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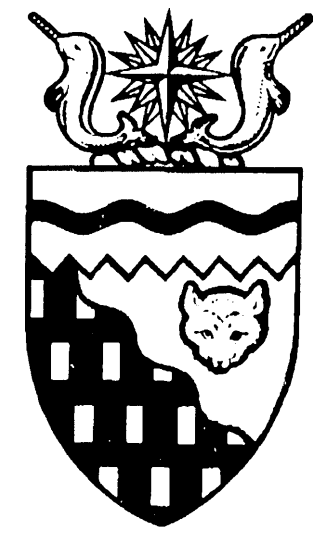
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Tabled on June 19, 1972

SURVEY OF EDUCATION

NORTHWEST TERRITORIES

1972





SURVEY OF EDUCATION

A survey of the education programme in the Northwest Territories, with recommendations for change, carried out by the professional staff of the Territorial Education System.

A handwritten signature in cursive script, appearing to read 'B.C. Gillie', with a horizontal line underneath.

B.C. Gillie;
Director of Education,
Department of Education,
Government of the N.W.T.

29 February, 1972

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ACKNOWLEDGEMENT

As Director of the Territorial Department of Education, deeply involved in all phases of the work encompassed by this survey, I am very conscious of the extra demands which it placed upon the members of this department. Time to carry on the work had to be taken from the daily requirements of a hard working staff already more than busy with the operation of the education system itself or from the small reservoir of personal time which they and their families have every right to enjoy. I am sincerely grateful that without exception the necessary sacrifices were made generously and with good will. I can only hope that the total process has been sufficiently rewarding in itself to repay them for their efforts and that the final product of the task in terms of valuable improvements in the northern education system will amply justify the project they have carried out.

B.C. Gillie,
Director of Education.

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INTRODUCTION — PURPOSE OF THE STUDY

A programme of free universal public education has been in effect in the Northwest Territories for something over fifteen years. During this time this programme has moved from the point where only about 15% of the school age children in the Territories actually attended school on a continuing basis and large numbers of young people attended no school at all, to a point in 1971 where school attendance closely approximates that in southern Canada with an enrolment between 95 and 98 percent. During this period great physical changes in the educational facilities of the North have been brought about through an extensive building programme involving schools, large and small residences, staff housing and all other necessities of an effective system. The dollar cost has, of course, been high and represents a very significant investment in the Canadian north by the Canadian people.

While this comprehensive and complex physical organization was developing, great changes in the Educational offerings and opportunities for northern young people have been introduced. Faced with varied and at times almost contradictory educational needs and requests the educational authorities of the Federal Government of Canada struggled mightily with the tremendous difficulties presented by efforts to meet these needs. An established need should be reflected in a clear cut purpose for any endeavour in education as well as in other aspects of human development. The clarification of this purpose for northern education has not been easy. In fact, there is much evidence to show that in general, Canadians both in the north and in the south, were not sure in their own minds just what they felt the purpose of education in the Territories should be. Statements on the objectives and philosophy for northern education have been frequent and in each case accompanied by controversy, disagreement and doubt. Consequently, the

development of the northern education programme has tended to be characterized by a heavy dependence on established practices in the more developed parts of the nation. When the goals of the northern system were subject to dispute and difficult to identify, there was a tendency to cling to the programme which was already tried and tested somewhere else on the Canadian scene. Hence, the educational programme of the Northwest Territories has already borrowed heavily from the Provinces in one form or another. Many voices have pointed out that this was not advisable, since in the north were people whose educational needs were dictated by a social and cultural environment different from that found in most other parts of the country.

Needs of Southerners Residing in the North

The issues were further complicated by the fact that many southerners who moved into the north intending to make their home and raise their family in this new environment, manifested a strong tendency to want to retain their southern or provincial customs and practices. They made it clear that they expected their children to be prepared by the educational system in a manner which would enable them to return to the south and live effectively in the southern environment. They were and often still are doubtful about the advisability of immersing their young people in a school system designed for people in a different cultural milieu. Consequently, the system has often been confronted by opposing pressures and, as is always the case under these circumstances, the result tended to be a compromise not very satisfactory to any group concerned. During the past 15 years a very considerable change in the attitude of the Canadian public toward the educational needs of indigenous people has taken place. At one time it was conventionally accepted that some kind of assimilation or integration was the only possible approach for the problems of these people. However, within more recent years and in response to the protests of Indian and Eskimo people themselves, thinking has changed considerably and now

supports the belief that some method must be found whereby the native population in Canada may be able to retain much of its culture while learning to live in the general Canadian society. This change in attitude places a very different kind of emphasis on the goals and objectives of the educational programme established to meet such needs and as a result some quite important changes have taken place or are in the process of development in northern education.

