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A BRIEF SUBMITTED TO THE EDUCATIONAL  
ADVISORY COMMITTEE FOR THE CONTINUATION OF THE  
EXPERIMENTAL TEACHER EDUCATION PROGRAMME IN THE  
FORTHCOMING YEAR OF 1969-70

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- A MEMBER OF THE EXPERIMENTAL TEACHER EDUCATION PROGRAMME

To properly outline the reasons the Experimental Teacher Education Programme should be continued in the forthcoming year of 1969-70, this Brief is divided into three sections:

- A) The Experimental Teacher Education Programme as originally proposed by B.C. Gillie, District Superintendent of Schools, MacKenzie District, N.W.T.
- B) The Experimental Teacher Education Programme at present with its accomplishments of its first year in existence.
- C) Support and opinions by interested parties and people, of the present Experimental Teacher Education Programme.

A) The Experimental Teacher Education Programme as originally proposed by Chief of the Education Division, Members of the Faculties of the Universities of Alberta and British Columbia, Superintendent of Schools, MacKenzie District, N.W.T. on November 23 and 24 of 1967.

General Objectives:

1. To provide access and encouragement to young Indian, Eskimo and Metis students of the Northwest Territories to enter the teaching profession.
2. To demonstrate to young students of Indian, Eskimo or Metis background that they can perform effectively in the teaching profession and thus encourage greater numbers to enter teaching.
3. To demonstrate to all indigenous people that "education" is not the sole prerogative of the white man - that it is not something which must be brought to them from another world which is closed to them.
4. To capitalize on the cultural and linguistic affinity these young people will have for students from a similar background.
5. To make a start on providing a "pool" of northern teachers in order to overcome the growing criticism that our system constitutes a "parasitic growth" on the already inadequate supply of teachers trained in the south for southern schools.

Specific Objectives:

1. To select and train a group of 12 to 15 such students for teaching in the Territories, so as to provide a more gradual and hence easier transition from student to teacher than that offered by the normal procedures and programmes.
2. To have this group composed of students with apparent aptitude for and a keen desire to assume the teaching role, but who appear unlikely to achieve this because of social pressure which may hamper studying at a southern university.
3. After training, to provide them with access to the teaching staff of the district on a provisional or temporary basis, in specially selected classrooms where they would have careful guidance and sympathetic assistance.
4. To require such students to continue their studies during the summer vacations so that they will eventually reach the status and certification of fully qualified teachers within a stipulated but reasonable length of time.

5. To evaluate the effectiveness of the members of this group as they work in the classrooms so that a valid basis for deciding the future value of such programmes may be achieved.

Selection of Students:

1. Maximum of 15 to be included.
2. Selection to be made by consultation between students, parents counsellors, teachers, principals and superintendents, using the following as a guide:
  - (a) Demonstrated interest in and aptitude for teaching.
  - (b) Completion of grade 11 by students on the Senior Matriculation Program and grade 12 by students on the diploma program.  
N.B. Students who show quite definitely they are capable of completing their work by the "normal" pattern should not be selected for this course.\*
  - (c) Students of Indian, Eskimo or Metis background should be given preference in the selection process.
  - (d) Reasonable competency in English.

\* As education stands at present in the Northwest Territories, students who have conformed and are aculturated enough to southern campus conditions, are usually the ones who are able to finish their work through the "normal" pattern. They are also the ones who leave and never return to the north.

Courses Offered In The Experimental Teacher Education Programme

Academic:

Social Studies 30 and English 30 in the first year of 1968-69, for those who lack matriculation, and Biology 130 in the summer of 1969 for university credit. It had been possible to substitute courses of a somewhat different content in place of the regular "30" courses. For example, Eskimo and any Athabaskan Indian language can be substituted for French as the language requirement.

Professional:

Courses designed to develop essential concepts and skills in:

- (a) Reading and Language Arts
- (b) Basic English or English as a Second Language
- (c) Elementary mathematics.

