills
 - j. leadership

Such information is essential to program planning, presentation, and evaluation.

Identity

It is safe to assume that the most fundamental need each person has always is to be accepted for himself alone - no matter what makes him different from others. Every school child asks himself:

WHO AM I?

WHY AM I HERE?

WHERE AM I GOING?

Nothing is more important for the child than early development of a positive self-concept. He must discover his humanity. He must find out who and what he really is. If he is a native child, a poor child, or both, he won't learn such things unless his first encounter with "school" provides respect for his language and culture and, where necessary, makes allowances for his readiness handicaps.

Programs which ignore these basic matters contribute to failure and to the development of false and "negative" self-images. To the child, being "Indian" or "Eskimo" can, under such circumstances, become synonymous with failure and inferiority.

Since feelings about "self" are the root source of many personal difficulties (at all ages), serious attention must be paid to the problem in CROSS-CULTURAL EDUCATION. The child who faces the challenge of a second language and culture cannot cope with the problem unless he is confident and aware of his first language and culture.

In spite of such matters, a child reared in poverty and deprivation is not going to experience much success in any kind of "education". This child will need early and continuing compensatory help - matters ignored in traditional "curricula", "teacher education" and "school administration".

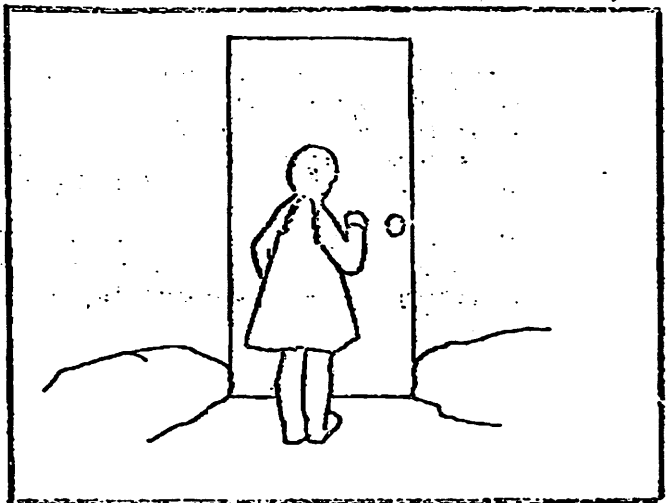
Integration

This social process is defined in many ways. Ideally it can be said to involve a "coalescence of equals". In actual fact, necessary sharing and unifying experiences are limited - by language, culture, and socio-economics.

Within the school, integration involves more than mere physical proximity. Human relations and curriculum must be appropriate. Hence the emphasis on including elements of local culture in programming and, where necessary, compensatory experiences. Without such provisions, "integration" becomes assimilation.

Outside the school, efforts to achieve integration must be reinforced. School workers, for example, cannot ignore acts of discrimination. Under such circumstances, they cannot hide behind the cloak of "value-free" expediency. If the teacher hasn't got the courage to stand up for what he teaches his pupils about the dignity of all mankind, he cannot expect these children to have much faith in such an ideal and, eventually, much respect for him. Ideals and teachers are crucial elements in any kind of integrated education.

Teachers cannot be solely responsible for such onerous duty. They need help - something to be found among people of good will in any community, given the right kind of leadership.



Community and the Child. Why so much concern for community? For one reason, there is an increasing tendency for the home and community to offer the really significant educational experiences in a child's life. Consider these examples of what a community offers:

1. a place where active learning occurs
2. a laboratory for enquiry - materially, socially, culturally
3. a concrete situation where facts are real, evident, current
4. a complex situation where norms, values and groups may vary
5. a place where ideas and skills may be used and tested - e.g., the ideal of "equality of rights".

"Community Teachers". To ensure effective results in cross-cultural and compensatory education, the teacher must be socially aware, socially concerned, socially skilled. Only such a person can make the necessary provisions in the school program which the home and community want, need, and will support.

As a result, learning in the school's PREPARED ENVIRONMENT and learning in the home and community's "unprepared environment" may be articulated - to the pupil's greater advantage.

ACADEMIC
READINESS

A great deal is already known about basic concepts in the various subject fields. At this level the task is one of selecting and introducing such concepts without undue formality or delay because of language.

If no case is postponement required until a child knows "enough" English, Classroom aides can provide the necessary translations.

Over-emphasis on books is not intended. A variety of carefully-chosen materials and activities is suggested. However, since many northern children will have had few if any experiences with books before coming to school, several "workbooks" are provided. Each provides for work well beyond the scope of usual publications of this kind.

In addition to this handbook, you and your pupils should now have the following materials, namely:

ABC for the North - prepared by two Eskimo mothers at Igloolik, Marie Arnainuk and Salome Paotok, under the direction of Principal Brian Lewis. We see no reason why parents, like pupils, may not occasionally help to prepare text materials.

The symbols used will be useful for English and the new Eskimo orthography. This book also provides for enlargement of ideas about the alphabet beyond naming and colouring objects.

Pre-Reading Activities (76 p.) is not modelled on current readiness workbooks, although some pupil activities are common to all such publications. The important provisions are those made for skills in listening, thinking, speaking, and motor-co-ordination.

Classroom Activities (193 p.) contains a variety of interesting and useful ideas for the teacher for pupil activities in art, drama, science, health, etc.

Experimental publications are being prepared for activities in Science and Social Studies. Ideas for Health education are referred to in Classroom Activities. Suggestions for physical education activities are contained in photocopies of "break" activities (Alberta course) and Arctic Physical Education Illustrated.

PROGRAM

The fundamental question in curriculum and instruction is this: WHAT CAN NORTHERN PRE-SCHOOL CHILDREN DO? Focus is placed first on the pupil, not "content". Clearly, the aim is to fit curriculum to children.

"Curriculum" is considered here in two related respects, namely: what the child learns and how he learns it. Content is therefore described in broad terms. Seven categories are involved and these are as follows:

- (1) PLAY
- (2) COMPENSATORY EXPERIENCES.
- (3) INTERCULTURAL ACTIVITIES.
- (4) SPEECH IN THE VERNACULAR.
- (5) INFORMAL INTRODUCTION TO ENGLISH.
- (6) VARIOUS KINDS OF ACADEMIC READINESS.
- (7) PSYCHOLOGICAL CLIMATE WHICH WILL PROMOTE AN APPRECIATION OF THE SCHOOL AS AN EXCITING AND WORTHWHILE PLACE IN WHICH TO LIVE.

The "content" descriptions (and related materials with which you will be provided) will not, at this time at least, take the form of the traditional "course of study" guidebook. Instead you will be given information on theory and practices from several sources.

In all cases we respectfully ask that you consider the learner first. Try to determine what he is becoming, what he can become. Then consider what kind of learning experiences are necessary to achieve the best outcomes possible.

IN CROSS-CULTURAL AND COMPENSATORY EDUCATION a total view of the ways in which learning experiences may be organized is essential.

The pre-school teacher must look back - to determine what has happened to each child before coming to school. She must also look ahead to anticipate learning experiences, both formal and informal. Moreover in planning curricula, definition of the learning situation must be broad enough to take into account home, school, and community. And always the focus of attention must be the child.