Administrative Changes

The administration of northern education has also undergone radical changes during the past 15 years, culminating in the transfer of full responsibility from the Federal Government to the Government of the Northwest Territories. This necessitated the physical removal of virtually all administrative machinery from Ottawa to the Territories, chiefly to Yellowknife where the Territorial Department of Education has been established. Improved communication and transportation radically altered living patterns of many northern people. The influx and rapid expansion from the south of industrial enterprises in oil, mining and the like have also confronted educational planners in the north with the necessity of finding new goals and new methods in conducting their work. There has often been little opportunity for in-depth and long-range planning for northern education as a result of those external pressures with their characteristic urgency.

Need for Evaluation


Because of the changes referred to above concerning northern education, those responsible for developing policy and procedure have felt for some time that an effort should be made to carry out an overall evaluation of the programme as it has developed during the past 15 years and then indicate the changes and improvements which would seem to be necessary if the northern programme is to keep pace with present day requirements.

Statement of Purpose:

The purpose of this survey is then: -

1. To examine the evolution of the present education system in the Northwest Territories.
2. To obtain opinions from and consider views of the staff impinging on the type of education offered, and
3. To develop objectives for education which will reflect the stated wishes of the northern population served by the Territorial Department of Education.

Consequently, in the Spring of 1970 the senior education staff in co-operation with the teaching staff throughout the Territories undertook such a study in order to meet this important need. This report is the result. The findings and recommendations contained in it are representative of the views of those responsible for administering the Education Programme and do not necessarily reflect the opinions of the general public or professionals outside the system itself. Nevertheless, there would seem to be much value in presenting these views at this time. The recommendations which follow, point the way in most areas for change and improvement based upon intimate experience and competent professional judgement.



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INTRODUCTION — PROCEDURE FOR THE STUDY

Since this examination of the northern school system was to be largely an "in house" exercise, carried on by, and representing the opinions of, the professional staff of the Department, it was felt that little purpose would be served by the preparation of a lengthy or detailed description of the background, experience and procedures of the system. Instead, an examination and synthesis of the views of those most intimately involved in the education process, seemed most useful. The report should provide in a clear and concise fashion the majority opinion of teachers and administrators at all levels, with their recommendation and comments presented with as little elaboration as possible, for the guidance of the Territorial Government and the interest of northern residents generally.

The format chosen for presentation of recommendations is one common to many such documents in recent times - a statement of recommendation on one side of a page with brief explanatory or supporting material opposite when and where such seem pertinent or advisable for purposes of clarity. Every recommendation and supporting comment has had careful scrutiny and analysis by as large a group of northern educators as possible. Each enjoys majority support among those considering the material.

Staff Involvement

The basic recommendations emanated from two main sources - the professional staff of directors, chiefs, supervisors and curriculum specialists at Headquarters, and the superintendents, supervisors, principals and teachers in the Regions. Each staff member in the administration was asked to prepare a set of recommendations for change and improvement in that part of the education system which was his or her particular concern along with comments and

explanations to support the recommendations. All school staffs were invited to prepare a similar set of material on any or all aspects of the programme which they felt merited change or improvement.

Development of Statement of Basic Objectives

While these briefs were being prepared the staff at Education Headquarters undertook to examine the basic philosophy and objectives of the northern system. This proved to be a very challenging and searching experience for all who participated, as it resulted in an almost word by word, sentence by sentence exploration of what the groups felt should be the underlying purposes of the educative process in northern Canada. Meetings of one hour each day were held over a period of many months and out of this gradually emerged a clarification of the group's thinking, set forth in a statement of basic principles which serves as a foundation for the report. It constitutes the first set of recommendations presented and, hopefully, constitutes a guide and measure for what follows. It is presented in three levels:

1. a statement of general purpose for Education
2. a statement of general objectives for each educational area
3. a statement of specific goals for each area.

General Recommendations

The sets of recommendations presented by the various members of the Headquarters staff were then subject to careful scrutiny by the same group which had developed the statement of objectives, in a series of daily meetings as before. As each set of recommendations was scrutinized, amended and finally accepted or rejected by majority decision, the group turned to the briefs which had been submitted by school staff and examined the recommendations presented in these documents for similar study and final inclusion in the total set of recommendations presented for each area under

review. It may be stated then that the final statement represents the opinions of a large group of teachers and administrators speaking from a background of training and experience in the present northern education system.