Principles of teaching such as:

- (a) Children's thinking
- (b) Classroom management
- (c) Instructional techniques (methodology) in such fields as Social Studies, Science, Art, Music, etc.
- (d) Basic material in Sociology, Anthropology, and Psychology

Diploma For Successful Students:

Those students who complete the course with acceptable standards will be awarded a N.W.T. Provisional Teacher's Diploma, valid for not more than five years and entitling the teacher to accept a position in the schools of the Northwest Territories. They would be rated as having Junior Matriculation plus one year training and would be paid according to the category so stipulated on the current teacher's salary scale.

### Appointment of Graduates to Teaching Positions:

The successful students who graduate from this programme would be appointed to regular teaching positions in medium sized or larger schools of the district in grades from two to six, where they would be under the supervision of competent, experienced and capable teachers. Care would be taken to assure their placement in locations where their linguistic and cultural advantages may be best applied.

### In-service Trainings:

During the first year that these students are teaching in regular classrooms, special provision would be made for them to receive guidance and assistance by teachers-at-large, superintendents and others so that their work will be subject to careful and continuing support. This will be especially important as a means of preventing them from slipping into bad teaching habits which would soon prove to be a serious obstacle to their success as professional teachers. "Special seminars and workshops for these 'provisional teachers' would be held during their first teaching year, to provide them with opportunities to discuss their difficulties and strengthen their professional competence."\*

### Continuing Education for Holders of Provisional Teachers Diplomas

1. The course records of each student participating in this programme would be reviewed with Alberta Department of Education officials and the staff of the Educational Faculty at the University of Alberta in Edmonton before permitting his or her entry to the programme. This review would establish beyond reasonable doubt that it would be possible for the student to continue his university education and that he or she would not likely be confronted with some academic barrier at a later date.
2. During the five year life of their provisional diploma, these teachers would be required to complete their Senior Matriculation plus one year professional training. This would be the equivalent of the Junior Elementary certification still held by many Alberta Teachers. Their diploma could then be extended for a period sufficient to enable them to continue to teach and further their university training to the point where they could qualify for the Alberta Standard Elementary Certificate. This is now the minimum permanent certification granted in Alberta and is rated as Senior Matriculation plus two years of training.
3. Many of the "100" courses provided at the university would be suitable for completion of Senior Matriculation. This would provide students with the requirements for entry to the regular university programme and could be taken at the summer session. It would be necessary for students on this programme to attend summer session three of the first four summers after receiving their M.T. Provisional Teacher's Diploma in order to complete the requirements for up-grading within the five year life of this Diploma.

### Financial Assistance:

It is planned to provide such financial assistance as may be required by the student in continuing their education toward permanent certification by using the applicable clauses of agreements at present in effect under the Higher Education, Vocational and Technical Training programme and also by applying for such assistance as the Department of Manpower may be able to provide under the regulation which govern their activities.

\* Department of Education officials have already stipulated that these special seminars and workshops could not be possible, and that the students would not be able to get together at all.

Professional Acceptance

The District Superintendent of Schools discussed this programme with the Executive of the Northwest Territories Teacher's Association earlier this year. This body indicated interest in and support for such a scheme. At a recent meeting where this programme was discussed in detail, and upon which this outline is based, the President of the Teachers' Association was present and again expressed the interest and support of the teachers generally in this plan. \*

\* See Appendix for The Northwest Territories Teacher's Association's endorsement and support of the Experimental Teacher Education Programme.

B) The Experimental Teacher Education Programme at Present with its Accomplishments of its first year in Existence.

"The challenge to the educator is to develop materials and instructional programs which are appropriate to the student. We cannot wait for the student to become ready for a Program." \*

During its first year of existence, the Experimental Teacher Education Programme has achieved all of its original objectives in addition to individual and group participation in extracurricular activities.

As was originally planned, the students of the course went to elementary schools in Yellowknife, Fort Smith, and Fort Rae, to practice teaching. A total of five weeks of extensive and involved practice teaching in these schools gave the ETTEP students, a realistic experience of practical teaching in the North. If anything, these students have had a taste of teaching, and tough as it was, did not flinch at the enormous responsibilities and pressures heaped upon them as an experimental group. The faculty consultants, who are also the instructors of the students, have received evaluations and comments on the teaching performance of the students while practice teaching, and to hear the encouragements as well as the constructive criticisms, one would wonder why such a programme has never been initiated before this last year.