A child-centred approach will not apply if the teacher is forever struggling with problems of content organization. Such difficulty is inevitable. But it need not be overwhelming.

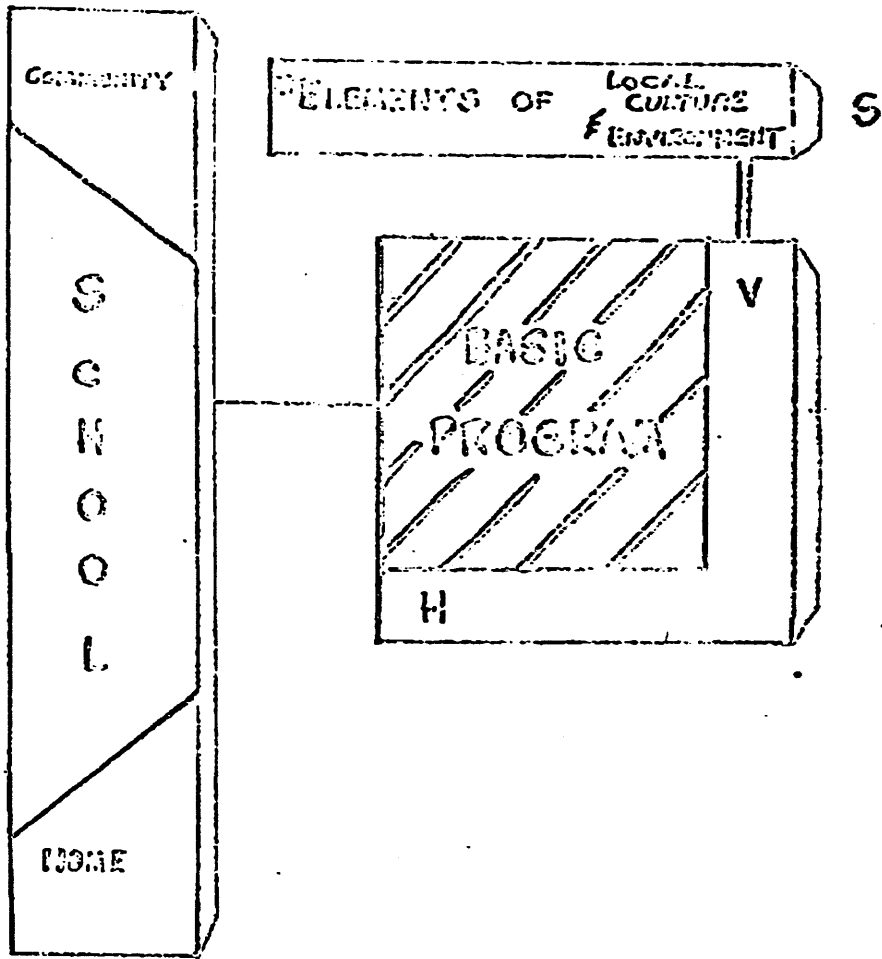


As the rationale on the next page shows, at any level of study in northern elementary schools, certain fundamental factors apply.

1. Basic academic programs, or courses, apply everywhere.
2. Before any child can cope with such a "basic program" (in whatever form it might take), he must be ready. To have necessary "readiness" (whether it is intellectual, social, emotional, or physical), compensation may be required.
3. Compensatory education covers the four aforesaid categories of content organization. It also involves work in three important situations: home, school, and community. In all cases compensatory education helps to make up for social economic inequalities which affect some, if not many, children through no fault of their own.
4. Because the northern school population varies in terms of languages and cultures, integration is inevitable. To ensure that such a process justly respects those concerned, teachers are urged to make adaptations in the "basic program": to accommodate elements of local culture and environment.

As evident, there may be three dimensions of "adapted" and "special" curricula, namely:

1. Supplementary
(apart from the "basic program" entirely)
 2. Vertical
(to the "basic program")
 3. Horizontal
(to the "basic program")
5. In addition to such daily adaptations, teachers are invited to join with curriculum specialists and others in preparing special, or new, curricula based on local culture and environment.
 6. As the result of any or all of these factors, what the pupil gains, or learns - may be measured.
 7. In the North all such measures must make allowances for the difficulties native Canadian pupils face: (a) in becoming bilingual and bicultural; (b) in overcoming compensatory problems.



COMPENSATORY
EDUCATION

R.L.S.

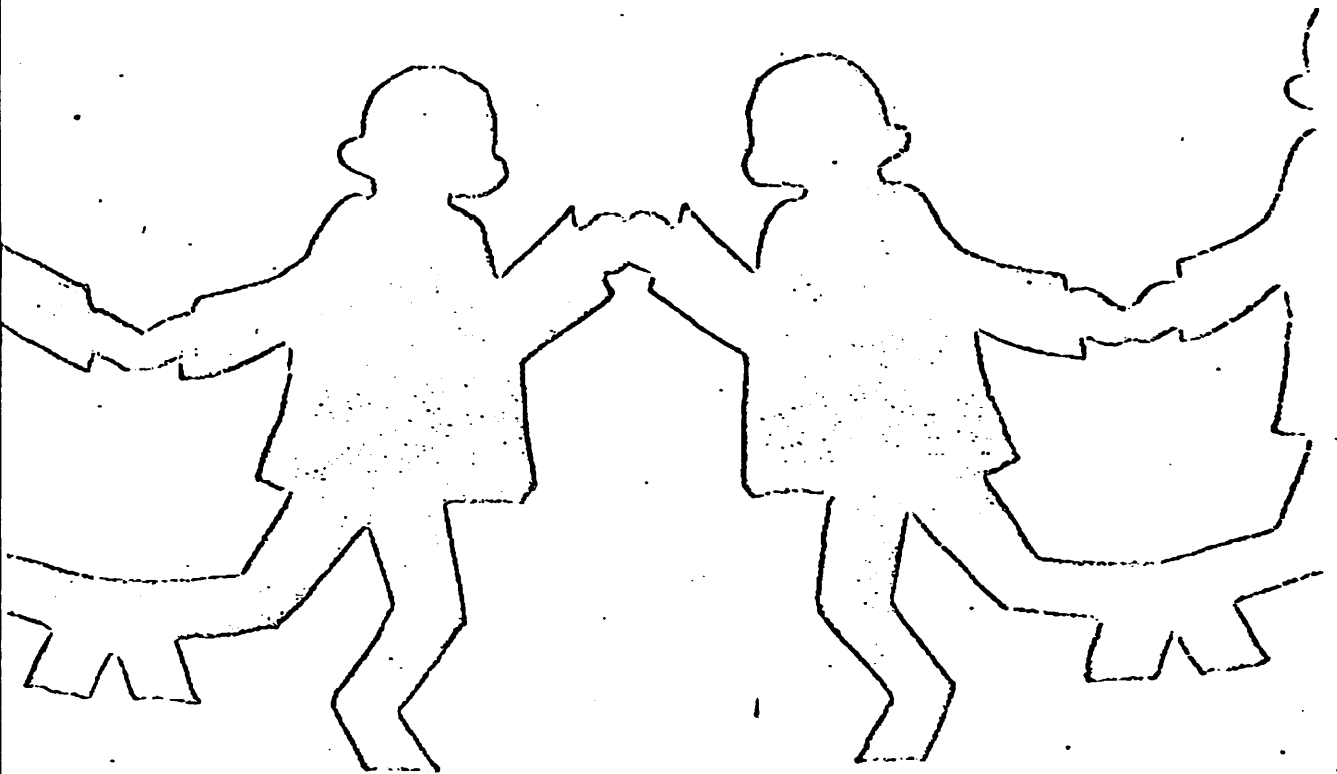
PLAY

Play is a child's work. Toys are his tools. Appropriate play situations and materials contribute to social, emotional, physical, and intellectual development.