Appendices

Further to this material, the reports contain a short section of statistical material designed to provide some basic information delineating the growth and development of the school system of the Northwest Territories during the comparatively short span of its operation. It is hoped that this explanatory material will serve to provide the reader with the factual background necessary for a reasonable interpretation of the recommendations contained in the report.

A final section of the report contains verbatim copies of all briefs submitted by teaching staffs and individual teachers throughout the system. A review of these documents should prove particularly interesting to anyone studying the report since in this way one may secure an insight into the individual and collective thinking of those most closely associated with the educative process as it is carried on in the schools of the Territories.

SPECIAL NOTE

During the period that this survey was in preparation, approximately a year and a half, some of the recommended changes have been initiated. For the most part, these were in areas where the new approaches seemed to be so obvious as to be generally acceptable without further debate. In the area of curriculum, preparations for basic changes as recommended in the report are underway, but in no case have they proceeded to the point where the system is irrevocably committed to new principles yet to be debated.



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PURPOSE , OBJECTIVES AND GOALS OF THE TERRITORIAL EDUCATIONAL PROGRAMME

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1. That the following be accepted as the Purpose, Objectives, and Goals of Education in the Northwest Territories.

The Purpose of Education

The Purpose of Education is to provide for all people opportunity for maximum development of their aptitudes, skills and competencies along with an understanding and appreciation of the sum total of human experience. Such development should enable each individual to choose freely between different courses of action in such a manner that he can live a satisfying personal life while discharging his responsibilities as a participating member of a complex society.

Objectives and Goals of Education

Communication

Objectives:

To develop in every person the skills of effective and meaningful interpersonal communication by the use of the mother tongue for communication and instruction during the early years of schooling, with the gradual introduction of English or French as a second language during this period so that either one or the other of these may become the medium of instruction by the end of the third year of schooling. Study of the mother tongue should continue as a feature of the school programme throughout the remaining years of formal education, as a means of enhancing its stature and durability

After several decades of struggle with the problems of developing language and communication skills among the children of our indigenous people, it should be amply clear to all of us that the methods we have used, no matter how well intentioned, have produced a large number of young people with little knowledge of their mother tongue and only slightly articulate in English. From experience and research the world over during recent years it has become well established that:

- (1) People need to be articulate in their mother tongue

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in a multi-lingual, society.

Goals:Primary Level (K-11 inclusive)

- (a) To develop basic literacy in the mother tongue.
- (b) To introduce English or French as a second language through listening and oral skills.
- (c) To develop an awareness of the cultural and social situations in which features of the languages are normally used.

Elementary Level (111-V1 inclusive)

- (a) To develop competency in English or French through listening, oral reading, and writing skills.
- (b) To enhance the understanding and usage of the mother tongue.
- (c) To develop an understanding of the cultural context in which the languages are used within the settlement and in the larger Canadian society.

Junior/Senior High Level (V11-X11 inclusive)

- (a) To refine the usage of the English or French language through emphasis on listening, oral reading, writing and comprehension skills.
- (b) To develop an awareness and understanding of the relationship between the mother tongue and the language of the other northern native people.

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before they can expect to be so in a second language.

(2) The years up to eight or ten are the best for young people to develop fluency in a second language.

(3) So called "total immersion" in a foreign language is not a particularly productive method of developing a lasting fluency in that language.

(4) Instruction in the mother tongue during the early years of schooling with a gradual transition to a second language which is likely to be the dominant language of communication, is a more effective method of developing skill in the second language than an attempt to introduce it in a forced situation which aims at ignoring or eradicating the first language.

(5) Language is such a vital aspect of the culture of any people that its loss frequently constitutes a seriously traumatic experience for those involved and constitutes an automatic denigration of their whole culture.

(6) Loss of cultural self respect constitutes a serious obstacle to the development of a people involved in a massive cultural transition.

With these points in mind we have recommended an approach to the development of communication skills among our northern students which has, we are convinced, a far better chance of accomplishing the basic objectives for effective communication among these people than earlier attempts have enjoyed. At the same time, we realize that the approach we recommend literally "bristles" with difficulties inherent in the present state of affairs. Wide variety of languages and dialects, absence of any universally

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- (c) To develop an awareness and understanding of the French or English language as a third language.