The comments, in general, indicated that the teaching performances of the students of the Experimental Teacher Education Programme were more than average if compared to university. In fact, professional opinion has it that these students could easily be compared with second year students at any southern university.

If transition is a philosophic goal for the indigenous peoples of Northern Canada, then it can only be accomplished through the medium of education. And if the Indian, Eskimo, and Metis are to become first-class citizens in the country where their ancestors were the first inhabitants, they must be given some responsibility for, and a part to play in the education of their own people.

In the past, it had nearly always been impossible for Indian, Eskimo, and Metis students of the Northwest Territories to gain entry to the teaching profession by following the traditional routes that lead to certification. Education, thus far in the Northwest Territories, has always been non-Indian, non-Eskimo, and non-Metis in origin. Therefore, it is not surprising that very few native students attend or graduate from university.

\* Paul W. Bell, "On Programs and Children", TESOL NEWSLETTER, Vol. 2, No. 2 (January / March 1968), page 37.

To achieve the objective of placing trained Indian, Eskimo, and Metis teachers in schools that serve these ethnic groups; bold, new, and explorative alternatives must be presented to these students. The Experimental Teacher Education Programme is such an alternative that is bold, new, and explorative. In teaching English as a second language, the advantages possessed by the northern students in their cultural and linguistic affinities for the pupils they will teach, and in their understanding of the northern environment, outweigh their disadvantages of lack of formal training.

A much-talked about feature of the present Experimental Teacher Education Programme is the "HOT SEAT". This feature of the Programme is merely an expression used to identify that part of the Programme which was set aside to talk, argue, discuss and to meditate with; as many people of varied backgrounds as possible. Within the ten months of operation, it was possible for the students to "talk" with approximately eighty people; the majority being of professional status and the rest, interesting people. Among the people who were able to give the students the pleasure of their presence were such people as Lloyd Dennis who wrote the Hall-Dennis Report on Education, professors from the universities of Alberta, Saskatchewan and Ontario, hostel directors, prospectors, area administrators, educational directors, finance personnel, students, elementary, post-secondary and high-school teachers, political radicals, under-graduates and even sanitary engineers (janitors).

Topics discussed were:

- : Prejudice in the Northwest Territories
- : "Education" in general
- : Practical teaching
- : Theory of good teaching
- : Problems facing education in the North
- : National politics
- : Methods of teaching - traditional or progressive
- : Classroom management
- : Social and cultural development in the North

A two-way exchange was evidenced as a result of the comments made by the occupants of the "HOT SEAT". This was most interesting in that many of the people interviewed had never really looked at education through the eyes of the natives.

The students of the Programme have had the opportunity to attend Teacher conferences in Yellowknife and Hay River during the year. The mingling at the meetings and socials, no doubt, has broadened perspectives. While attending the Hay River Teachers' Conference, the students had opportunity to examine and filter through what was offered as instruments of progressive education. Philosophy and experience of education, were amply tossed around among the Prima Donnas and the old pros. No doubt, there must have been deeply involved and personal soul-searching questions asked of the many attending teachers who were former teachers of these candidates of the Experimental Teacher Education Programme.

A feature of the convention was the two and a half hour panel discussion - staged in order to give the established teachers and educators, a fair chance to hear and question the students. The ten, representing the total of fifteen students, were right at home with the 250 people tossing tough and complex queries at them. Bruce Mickleburgh, Editor of the nationally read educational magazine, Monday Morning, gave an interesting account of the discussion. See Appendix.