Play provides avenues for diverse kinds of thought and action, for example: imitating the known; creating novelty; exploring special interests and abilities; socializing; being happy; developing self-confidence.

Play activities planned and directed by the teacher or aide are required. Free play involving choice of activity, resources, and peers is also required. In the latter case supervision is, of course, more informal.

Kinds of play are limited by the bounds of the child's imagination. And in a wholesome, stimulating environment, such bounds are large indeed.

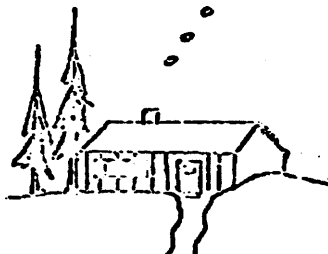


COMPENSATORY EXPERIENCES

Professional literature of recent years is replete with euphemisms to describe deprivation. The discussions are compassionate and polite. Yet, for the most part, the remedies prescribed involve too little, too late.

Environmental factors are important at all times in an individual's life. They are crucially important in early childhood years, a period when growth is rapid and impressions are lasting. Harvard Professor Jerome S. Bruner stresses that deprivation at this period hinders or prevents the child in constructing meaningful models of the environment. He therefore urges prompt treatment of such disabilities, something which can be done in pre-school education.

If any doubt exists as to the need for compensatory education, the teacher might consider the child's life in terms of the answers to such questions as these:



FAMILY

1. What, approximately, is the family income:
(a) in total (allowing for benefits of the land);
(b) per capita?
2. How adequate is housing in terms of space, safety, sanitation?
3. In general what is the family health history - in terms of hospitalization, mortality, continuing problems?
4. Is the family beset with serious social problems: e.g. alcoholism, desertion, neglect, delinquency?
5. In general what is the family employment record?

6. What is the extent of family literacy: in first and second languages?
7. How many members of the family have Grade VI or higher education?
8. What language is spoken in the home?
9. Has the child access to books, toys, audio-visual devices?
10. Has the family had any dialogue with the school?

COMMUNITY

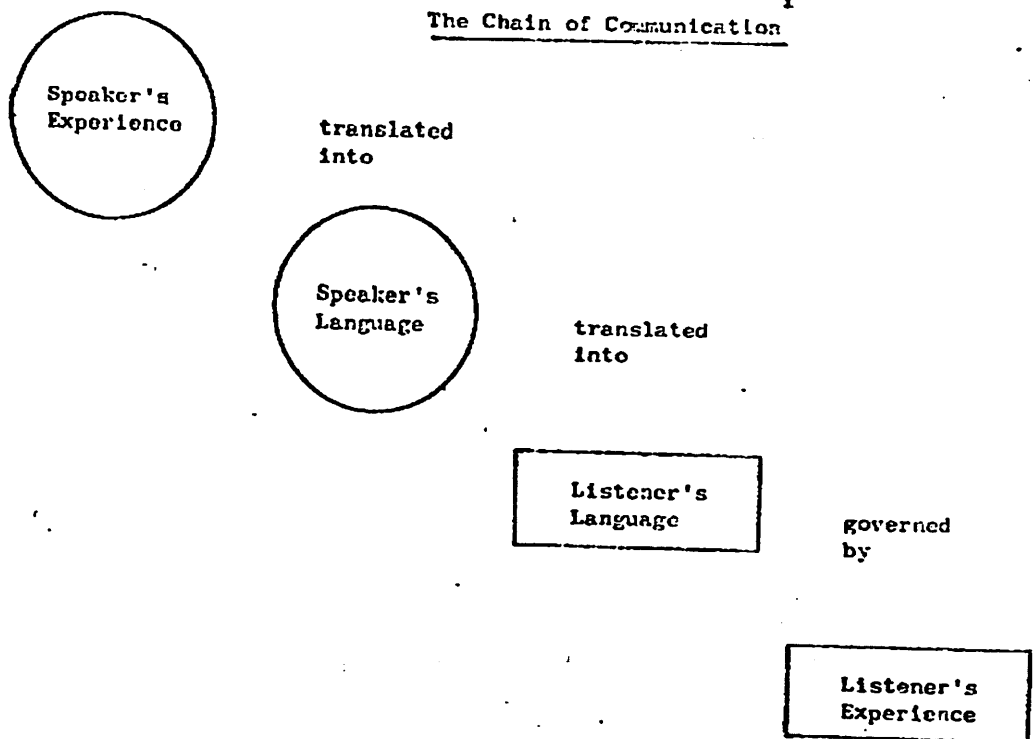
1. Do members of the group to which the child belongs live apart from other groups? Apart from the "mainstream" of community life?
2. Do members of the group to which the child belongs have education, property, power?
3. What kinds of community services are available?

INTERCULTURAL
ACTIVITIES

Mere physical proximity doesn't produce "integration". Interaction for common purposes is necessary. And this calls for doing things together - in work or play. When this happens, quality of outcomes will depend on the extent to which the participants communicate.

Exchanging smiles may be a good beginning. But the need for using words soon applies, if worthwhile achievements are to be made mutually. In this regard there is no reason why communication should not be a two-way process, insofar as this is possible.

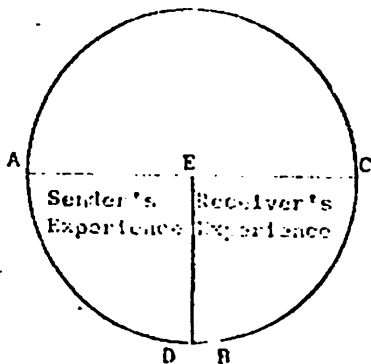
Ideally, native parents should know basic English. In turn, local teachers and parents of non-native origin should know something about the vernacular.



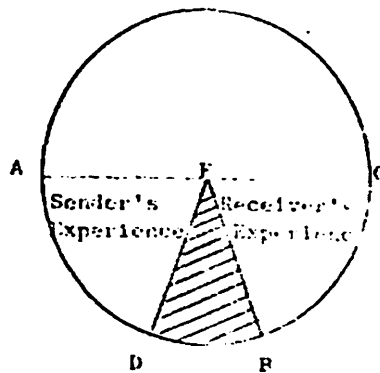
It is impossible to communicate an experience exactly. The speaker must translate his experience into word symbols which are never capable of transmitting the whole; in turn, the listener must understand the message in terms of his own word symbols, which differ from the speaker's in some degree because the experience and needs of any two people are different.