Continuing Education

- (a) To make use of competent translation service in all multi-lingual situations when dealing with various segments of the adult population.
- (b) To develop competent instructors in each of the various indigenous languages to be used in all aspects of vocational, adult or community programmes involving non-English or French speaking adult citizens.
- (c) To expand and strengthen instruction in the use of syllabics or orthographies among adult indigenous people.
- (d) To provide competent and comprehensive instruction in English or French for adult indigenous citizens.
- (e) To provide competent and comprehensive instruction for adult indigenous people in their own language.
- (f) To provide competent instruction in the indigenous languages for English or French speaking northern citizens who do not have command of indigenous languages.

Basic Human NeedsObjective:

To provide a climate of learning that fosters the fulfillment of such basic human needs as identity,

accepted written form, scarcity of teachers who have even a limited fluency in the native languages, the advanced stage of loss of the mother tongue that exists in so many places, plus a fear among many native students that time spent on their own language may well be time wasted, pose such difficulties that we have asked ourselves repeatedly, "Is it worth it?" We are convinced that in many parts of the north, it is, despite the obstacles and that to do less than this in these locations, would be to fail in one of our most basic responsibilities. We are well aware that many communities may not need or may reject this approach, but are certain that if the opportunity is provided and the purpose clearly understood many other settlements will welcome it and profit immeasurably by it. The decision should be made by the people themselves and once this has been done it is the responsibility of those in charge of education to make possible whatever is requested.

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status, approval, belonging, security and success.

Goals:

- (a) To provide personnel at all levels of the instructional process who are aware of and have respect for the significance of basic human needs as a prerequisite for successful learning.
- (b) To use the education system as a medium for meeting the basic physical needs of learners (Food, Clothing, Shelter) either by supplying these needs from its own resources or by making sure other responsible agencies fulfill their obligations in these respects.
- (c) To use the education system as a medium for meeting the basic emotional and physical needs of learners by supplying competent personnel, counselling and guidance programmes and services at all levels within the system, and by the effective utilization of such services available through other agencies.
- (d) To use evaluation and reporting procedures for learners which recognize the needs of all students to experience success and approval as their learning proceeds. Such procedures must recognize that the personal worth of the student as an individual takes precedence over the content and method of the learning process.

CitizenshipObjective:

To make each person aware of and value the rights

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and responsibilities of citizenship by making him conscious of his past and present, as well as the past and present of the Canadian nation, and by creating in him a lasting concern for its future.

Goals:

To develop a positive attitude in each individual toward his role as a responsible citizen in society by:

- (a) Informing him about the origins and historical, geographical, political and cultural development of his and other societies within his country.
- (b) Developing in him political awareness.
- (c) Developing an understanding of the principles of human rights and the individual's responsibility for their preservation.
- (d) Encouraging him to analyze and develop an understanding of political and socio-economic issues.
- (e) Stimulating active participation in democratic electoral processes.
- (f) Taking personal responsibilities for his environment both social and physical by active participation in its development and conservation.

Intercultural Education

Objectives:

To develop an awareness of the unique cultural contributions of both the native peoples and the immigrant population to the total Canadian society

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so that each person may have:

- (a) A realization that Canada is a pluralistic society within a bicultural framework.
- (b) A pride in and respect for the culture of his own people.
- (c) An understanding of Canada's position in, and contribution to, the global society.
- (d) An understanding that the cultural heritage of each individual can contribute to his or her participation in Canadian society, and that each individual can choose to participate in that society to the extent which provides maximum personal satisfaction.

Goals:

- (a) To develop among all students a recognition of the part played by different cultures in establishing the Canadian nation.
- (b) To develop in all students an appreciation of the folklore, legends, history and art of the various cultures in the Canadian society in general and comparative terms.
- (c) To develop in students a greater awareness of the Eskimo/Indian/Metis contribution to the growth of the Northwest Territories and the rest of Canada through a study of their history.
- (d) To study the role of the Indian treaties in the history of the native peoples in Canada and the present day implications of such treaties.
- (e) To study the aboriginal claims of non-treaty indigenous people.

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- (f) To develop in students a greater awareness of the role of language in developing the various cultures in Canada, emphasizing that of the Indian and Eskimo, and to facilitate opportunities for students to become multi-lingual.
- (g) To help the student understand his relationship as an individual toward the rest of society and the contribution of his own cultural group to that society.
- (h) To study the history of intercultural contact on this continent which has resulted from association with both the Occidental and Oriental worlds.