At the Yellowknife Teachers' Conference, a panel discussion was also given for the same reason as the one in Hay River. This discussion was also a successful one, in that, serious thought was given to the qualification of teachers hired to teach in the North. As a matter of interest, it would only be a point of curiosity to examine N.W.T. Teachers' qualifications. During the year of 1965-66, there were, out of the total 385 teachers with contacts to teach in the N.W.T.:

- 2.6% without any teacher training or practice
- 29% with 1 year training
- 22% with 2 years training
- 12% with 3 years training
- 14% with 4 years training
- 7.4% with 5 years training
- 2.6% with 6 years training

Another point of interest could be that of what the Director of Education for the MacKenzie District, B.C. Gillie, stated to principals of the MacKenzie District at a conference held in Yellowknife, January, 1969. Mr. Gillie stated that the average drop-out age of students in the N.W.T. as of 1967-68, was seventeen. Between the years of 1962 and 1968, a total of 1,573 students "left" school. Of these students:

- 303 are in technical training - of which 98 are in higher education
- 10 are in the armed forces
- 85 are full-time trappers
- 46 are dead or totally incapacitated
- 477 are full-time employed
- 243 girls are married
- 17 are in jail
- 292 are at home or unemployed
- 86 are unable to contact

As can be surmised by the above figure on students leaving school ... one wonders how so few have assumed responsibilities in a society that thrives on the principle of wage-employment.

According to the 1968-69 Canada Yearbook, one-third of all students in schools are white, whereas two-thirds are Indian, Eskimo and Metis. A more comprehensive breakdown into the various ethnic groups would indicate an almost total "drop-out" of schools, alienation towards the middle-class white society and non-acceptance of the principle of wage-employment.

In regards to orientation of hired teachers; a two-week orientation course is offered before school opens for the year. In the Experimental Teacher Education Programme, an orientation course would be helpful but even more helpful is the fact that the majority, if not all, were born, reared and educated in the north.

It is significant to note that at this point in the short history of education in the Northwest Territories, education is not working for the masses in the North. Something is wrong. The Experimental Teacher Education Programme may be a minute part of a step towards solving the problem.

Boyce Richardson, reporter for "The Montreal Star" referred to the students of the Experimental Teacher Education Programme in the paper published April 18, 1969.

"A carefully selected group of 15 native students are undergoing an experimental program for teacher training in Yellowknife. I met some of them, and they are splendid young people, motivated not only to becoming good teachers, but to working for the betterment of their own people.

These people show - and indeed, it is quite obvious - that there is no intrinsic reason why young native people should not be moving into positions of professional and social responsibility across Canada. But once again it cannot be said that government goes out of its way to bring about this sort of happy result."



At the Yellowknife Teachers' Convention held in April of 1969, the students of the Experimental Teacher Education Programme were able to assist with the displays and with a panel discussion. The discussion centered around the possible problem of teachers' qualifications in the North, and the opinion that the school curriculum is not based on northern environment.

During the Northwest Territories Teachers' Association's Annual meeting held in Yellowknife on April 9th of 1969, three of the Experimental Teacher Education Programme students were able to join a committee that will look into the feasibility of developing a curriculum that will be based on northern history, culture and environment.

Last year at Frobisher Bay, a group of teachers using an anthropological approach, produced a new Social Studies program for primary grade children.

At Igloolik, language and cultural based curriculum possibilities were explored. At Fort Simpson, teachers developed a course outline in Northern agriculture for pupils in the Junior High School grades. In physical education, teachers produced two publications, Physical Education Illustrated, and Eskimo Games. This year, one of the school principals has joined the Curriculum Section for the latter part of the year to complete a series of readers for northern schools. Also this year, students of the Experimental Teacher Education Programme compiled together thirty-eight (38) exciting native Legends and Myths for use in northern schools.

While practising teaching at Fort Rae, a Dogrib member of the Programme held one of the most involved lessons of the year as she taught the lesson in the Dogrib language to the children. But the students were motivated, interested and involved. This approach made use of an educational principle -- to teach from the KNOWN to the UNKNOWN.

APPENDIX

RESOLUTIONS : N.W.T.T.A.

Be it resolved that this convention support the Central Executive in its endorsement of the Experimental Teacher Education Program and be it further resolved that the Central Executive be urged to support the Experimental Teacher Education Program.

Whereas Experimental Teacher Education Program teachers are not covered under present regulations, be it resolved that all N.W.T. Gov't Teachers be eligible for housing and other benefits.

FRIDAY, APRIL 16, 1969

*an education policy: not working*

## in, a painful process

here, but when they go to the big city they are by themselves."

The level of attainment, therefore, in these schools cannot be said to be high. There are, for example, only two native teachers in the whole Northwest Territories. There may, however, soon be more.