1 Loban, Walter, Margaret Ryan, James Squire, Teaching Language and Literature, New York, Harcourt Brace and World Inc., 1961, p. 43.

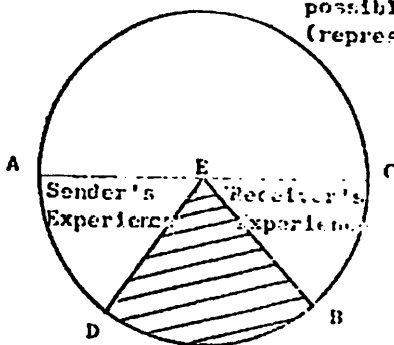
Communication and Experience



No overlapping of experience and, therefore, no communication possible



When experience of sender and that of receiver overlap, some communication is possible (represented by segment DEB)



When mutual experience is greater, greater communication is possible

2 Loban, Walter, Margaret Ryan, James Squire, Teaching Language and Literature, New York, Harcourt Brace and World Inc., 1961, p. 20.

SPEECH
IN
THE
VERNACULAR

Froebel referred to speech and play in early childhood as "the germinal leaves of all later life". (Friederich Froebel, The Education of Man. New York: D. Appleton and Company, 1893, pp. 24 - 30.) Of course his referenco was to speech in the mother tongue - a matter of considerable significance as it relates to culture and to personality development.

Ability permitting, rigid adherence to unilingualism isn't necessary. On the other hand, one would hesitate to recommend that a child whose command of his mother tongue is faulty, or insufficiently established, be rushed into learning a second language.

Continued use of the mother tongue in pre-school is considered to be as normal for children of Indian or Eskimo origin as it is for others. (Remember that, at present, about three-quarters of our beginners come to school knowing no English or very little: a perfectly normal condition for them.)

Must readiness and compensatory activities be postponed until the child can understand "enough" English? Of course not. There is no reason why many of these activities may not be presented in the vernacular. (Later, of course, what has been learned will be understood in the second language - at no expense to the pupil.)

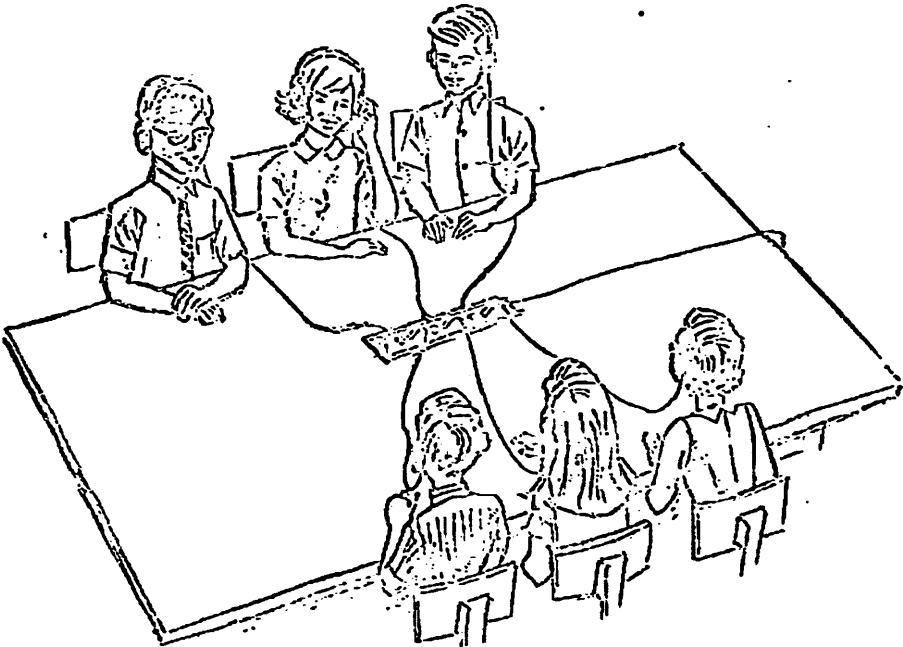


ENGLISH

For those children who do not speak English, introduction to this language is to be gradual and informal. (While this is occurring, there is every reason to expect that, in "integrated classes", English-speaking pupils may learn informally some rudiments of the vernacular.)

Teachers should remember, however, that before a non-English-speaking child is introduced to reading in English (in Level I), adequate oral mastery is necessary. Provision for such mastery is made in the NEW Let's Begin English program (a "kit" of course guides and complementary resources). Time taken to acquire such "mastery" can later be made up by the bilingual pupil through non-graded study with organization and appropriate materials to match. (The Arctic Readers, for example, are articulated with the formal English program. Moreover, these and similar materials are intended to promote necessary individualized treatment.)

Don't overlook the fact that some of the children who come to school speaking "English only" also speak the language badly. They will need remedial help.



APPENDIX II

Classroom Assistants

CLASSROOM ASSISTANTS



Geraine Arnaktauyok

DEFINITION:

One who may perform, in addition to clerical services, some phases of the teaching process under the direction of a qualified teacher.

- * In the N.W.T., such work is to be categorized as: (a) that which is complementary to the regular duties of the teacher; (b) that which is supplementary to such duties.

ASSUMPTIONS:

1. Teachers and school administrators must understand what is involved in northern cross-cultural education.
2. These professional workers must be able to translate such understanding into appropriate curriculum and instruction.
- * 3. Classroom assistants require a satisfactory general understanding of such matters.
4. "Functions" involve thought and action - in that order.

BASIC
INSTRUCTIONAL
FUNCTIONS (Teachers):

COMPLEMENTARY
FUNCTIONS
(Classroom Assistants)

(A) PUPILS

1. Knowledge (and
study) of pupils.

(a) Knowing the main variables
of INDIVIDUAL DIFFERENCES.

(b) Understanding the pedagogical
reasons for GROUPING pupils.

(c) Working in co-operation with
the teacher to obtain data
for pupil study.

(d) Advising the teacher on
special problems of native
pupils.

(e) Acting in a liaison capacity
between teacher and parent.

(f)

(g)

COMPLEMENTARY
FUNCTIONS:
(Classroom Assistants)

(A) PUPILS

2. Establishing a suitable PSYCHOLOGICAL CLIMATE for learning.
- (a) Knowing the main problems involved in bridging gaps between children of varying
 - cultures
 - languages
 - socio-economic backgrounds

(b) Knowing the importance of meaningful and motivating experiences in learning.

(c) Respecting individual differences (and showing such an attitude).

(d)

(e)

BASIC
INSTRUCTIONAL
FUNCTIONS (Teachers)

COMPLIMENTARY
FUNCTIONS
(Classroom Assistants)

(B) PROGRAM

1. Translating
OBJECTIVES into
curriculum (and
instruction).

- (a) Understanding the essential prior need for goals, or objectives, in curriculum development.
- (b) Making important program goals known to parents.
- (c) Transmitting parental views on common and special program goals.
- (d)

(B) PROGRAM

2. Introducing NEW
IDEAS and
MATERIALS.

(a) Having an adequate understanding of basic elementary academic courses and materials.