Moral and Spiritual Needs

Objective:

To inculcate in people an understanding of and respect for the need for moral standards in general and the spiritual values of their heritage in particular.

Goals:

- (a) To create an awareness and understanding of and respect for the existence of different customs, moral and spiritual needs and religious rites of different peoples.
- (b) To create an awareness of the need for a code of conduct acceptable to any given community.
- (c) To trace the evolution of codes of conduct in the Western Hemisphere indicating the influence of culture and minority groups in the dominant society.

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- (d) To conduct study and research programmes on different customs, rites and moral standards, emphasizing the reasons for the difference and similarities.
- (e) To recognize the varieties of spiritual experiences which are necessary if they are to understand their personal, social and inter-cultural implications.

Physical and Mental HealthObjective:

To develop in each person an application of and respect for the sharing of good physical surroundings, the maintenance of a healthy body and sound mind and the importance of co-existence in a multi-cultural setting.

Goals:

Through a physical education programme that is an integral part of the education system:

- (a) To develop a feeling of self-worth through universal participation in physical education activities and sports.
- (b) To develop a respect for the worth of others through participation in team and individual physical education activities and sports.
- (c) To encourage respect for people of other cultures through participation in native Northern Games, recognizing that the value attached to competition varies from culture to culture.

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- (d) To provide specific information and experiences for outdoor living and basic survival through the use of knowledgeable people especially local residents.
- (e) To develop appropriate interests, attitudes and skills that will carry over through all aspects of adulthood.
- (f) To emphasize cultural heterogeneity as an overriding principle to be used in school and classroom work.
- (g) To encourage a nutritional programme which recognizes the importance of sound nutrition while also recognizing the importance of local traditional dietary habits, influenced as they always are by problems of availability.

Mental Health

Through the careful selection and training of the teaching staff at all levels of the Territorial education system to provide teachers

- (a) Who understand, recognize, and practice procedures which are conducive to the development and maintenance of good mental health among their students.
- (b) Who recognize indications of disturbed behavior among their students and are knowledgeable about methods of counteracting such trends.
- (c) Who seek and use professional help in matters related to the mental health of their students when they feel it is needed.

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Social Competency

Objective:

To develop in each person, attitudes, morals, and social competencies that will enable him to function effectively within both the Canadian and global society.

Goals:

- (a) To provide learning situations for students that will enable them both to retain their identity and to respect the identity of others.
- (b) To demonstrate to students by example and by practice the existence of codes of behavior among social groups.
- (c) To develop competence in the skills of working and living with individuals and groups through the use of organizations, study programmes, recreational activities and travel programmes, as a regular feature of the education process.
- (d) To develop an awareness of the effect of criticism directed at individuals and groups.
- (e) To instil in students a respect for the dignity and worth of every individual regardless of race, colour, culture or creed.

Vocational Education

Objective:

To develop continuing vocational and life skills programmes compatible with the needs of the

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individual and the dictates of the society of his choice.

Goals:

To equip students with pertinent attitudes, skills and knowledge to the degree that each may function as employee or employer in the society of his choice. Specifically, such goals could be achieved as follows:

- (a) To develop the ability to achieve required standards of workmanship.
- (b) To develop desirable safety habits.
- (c) To develop appropriate uses of time and material.
- (d) To provide all students with information essential to the understanding of vocational pursuits.
- (e) To develop a mastery of mathematical skills and technical language necessary for vocational competence.
- (f) To develop an understanding of the need for systematic procedures in solving industrial problems in a work situation.
- (g) To relate vocational training directly to the opportunities in industry and to integrate vocational training and industrial experience.

MathematicsObjectives:

To develop in each individual an open mind toward a basic understanding of and a language with

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which to explore and question the indefinable realm of mathematics.

Goals:

- (a) The acquisition, development, and usage of mathematical language.
- (b) The development and stimulation of mathematical thought, recognizing logical, constructive, analytical, and intuitive thinking.
- (c) To make provision for the psychological development of mathematical thought and language: (ie. through exploration, experimentation, and relationships, to symbolization, representation, and abstraction.
- (d) To provide a wide, diverse, rich mathematical environment in which thought and language are stimulated, verbalized, and recorded within a practical frame of reference.
- (e) To develop an understanding of and skills in:
 - number and all its relations
 - shape, space and movement
 - measurement,and to develop an understanding of the inter-relationships of these.
- (f) To provide opportunities and equipment for exploration, comprehension, and usage of mathematical instruments, machines, and appropriate apparatus.
- (g) To provide opportunity for the comparative study of the historical development of mathematics in relation to western and other civilizations.