A carefully selected group of 15 na-

tive students are undergoing an experimental program of teacher training in Yellowknife. I met some of them, and they are splendid young people, motivated not only to becoming good teachers, but to working for the betterment of their own people.

They showed the kind of awareness of the world and of their own situation

which one expected to find more often, but didn't.

But they have been stimulated in the last 12 months by a couple of remarkable teachers — A. J. Dyer and Mrs. Jean Hodgkinson, formerly of Fort Chimo in Northern Quebec.

See URBAN, Page 34, Col. 5

## Urbanization painful process

54:4

(Concluded from Page 33)

These young people show — and indeed, it is quite obvious — that there is no intrinsic reason why young native people should not be moving into positions of professional and social responsibility across Canada. But once again it cannot be said that government goes out of its way to bring about this sort of happy result.

The education system is based on Alberta textbooks. There is a very heavy bias, I would say, in the government institutions, towards the view that the natives are really children who have to be indulged. The sort of imagination and sympathy that has been brought by Mr. Dyer and Mrs. Hodgkinson to their job is needed on a far wider scale.

How, then, should they go about motivating native children to rise out of their cycle of alienation and indifference?

### Saw potential

The Territorial Experimental Ski Training program (TEST) is a remarkable step in that direction. Father J. M. Mouchet started the native youth on cross-country skiing and saw such potential in it that he persuaded the National Fitness Council to provide a grant of \$25,000 a year for an experimental program designed to test whether participation in competitive athletics could be used to motivate Indian, Eskimo and Metis children to higher achievements as students and citizens.

Bjarger Pettersen, who was with the Canadian Amateur Ski Association, returned from Norway to head the program. From a pool of some 300 enthusiastic native cross-country skiers, he formed his Inuvik ski team last October. Already they have topped up just about every Canadian and United States title in their age group. They have

made a visit to Scandinavia where they were treated like film stars — one member of the team signed a thousand autographs in one day.

Pettersen has discovered a really tremendous competitive drive in these children. Already two of them, the 15-year-old twins Saaron and Shirley Firth, are, he says, among the three best skiers in the world in their class.

"If they keep at it," he says, "there is nothing that can stop this racing team from going all the way, right to the top."

By that he means Olympic medals.

"These people up here have always had a natural understanding of endurance," says Pettersen. "Everyone knows they have a problem to be competitive, yet when I first came up here I saw more fight and determination to prove themselves than I saw down south. This is a sport that comes naturally to them.

"This sport requires the ability to relax between movements and they have that. When they went to Scandinavia — we saw they skied technically as well as anyone in the world.

"And in this sport you don't reach your peak until you are about 25. It's all a matter of experience. It's all in the mind, because you have to know how to keep going at that special moment when your mind is telling you, you are tired. And, boy, have they got it in the mind!"

Pettersen says his skiing program has worked a transformation in the children. The Firth twins, who come from a family of 12 in the low-income bracket of Inuvik, used to sit with their eyes cast down, completely withdrawn.

"Nobody could talk to them," says Pettersen. "They looked as though they didn't understand anything. Now, I feel like getting tears in my eyes sometimes when they come in to see me. They are different people, that's all."

The Firths now are charming, still shy, but delightful youngsters.

"Half of my team would not be in school now, if it weren't for skiing. They'd have dropped out," says Pettersen.

Canadian skiers who go to cross-country meets in Europe usually place in the fifties or sixties. The young Inuvik skiers were right up there in the top group. Fred Kelly, a shy 17-year-old, was the first Canadian ever to win a cross-country race held by the International Skiing Federation.

Pettersen, a little bit to the alarm of some experts in Ottawa, is determined to build a winning team. He makes his skiers feel like world beaters.

"I have to keep motivating them," he says.

"And I don't make any bones about it, their chief motive is that they want to beat the white kids."

He is convinced that world success for the Inuvik skiers could have a traumatic effect on the native peoples across the Canadian north. They have become psychologically accustomed to failure and lack of achievement. That is absolutely true, as anyone who travels much among Canada's native peoples can testify.