(b) Being aware of factors which cause social change; of the effects of social change on culture.

(c) Describing new unfamiliar objects, ideas and materials, in their own language and in understandable terminology.

(B) PROGRAM

3. Developing CURRICULUM which provides for:

- (a) Adaptation to basic courses - to accommodate local language, cultural, environmental, conditions. * SEE
- (i) English as a second language.
 - (ii) the Social Studies.
 - (iii) Health Education.
 - (iv) the Fine Arts.
- (b) Compensations to remedy problems of isolation, socio-economics, etc. e.g., field trips; use of special resources; summer activities; etc.
- (c) Special activities to accommodate local languages and cultures - apart from the basic course. * * SEE "SUPPLEMENTARY FUNCTIONS" (of Classroom Assistants).
4. Providing for INDIVIDUALIZED instruction.
- (a) Under the direction of the teacher:
- (i) Supervising individual assignments.
 - (ii) directing drill exercises.
 - (iii) helping pupils to locate and use special materials.

(B) PROGRAM

5. Providing for
GROUP UNIFYING
FUNCTIONS.

(a) Knowing these qualities which all children possess in common.

(b) Understanding and clarifying varying feelings, thoughts, and beliefs.

(c) Using both English and the vernacular to encourage communications among pupils.

(d) Assisting with play activities.

(e)

(f)

(B) PROGRAM:

6. EVALUATING and reporting.

(a) Under the direction of the teacher:

- (i) administering and marking review tests.
- (ii) recording test results.
- (iii) preparing anecdotal records.
- (iv) assisting in matters related to school attendance.

BASIC INSTRUCTIONAL
FUNCTIONS (Teachers):

- (C) Relating school to
HOME and
COMMUNITY.

COMPLEMENTARY
FUNCTIONS:
(Classroom Assistants)

- (a) Knowing (in general terms at least) how the homes and communities concerned function.
- (b) Interpreting problems.
- (c) Identifying areas of concern in home and community which impinge on the work and purposes of the school.
- (d) Making home visits (with the teacher).
- (e) Assisting the teacher in preparation of bilingual reports and newsletters to parents.
- (f) Understanding in general terms at least ways in which local and "larger" communities are linked; how one affects the other.
- (g)
- (h)

BASIC
INSTRUCTIONAL
FUNCTIONS (Teachers)

COMPLEMENTARY
FUNCTIONS
(Classroom Assistants)

(D) GENERAL SUPPORT
SERVICES

1. Supervision

(a) Pupil supervision - in school; on the playground.

(b) Escort duties.

(c) Fire drills.

2. Health

(a) Practical health education activities.

* (b) Basic first aid knowledge and skill.

(c) Washroom routines.

(d) Cloakroom activities at opening and closing.

(e) Exemplary personal hygiene; dress and deportment.

(D) GENERAL SUPPORT
SERVICES

3. Equipment and
Materials (General)

- (a) Operation of audio-visual aids such as tape recorders, record players, motion picture projectors.
- (b) Operation of duplicators.
- (c) Organization and handling of general supplies.
- (d) Inventory records - e.g. library books.
- (e)

4. Materials (special)

- (a) Preparation of stencils.
- (b) Preparation of charts, models, etc.
- (c)

5.

SUPPLEMENTARY
FUNCTIONS (Classroom
Assistant).

1. Acting as a cultural informant - on goals, program, pupils, etc.
2. Knowing and informing the teacher of suitable resource persons in the community who could assist with cultural and linguistic aspects of the school program.
- * 3. Understanding and use of the vernacular orally and in writing (if possible): (a) in informal classroom and playground learning situations; (b) in formal instruction prepared by the classroom assistant.

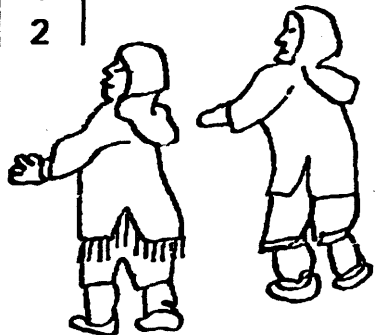
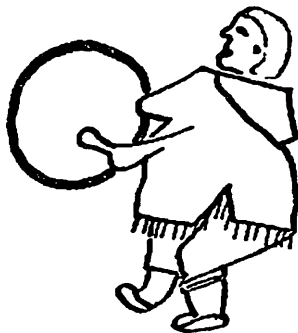
EXAMPLES:

Native stories and songs
 Arts and crafts projects
 The Vernacular as a subject

4. Preparation of materials for such special curricula.
5. Explanations of native language and culture to non-native pupils.
6. Preparation, as required, of evaluations to measure pupil gain in the case of special instruction.
7. Organization and use of records related to special curriculum, instruction and evaluations.

L → maajji 1968

r/a s/n	e n	d a	^ p	p/r q/s	D/C u/t	r s
					1	2



ADLJ*
 Peewatok

ASSISTANT DIRECTOR

Ottawa 4, March 19, 1969.

Attention: Mr. W. Elliott

Parliamentary Questions: No. 1485
(Mr. D. Lewis, M.P.)

1. Textbooks developed by the Curriculum Section designed specifically for teaching in a northern and/or cross-cultural situation:

Language Arts

Oral English (Beginners)

Let's Begin English, Lessons 1-50 (1965)
Let's Begin English, Picture Book (1965)
Games and Activities (1965)

Let's Begin English, Lessons 51-85 (1967)
Seal Book (and teaching notes) (1967)
The NEW Let's Begin English kit:
(7 references; charts; etc.) (1968)

Reading Readiness (Beginners)

A.B.C. for the North (1968)
Pre-reading Activities (1968) - related to Northern Pre-School
Program (1968)

Supplementary Reading (Primary)

Eskimo Way of Living (1959)
Igloolik (1962) - Eskimo and English
Here's Jack (1962)
Story of Papik, an Eskimo Boy (1963) - Eskimo and English

....2

R.C. STEWART/al

Nicotye and Her Family (1963) - Eskimo and English
Nuna (1963)
A Weekend in Ottawa (1963)
Mr. Larson's Visit (1963)
My First Book (1963)
Seal Hunt (1966)

Basic Readers (Primary, non-graded)

Action Verbs (1968)

Arctic Readers: 16 titles (ca. 1100p.)

Manuscripts prepared (1968) for completion of illustration and printing, 1969.

- I. 1 - Nuna
- 2 - My Family
- 3 - My Friends
- 4 - Coming for Summer
- 5 - Freeze-up

- II. 6 - Cold, Cold Winter
- 7 - The Ice is Breaking
- 8 - All Through the Year
- 9 - My Talking Book
- 10 - Nuna Goes South

- III. 11 - Poems and Stories
- 12 - Eskimo Fables
- 13 - Eskimo Myths
- 14 - Eskimo Legends
- 15 - Northern Indian Tales
- 16 - Northern Tales from Other Lands

Printing, Handwriting, Spelling (Primary)

Getting Ready to Print (1967)

Beginning to Print (1967)

Printing Book I (1967)

Printing Book II (1967)

Handwriting (4 titles for printing, 1969.)

My Speller (a model for local supplements, 1968.)

Social Studies (Intermediate and Senior)

Atlas for the Northwest Territories (1969)

Carrothers Commission reprint to complement manual and Northern Settlements (4 volumes), also reprinted (1969).

N.W.T. History Wall Charts (6), (1969) -
to accompany N.W.T. Government filmstrips (3).

Northern Government filmstrips (3).
Co-operatives filmstrips (3): in preparation

Science (Primary and Intermediate)

Northern Science Charts (1965)
Northern Wildlife (for 1969)

Mathematics (Beginners and Primary)

Northern Number Set Charts (1964)
Sets and Numbers Workbook (1966)

Health and Physical Education (Primary and Senior)

Eskimo Games (1967)
Northern Physical Education Illustrated (1967)
Innuït Pinnguarusingit (1969)

2. (a) Curriculum Section projects, including preparation of text materials, were determined after prior consultation with field staff. Specialists provided leadership in research and development. The Section was responsible for preparation of most manuscripts, printing and distribution.
- (b) Teachers participated in development through individual and group work, for example: local curriculum committees, workshops, summer courses, correspondence.
- (c) All work is considered experimental and as such subject to revision on the basis of appraisals by northern teachers.
3. Texts referred to were designed to serve the grade levels indicated.
4. Estimated numbers of pupils using the aforesaid materials are as follows:

Oral English and Pre-School: c. (second language)
c. (other)

Primary:

Intermediate:

Senior:

R.C. Stewart,
Head, Curriculum.

CURRICULUM MATERIALS

Education Division
Northern Administration Branch
Department of Indian Affairs & Northern Development
Ottawa, Canada

Send to _____ Date _____

Address _____

Title	Req'd
<u>Authorized Books</u>	
1. Authorized Textbooks & Instructional Materials	1968
2. Library Books	1968
<u>Language Art</u>	
1. Curriculum Guide, Language Arts, Grades I-VI, (Mackenzie District)	1968
2. Let's Begin English, A Program for Teaching English as a Second Language, Lesson 1-50	1965
3. Let's Begin English, A Program for Teaching English as a Second Language, Lesson 51-85	1967
4. Let's Begin English Picture Book (Being revised)	1965
5. Games & Activities for Teaching English as a Second Language	1965
6. Language Program, Beg's. to Gr. II (Inuvik)	1962
7. Language Program, Grades III to VI (Inuvik)	1962
8. Beginning with the Beginners	1962
9. An Experiment in Div. 2 Reading (Inuvik)	1962
10. Junior High School, Remedial Reading Program	1962
11. Remedial Survey Guide for the Mechanics of Reading	1958
12. Verbs in Pictures	1966

Title			Req'd.
<u>Northern Readers for Primary Grades</u>			
1. Seal Hunt	(English)	1966	
2. The Story of Papik an Eskimo Boy	(English & Eskimo)	1963	
3. Nicotye and Her Family	(English & Eskimo)	1963	
4. Nuna	(English)	1963	
5. A Weekend in Ottawa	(English)	1963	
6. Mr. Larson's Visit	(English)	1963	
7. My First Book	(English)	1963	
8. Here's Jack	(English)	1962	
9. Igloolik	(English & Eskimo)	1962	
10. Eskimo Way of Living	(English)	1959	
11. The Seal Book, An Experimental Pre-Primer		1967	
12. Teaching Notes for the Seal Book		1967	
13. Flash Cards for the Seal Book		1967	
<u>Testing & Evaluation</u>			
1. Test Item Construction		1962	
2. Assessing the Intellectual Ability of Indian & Metis Pupils at Fort Simpson, Northwest Territories		1962	
3. Mackenzie District Norming Project		1965	
4. N.W.T. Testing Program, Mackenzie District Norms		1965	
5. Tentative Norms for Metropolitan Achievement Tests		1966	
6. Northwest Territories Testing Program		1967	

Title	Req'd
<u>Social Studies</u>	
<u>Curriculum Guides and Reports of Curriculum Committees</u>	
1. Report of Social Studies Workshop, Inuvik	1981
2. Primary Social Studies, Inuvik	1982
3. Social Studies Course Outlines, Grades IV-VI, Inuvik	1982
4. Social Studies, Grades I-VI, Aklavik	1982
5. Social Studies Program, Grades I-III, Hay River	1982
6. Report of Yellowknife Committee on Social Studies	1982
7. Report of Fort Smith Social Studies Curriculum Committee	1982
8. Report of Fort Simpson Social Studies Curriculum Committee	1982
9. Proceedings of Mackenzie Education District Social Studies Studies Workshop, Yellowknife	1982
10. Curricular Guide, Social Studies Program, Mackenzie Education District, Experimental Edition	1982
11. Proceedings of Mackenzie Education District Social Studies Evaluation Committee	1983
12. Mackenzie Education District Social Studies Program Special Issue of Curriculum Bulletin, Sept./62, Vol. 2 #2	
13. Social Studies Program, Grades I-III, Baker Lake	1983
14. Social Studies Program, Grades I-III, Rankin Inlet	1983
15. Social Studies Program, Grades I-III, Chesterfield Inlet	1983
16. Social Studies Program, Grades I-VI, Great Whale River	1983
17. Social Studies Program, Grades I-VI, Fort Chimo	1983
18. Social Studies Program, Arctic Education District, Interim Edition	1988
19. Curriculum Guide, Social Studies, Arctic Education District, Experimental Edition	1984; 1987
<u>Audio-Visual Services</u>	
1. Audio-Visual Services Handbook	1986

Title	Req'd.
<u>Special Programs & Reports</u>	
1. Providing for Individual Differences	1961
2. Accelerated Academic Upgrading Program	1962
3. Programmed Learning with Teacher Participation, (A research report)	1965
4. Curriculum Guide, Social Studies, Churchill Vocational Centre	1965
5. Curriculum Guide, Science, Churchill Vocational Centre	1965
6. Curriculum Guide, Mathematics, Churchill Vocational Centre	1965
7. Curriculum Guide, Language, Churchill Vocational Centre	1966
8. Girls Vocational Curriculum Guide, Ungraded, Churchill Vocational Centre	1966
9. Boys Vocational Curriculum Guide, Ungraded, Churchill Vocational Centre	1966
10. Dressmaking & Tailoring 12, 22, 32, Grades 10, 11, 12, Sir John Franklin School	1966
11. Driver Training, Age 16 and over	1967
12. Northern Survival, Ungraded	1967
13. Vocational Education Handbook (Being revised)	1968
<u>Home Economics</u>	
1. Northern Cookbook, Grades 7 to 12	1967
2. Foods for health, Ungraded (Eskimo & English)	1966
3. Foods for Health, Ungraded (English)	1964
4. Practical Programs in Homemaking & Related Activities, Ungraded	1964
<u>Industrial Arts</u>	
1. Plastics, Ungraded	1967
2. Small Oversnow Vehicles, Ungraded	1965
3. Practical Programs in Industrial Arts & Related Activities, Ungraded	1964
4. Junior High School Industrial Arts, Grades 7, 8, 9, Curriculum Guide	1963