Anyway, the hills across the north are coming alive with cross-country skiers. They train night and day. Through the long winter darkness the skiers whizz around the tundra, building up their stamina, endurance and determination in their drive to beat the whites at something.

"It is giving them some pride," says Pettersen. "The other day I was walking with some of my team in the town when a couple of pretty drunk fellows came along. I heard one of the drunks say to the other, 'there's the ski team, let's go round the other way.'"

"You see, they didn't want the skiers to see them drunk. Now that is a new thing."

## Will there be a bonfire of red tape?

MAKING SURE THAT CHAIRMEN DON'T TALK too much is one innovation developed by the Liay River local. Such, at least, was the dark suspicion voiced by L. J. Small, who chaired the first education discussion at the three-day convention. Why else did he not discover till after he arrived that the chairman's role for that afternoon's discussion was his? 'Not giving me time to prepare notes was a good way to make sure I wouldn't steal time away from the speakers,' he chuckled.

Danter, bonhomie and bluntness were the styles of discussion. No committee needed to conspire to get chairmen to be terse. Everybody was terse. The teachers flew straight to the point in the debates. More than one teacher took the gloves off in his argument.

This was refreshing. After all, a disagreement over teaching is a professional matter, not a personal matter. Too much professional discussion is unbelievable because it is pat-a-cake. Open debate is a sign of commitment and coping. There was plenty of open debate here (plus many extra-curricular bull sessions).

The stage was set by two superb summaries of recent reports. R. H. Anderson, principal of the Federal High School here, summarized the report of the n.c. Teachers' Federation's commission (*Involvement — The Key to Better Schools*); R. H. Engbers, principal of Princess Alexandra School (guess how it got its name), summarized the Report of the Provincial Committee on the Aims and Objectives of Education in the Schools of Ontario (*Living and Learning*).

Why was there so much independent and critical thinking out in the open up here? After you allow for the fact that the frontier attracts (in general) the teacher with an independent mind, you also have to recognize this: the Northern teachers are not as pinned down as teachers in certain of the vaster systems to the South. In the latter, an omnipresent administrative apparatus exer-

cises a type of surveillance incompatible with democratic teaching. My impression is that staffs are more self-reliant up here.

If so, the changes Northern teachers accomplish have a good chance of being well grounded in the teachers' own convictions. On the other hand, unconvinced traditional teachers will likely be able to continue doing a good job according to their lights (without being driven up the wall or out of the school by ambitious careerists).

We who belong to provincial teachers' organizations in the South should be aware how much it has meant to the Northern teachers that through Canadian Teachers' Federation we have been able to help them establish the Northwest Territories Teachers' Association (and to help in the negotiations with Ottawa).

Much of what has been accomplished in the Northern schools has been accomplished by devoted educationists in spite of, and not because of, the civil service system.

NWTTA has already brought about important changes. For example, the three-week civil service summer holiday has now been replaced by two months as in the rest of Canada (which gives scope for university work at summer school).

Administration of the schools will soon be transferred from Ottawa to the Territories' own authorities. There has already been some reduction in the almost unbelievable federal red tape. Maybe there will be a whole bonfire soon.

With the transfer of authority should disappear the degrading loyalty and confidentiality oaths teachers now have to swear on appointment.

Ottawa has given the Territories a good start, but when a local democratic partnership is established between the Northern public and the profession, a new day will dawn. NWTTA has a key role to play in making sure that the new day is a brighter day.



Here are the northern student-teachers and their mentors. Standing (from left): Celestine Kenny, Alice Decoine, Gilbert Lafferty, Jean Hodgkinson, Anle J. Dyer, Sarah Charlie, Margaret Sabourin, Robert Overbold, Linda Burrows. Front: Peter Silastial, Bernard Masuzumi, Wilfred Trips de Roche.

other indigenous peoples, such as Cree, Chipewyan, or Slavey.

Teacher A. J. Dyer (assisted by Jean Hodgkinson) is in charge of this experimental teacher-education programme. Rather than make a speech about himself, he said there were 'ten good arguments sitting here': the students themselves.

They were more than good arguments. They were splendid. Here they sat in the hot seat facing scores of teachers (some of them their own ex-teachers) who for two hours plied them with searching questions and arguments, all of which the students offered replies.