Title	Req'd.
<u>Mathematics</u>	
1. Northern Workbook in Mathematics, Caribou Series	1966
2. Sets and Numbers, A Pre-Number Program	1966
3. Charts of Sets 1 to 10	1964
4. Modern Mathematics	1964
<u>Health & Physical Education</u>	
1. Health and Physical Education	1962
2. Physical Education Program for Arctic Schools	1964
3. Eskimo Games, A supplement to Arctic Physical Education Program	1965; 1967
4. Northern Physical Education Illustrated, A supplement to Arctic Physical Education Program	1965; 1967
<u>Science</u>	
1. Colour Slides of Northern Flora and Fauna	1965
2. Resource Unit on Northern Flora and Fauna (In preparation)	
3. Northern Science Charts with Explanations	1965
4. Science Programs of the Provinces of Canada, Elementary Grades	1965
5. Conserve Our Resources	1957
<u>Art</u>	
1. Initiating an Art Program	1962
2. What Can We Use?	1962
3. Where Can We Get It?	1962
4. What Shall We Do?	1963

MAY 30 1 57 PM '69

ADMIN GOV NWT YK

IAND B OTT
MAY 30/69
COMMISSIONER OF THE NWT

ATTN W H REMMANT

F 309 REURTEL MAY 29 RE CURRICULUM AND CURRICULUM DEVELOPMENT
EIGHT-SEVEN PAGE BOOKLET FOR TEACHERS REFERENCE IN DEVELOPING
A JUNIOR HEALTH PROGRAM IS COMPLETED AND IS NOW BEING PRINTED
PLSE ADVISE IF A PHOTOCOPY IS DESIRED

A B YATES A/DIRECTOR TERRITORIAL RELATIONS BRANCH

ADMIN GOV NWT YK

IAND B OTT

15-5-69

Mr. Remnant -

For a Sessional Paper, to
replace No. 3 of 38 Session.

Do not rewrite.

Simply quote as ~~info~~
Material from Dept. IAND

I think we will also have
to include the 3 Appendices.
Perhaps you can get copies from
O'Hawa (?)

JRP

Department of
Indian Affairs and
Northern Development



Ministère des
Affaires Indiennes et du Nord canadien
GOUVERNEMENT DU CANADA
N.W.T.
APR 3 1969
No. 2895
FILE 620-1
REFER TO mi. [Signature]

COMMISSIONER OF THE N.W.T.

Ottawa 4, March 27, 1969.

(Yellowknife)

At the 37th Session of Council information was requested on specific details of proposals to increase the local culture content in lower grade curricula (Item 106). Information was also requested on present curriculum development (Item 104). Answers were combined since both matters are closely related at the operational level.

Sessional Paper No. 3 was submitted to Council after information cleared through the Northern Administration Branch had been edited in the Office of the Commissioner.

The paper was referred back. The original draft is presented herewith with necessary footnotes and appendices.

I. Introduction

All pupils must study "basic courses". In North American public education, these courses form the subject matter required for promotion. This subject matter is prescribed on authority of the ministries of education. In the case of the Northwest Territories, authorization is given by the Commissioner.

Basic courses are organized in scope and sequence by units and by grades. Consequently pupils may be organized for either modern "non-graded" or traditional "graded" study and promotion. Without "basic courses" all aspects of teaching and learning would be chaotic - especially in non-graded and multi-graded classes. Moreover, research on common problems would be handicapped.

Basic courses form the core of any curriculum. The remainder includes adaptations to accommodate differences in pupils, groups, situations. It also includes some special courses which may or may not be related to basic courses. Moreover, in places where handicaps arise because of socio-economic problems, readiness, or compensatory education is necessary - as a prerequisite to regular studies of any kind.* Universally teachers are trained to make adaptations in basic courses, to provide for special courses, to at least understand the need for compensatory education. In northern schools, however, all of these problems are especially difficult.

II. Northern Oriented Courses

In all cases, Grade I-VI teachers are expected to adapt basic courses to provide for inclusion of elements of local culture and environment. The extent of such adaptations and their effectiveness depends on a number of factors, for example:

- the teacher's knowledge and objectivity concerning local culture(s)
- the competence of the classroom assistant in such matters and the use made of her potential
- the supply and use of appropriate materials
- the effectiveness of professional supervision.

Principals and Superintendents are directly responsible for ensuring the quality of such curricular adaptations. They are also responsible for ensuring that basic courses are used.

As the result of convention, four "basic courses" are used in the Northwest Territories and Arctic Quebec for pupils in Grades I to XII. These are as follows:

Mackenzie District - Alberta courses

Arctic District

- Keewatin - Manitoba courses
- Frobisher - Ontario courses
- (Arctic Quebec - Quebec Protestant courses)**

* See Appendix I (Explanation of structure for northern pre-school curricula, 1968)

** When curriculum development projects were being planned it was proposed to field staff that one basic course be prepared for northern schools. This was last proposed by the Curriculum Section in 1967. No field support for such an arrangement was received.

All aforesaid "basic courses" (3) are developed outside the Northwest Territories. All are intended for use in southern situations based on the dominant, English-speaking culture. Moreover, these courses are based on philosophical emphases which vary to some extent.

None of these "basic" provincial courses takes cross-cultural education into account. Nor do any of them outline significant provisions for compensatory education. Therefore, in the North, "adaptations" and various forms of "new" curricula are essential.

During the past ten years, efforts have been made at the elementary level to gradually develop the requirements of a common, "northern" basic course - one which also provides scope for dealing with problems of local diversity. Towards this end, two approaches have applied. First, under specialist leadership, program development and staff training have been combined in the form of local curriculum study and experimentation, workshops, and special courses. Second, specialists (former northern staff) themselves have prepared some materials. All programs and related materials, however, have been subject to experimental use and evaluation by northern teachers.*

In each case reference is made to two aspects, namely: (a) achievements made; (b) proposals for the future.**

1. The Language Arts

This terminology is used in the context of Northwest Territories elementary education to involve both English and the vernacular languages: to apply to the areas of oral speech, reading, printing and writing, spelling.

a) Achievement

A new introductory program for teaching English as a second language was prepared during the past year to ensure a more effective beginning in bilingualism for native-speaking pupils (ca. three-quarters of the beginning pupils). This program is intended to follow a period at the pre-school level of formal use of the vernacular and informal use of English.

Articulated with this oral program are a number of other special northern-oriented materials: the Arctic Primary readers, printing and handwriting workbooks, and a model supplementary speller for local experimentation.

* See list of northern curriculum materials.

** Proposals for the future may be pursued by the new curriculum unit to be organized in the Northwest Territories. Proposals suggested follow themes already established through the joint work and discussion of Ottawa Curriculum Section specialists and field staff.

These materials will be added to others prepared previously, e.g. ten supplementary primary reading booklets, the Mackenzie District Language Arts Curriculum (Grades I-VI) and various remedial resources.