I defy anybody in Canada to pick a finer, sturdier group of students, ex-student teachers with independent minds or straighter, but greater determination.

It will be appalling if any obstacle placed in the way of completion of this five-year programme, now nearing end of its first year.

The essential point is that there are now receiving their teacher education and training in the North. The Dept. of Education of the University of Alberta and the Northern schools are cooperating to make it possible for Northern young people to be confident teachers, without leaving home and a campus outside.

The courses are conducted in St. Franklin High school in Yellowknife. Teaching experience will be gained in medium-sized schools under the supervision of regular staff. At the end of the programme will be made up by this.

Here is a glimpse of the programme in action, based on the subject of the traditional conditions.

## Would you like to study Eskimo 200 next year?

TO BE ABLE TO SEE, BEFORE YOUR EYES, the prospect of a major breakthrough in Northern education was the most exciting experience of this convention. Till now, education in the North has been conducted by white teachers originating Outside, even though, in many Northern schools, many of the pupils

belong to the peoples of the North. Now a programme is under way to prepare teachers from the Northern peoples to work in Northern schools. Ten young student-teachers made a panel presentation to the established teachers at the convention here. One was an Eskimo; the rest were from

The programme is geared to the Northern classroom. We speak the languages of the Northern peoples. We have a basic understanding of them. Many children come to school unable to speak English. We will be involved in teaching them English as a second language.

(It's not easy for teachers from the Outside to learn the Northern languages. There are, for example, 73 sounds in Dogrib and 63 in Chipewyan.)

The main idea is communication. I understand the language of the Siavoys, but I also understand the gestures. There is a silent language.

It is a matter of understanding the basic culture of the Northern student.

We have all lived in an 'Indian' house. We have all lived your way too. I think we know your way better than you know our way.

There are children who cry when they come to school because they can't understand the teacher. Others translate for them. But to be able to teach only in English is a handicap in many classrooms.

Education is young here, and changes are bound to come. The Northwest Territories Teachers' Association is meeting at a key time in the short history of education in the North. NWTTA should look at the curriculum; revise it where necessary. Dick, Jane, Sally — trains and all these things — what are they to the young Northern child? Frequently the students reversed the

questions from the teachers. Here are examples.

Did you feel that after two years at college you were prepared to teach?

We don't want to insult any older citizens here, but there were people who began teaching with less than four months' preparation who have their Master's degrees now.

Many people bounce around a lot and end up in education. How many of you knew from the beginning that you would be teachers?

If you live with white people, after a while you realize they are human like anybody else.

How many of you would like to take Eskimo 200 next year? And so on.

The students made it clear they don't intend to play the role of second class teachers, or second class citizens either, for that matter. They expect all the benefits white teachers get. An example of the kind of thing that needs overcoming is that the government does not provide indigenous civil servants with housing as it does for white civil servants.

Some teachers were concerned whether the inquiries had 'put these people in a difficult position', but student Bob Overbold remarked, 'Most of us were quite surprised. We expected a hard time, yet the questions were easy.'

Mr. Dyer was quite right. He could not have found ten better arguments for the programme.

### Keep teaching possible

THE BASIC RIGHT OF TEACHERS TO BARGAIN over salaries and conditions of teaching is now at stake in Saskatchewan — and Saskatchewan is far from being the only part of Canada where teachers are having to fight hard through their organizations to maintain justice and a decent standard of life and work.

Any teacher thinking of going to teach in Saskatchewan should check first for information with Saskatchewan Teachers' Federation (Box 1108, Saskatoon). At present time the efforts of the teachers and of some trustees to seek out mutually acceptable agreements had been thwarted by the ornery among the trustees and by a government that seems to have little inkling of the needs of education in Saskatchewan.

Some sections of some teacher organizations in Canada have become infected by the illusion they no longer need to devote much energy to protecting their membership. This illusion is generally accompanied by a conception of seeking office in the organization as an exercise in careerism at the expense of

the dues-paying membership and of the pupils in the schools.

(The organization in the long run cannot do a good job of professional development if it lies down on protection.)