Nakimo Games has been translated. Experiments in the use of syllabics and the new orthography have been designed.

b) Proposals

The following general tasks are planned, namely:

1. Preparation of language tapes to accompany the NEW Let 's Begin English program.
2. Illustration and printing of remaining titles in the 16-book Arctic Reading series; preparation of accompanying workbooks; experimental preparation of texts in 35mm. film for teaching machine use.
3. Experimental preparation of audio-visual cards (for teaching machine use) - in English and vernacular languages.
4. Continued experimental use of simple language laboratory equipment.
5. Translation of selected parts of new (and existing) northern reading materials into the vernacular (where possible).
6. Feasibility study in regard to the preparation of a parallel set of northern-oriented readers more suited to Western Arctic population of Indian and Metis origins.
7. Development of means of improving the quality of speech in the vernacular.
8. Search of all available commercially-prepared reading materials on the topic of Indian cultures of North America.
9. Defining standards and means whereby adequate competency in a vernacular language may receive subject credit at the higher grade levels.

2. The Social Studies

This terminology is used here to refer to a composite treatment of aspects of:

- history
- geography
- "civics"
- economics
- social-anthropology

a) Achievement

Experimental course outlines have been prepared for the Arctic and Mackenzie Districts respectively - as the result of local curriculum committee study and subsequent workshops. (In both cases direct reference is made in courses to elements of local culture and environment. In both cases provision is made for periodic revisions).

During the past year, a revision of the Arctic Course was made and arrangements were made for the printing of a set of wall charts on the history of government in the Northwest Territories. A set of three filmstrips on this theme have been prepared; a set of three filmstrips on co-operatives is being produced. Reprints for schools of these Carrothers Commission materials were prepared: Northern Atlas; Guidebook.

b) Proposals

Among ideas being considered are the following:

1. Preparation (and adaptation of existing data) of the histories of northern peoples;
2. using application of technology as an example, a resource unit (in elementary terms) on how the ways of living of people are affected;
3. preparation of geography materials on the North suitable for senior elementary pupils;
4. experimental design of a simplified course to introduce senior elementary pupils to basic ideas in sociology; and
5. preparation of a resource unit for senior elementary pupils on the basic rights, privileges, and responsibilities of citizenship in the Northwest Territories.

3. Health and Physical Education

Health is defined broadly and takes into account related problems of language, culture and socio-economics.

a) Achievement

In the Arctic District an experimental course in physical education was developed by means of staff participation in workshops. Recently, two new publications resulted: Eskimo Games and Arctic Physical Education Illustration (an activity program in card set form).

b) Proposals

Analyses of Health courses, materials, and special northern problems were undertaken in preparation for revision of a Northwest Territories course of studies for Grades I-VI. A workshop planned for the summer of 1968 was not held. In any case, a draft will be completed before April 1, 1969.

A field project is being conducted in the Mackenzie District for the purpose of developing family life education curricula. It is expected that some elements of this work will be incorporated in the revised elementary Health course.

4. Mathematics and Science

A Northern-oriented publication to introduce modern mathematics to beginners has been in use for two years. Follow-up materials are to be prepared.

In co-operation with the Department of Mines and Technical Surveys, (as a Centennial project) each school was presented with a minerals kit. During the coming year various new and existing materials on northern flora and fauna will be organized for use at the elementary level.

5. The Fine Arts

Reference here is made to the following fields, namely:

- art (and)
- crafts
- music
- literature
- drama

Information on arts and crafts has been available to northern teachers for some time. This information is to be revised for the purpose of ensuring greater appreciation and development of Eskimo and Indian cultures. (One venture will involve encouragement to make and use puppets and marionettes to tell native stories).

Provision has been made to include some northern myths in the Arctic Readers. More such work, in English and in translation, is to be encouraged. Attempts will also be made to obtain tape-recordings of northern story-telling, vocal and instrumental music.

6. Pre-School Curricula

"Curricula" - broadly speaking what is learned and how it is learned - will involve focus on the child in an "integrated" setting. Areas of program emphasis, for the time being at least, will be as follows:

- a) play
- b) compensatory experiences
- c) intercultural activities
- d) use of the vernacular
- e) informal introduction to English
- f) various kinds of academic readiness activities
- g) appreciation of school as an exciting place in which to live.

To achieve these program goals it is expected and required that teachers, classroom assistants, and parents work together.

Materials prepared in experimental form to make this possible include the following: a pre-school handbook, a classroom activities guide, readiness workbooks in printing, arithmetic, and reading. These materials will, of course, be revised as required and, in the meantime, more new resources will be prepared.*

7. Special Services

Reference here is made to the following matters:

- Tests and measurements
- Guidance
- Audio-Visual education
- Library Services
- Classroom Assistants
- Teacher Education

* See Appendix II for proposed duties of classroom assistants. Please note that this statement was the result of committee study and referral to the Arctic District's 12 years of experience with classroom assistant service.

The objectives here are centred on determining basic social, academic and communication skills required of youth who are becoming bilingual and bicultural.

Audio-visual Services All kinds of materials, equipment, and techniques are appraised. The purpose is to recommend resources suitable for general and specific use in northern schools. In future this will involve increased emphasis on improving pupils' "visual literacy" and on using teaching machines of various kinds.

Library Services Resources are appraised for purposes of recommendation. Support services for research are provided. Staff is advised on organization of school libraries. During the past year, for example, three publications related to these problems were prepared: Librarian's Handbook, Reference Books for Educators, and Library Books (Recommended for use).

Classroom Assistants Such personnel have been employed by the Arctic District since 1957 and the Mackenzie District since 1966. In both cases provisions have been made for training courses of varying durations. However, recently a tentative plan for more extensive training (and qualification) has been drawn up. Included in this plan is provision for these aides to learn how to perform duties of two kinds: (a) those complementary to the basic tasks of teaching and (b) those "supplementary" to those tasks - i.e., services directly related to local language and culture.

Teacher Education

Pre-service and in-service training are involved. Both are essential. Teaching staff are trained outside the Northwest Territories - in all provinces and in various countries. For years participation in programming has been one valuable means of training staff to cope with the complex circumstances and work involved. Recently, as the result of an increasing number of courses being offered by universities in inter-cultural education, many of these teachers have been able to do such studies before and during their northern tenure.

a) Achievements

Eskimo language tapes and manuals have been made available to teachers on requests. (last year sets were sent to 20 communities). Professional reading kits on second language instruction have been sent to each Regional Education Office. A four-volume series entitled Northern Settlements has been prepared from Carrother's Commission data for use by northern teachers. Short courses have been organized. Professional bulletins have been prepared.

In the Mackenzie District, an experiment in teacher training is being conducted at Yellowknife.

IV. Summary

Problems of curriculum development and instruction in the North are unique. The quality of achievement in both cases is of crucial importance to the children and youth concerned. These pupils need the kind of basic education which will give them a choice of working and living where they choose. Many of these pupils also need compensatory education. Above all, many of these pupils need educational experiences which recognize and permit development of their linguistic and cultural heritages.



D.W. Simpson,
for Acting Director,
Territorial Relations Branch.