Any time a teachers' organization forgets that it has no greater duty than to protect its members it is headed for trouble. One way to keep it straight is to keep the local organizations strong and active, and to keep control of the whole organization firmly in the hands of the membership.

Every province in 1969 provides evidence vindicating the above proposition. You have to be pretty remote from the actual realities of the teachers' lives and work not to be able to see it. If anybody is that remote, what leadership can he offer at any level?

We all owe a great debt of gratitude to those unsung heroes of the teaching profession: the members of salary committees and negotiators who do a courageous job of keeping teaching possible.

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LIST OF INDIVIDUALS INTERVIEWED BY THIS STUDENT

(As of Feb. 1, 1969)

Dr. Echo Lidster, District Superintendent of Education  
Miss St. Laurent, Regional worker in Adult Education  
Mr. Caverhill, Ottawa- Special Services, D.I.A.N.D.  
Mr. N.J. Macpherson, Regional Superintendent of Schools, Yellowknife.  
Professor Mac Purvis, University of Alberta, Edmonton  
Mr. B.C. Gillie, District Superintendent of Schools, Fort Smith  
Mr. R.J. Carney, Assistant to Mr. Gillie, Fort Smith.  
Mrs. Ellis, Supervisor of Home Economics, Ottawa.  
Miss D. Koenig, Teacher - at - large, Yellowknife.  
Mr. Ed. Overbo, Teacher, Sir John Franklin, Yellowknife  
Dr. Adams, teacher, Sir John Franklin, Yellowknife.  
Mr. Murray, Teacher, Yellowknife Public School, Yellowknife.  
Mr. A. Bezoan, Teacher, Sir John Franklin, Yellowknife.  
Mr. Jack Geary and his Grade 12 Social Studies class, Sir John Franklin  
Mr. Ervin, French Teacher, Sir John Franklin, Yellowknife.  
Mr. Simpson, Supervisor of Fort Simpson Hostel, Fort Simpson.  
Mrs. Leck, Supervisor of Library, Sir John Franklin, Yellowknife  
Miss Marilyn Ashton-Smith, C.Y.C. official, Yellowknife.  
Miss Edith Fehrenbacher, Swiss exchange student, Berne, Switzerland  
Mr. Wayne Salo, student, Yellowknife.  
Mr. Leon Sambele, Official of the Indian Brotherhood, Yellowknife  
Mr. Harry Leichman, official of the Indian "skimo" association.  
Mr. Albert Canadian, member of the Chieftone Band, Yellowknife.  
Chief John Charlie, member of the Council of the NWT, Fort Macpherson  
Mr. Stuart Hodgson, Commissioner of the NWT, Yellowknife.  
Mr. L. Choquette, Chairman of the Commission investigating Liquor  
problems in the NWT.  
Mr. Dodwin, Mayor of the Town of Hay River, Hay River.  
Mr. Rennie, member of the Liquor Commission.  
Mr. Luccock, Supervisor of Audio Visual for the Territories, Fort  
Smith.  
Mr. Crain, Supervisor of Special Services, Fort Smith.  
Mr. D. Hall, Physical Education Director, Sir John Franklin.  
Mr. Christianson, Janitor, Sir John Franklin  
Mr. Ivason, C.Y.C. official from Fort Rae.  
Mrs. Sullivan and children, Yellowknife.  
Miss Brown, Guidance Officer, Fort Smith.  
Mr. R. Shone, Guidance Officer, Fort Smith.  
Mr. A. McCallum, Principal, Fort Smith.  
Miss Doreen Hopton, Consultant for Reading, Edmonton, Alta.  
Mr. Lloyd Dennis, Secretary for the Ontario Commission investigating  
Educational Problems, Toronto, Ontario.

All of the above individuals were subjected to questioning by  
this student for periods extending over an hour.

This student attended the following meetings

Parent - student meeting in early September

NWTA meeting at which John Parker was chief speaker. Several of  
the students asked questions of him from the floor.

A meeting to discuss "Ungrading" at the Yellowknife Public School

A meeting with the Principal's Conference in Yellowknife in January  
at which the students participated in a case for all discussion.

The students hope to attend both the Yellowknife and Fort Smith  
Teachers' Conventions. Several have been asked to attend the in-