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- (h) To develop an understanding of probability, accountability, statistics, business finance, and economics - in relation to personal, organizational, national, and international contexts.
- (i) To be aware of, and to make adequate preparation for the national adoption of metrication.

ScienceObjective:

To develop in each person a knowledge of the scientific method of inquiry and the ability to apply it as a means of understanding the implication of science for mankind.

Goals:

By means of an activity centred programme:

- (a) To develop an understanding of the natural environment of man so that the student will appreciate its complexity and its order, and to impart some knowledge of the interdependence of natural phenomena at the physical, biological and psychological levels.
- (b) To develop manipulative skills for scientific procedures.
To develop projects of inductive and deductive reasoning.
To develop powers of observation.
To develop the skills of measurement.
- (c) To develop an understanding of the application of the findings of science both beneficial and destructive.

PURPOSE, OBJECTIVES AND GOALS OF THE TERRITORIAL EDUCATIONAL PROGRAMME

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To engender an attitude in which the pursuit of knowledge is regarded as a worthy end in itself.

To develop a recognition that intuitive thinking is a factor in the scientific process.

Education for LeisureObjective:

To enable each person to cultivate a variety of interests which will serve to illuminate potential leisure time and recreational pursuits which will stimulate creative self-expression.

Goals:

- (a) To enable the individual to contend with a society characterized by the gradual de-emphasis of the work ethic:
- To afford the opportunity for maximum personal growth within a highly structured society and environment.
 - To develop an understanding of the role of physical psychological and sociological escape responses in a complex society.
 - To encourage an awareness of the leisure time pursuits afforded to the individual by the several social agencies commonly operational within society.
 - To convey to the individual the concept of formal and informal education as a life-long process, replacing in whole or in part the question of the wage earner in the employer-employee oriented economy.

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- (b) To demonstrate the relevancy of each such area encompassed by the school curriculum in post-formal education life:
- To incorporate within the school curriculum those learning experiences which will illustrate potential leisure time pursuits.
 - To establish the parity if not the primacy of the non-print media as opposed to the print media as a major means of exemplifying leisure time activities.
 - To examine individual responsibilities inherent in conventional family and/or communal living.

Aesthetic Experience and Appreciation

To develop in each person a sensitivity for and an appreciation of, the fine arts and to encourage active participation in them as forms of cultural expression.

Goals:

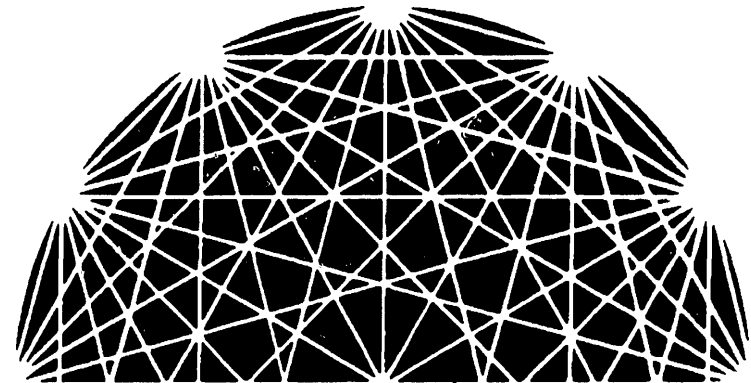
1. To provide the child with appropriate multi-sensory experiences enabling him to become familiar with the visual, manual and performing arts.
2. To teach those techniques and skills which will develop respect for, a degree of competency in, and an understanding of the various art forms.
3. To provide materials, situations and experiences which will maximize individual competence in as many art forms as possible.
4. To provide situations which will allow the child to experience art in its personal, social, cultural, and multi-cultural dimensions.

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5. To recognize and include the popular culture in the curriculum, and to identify to the fullest possible extent the character and substance of popular culture including its transitory, developmental, and innovative manifestations.
6. To study the history of art as man's attempt to relate to himself, to others and to various systems and environments.
7. To present artistic experiences as a means of individual and collective enjoyment, therapy and understanding.
8. To develop an awareness in each child of the significance of art in life and in the environment, and of art as a means of improving the quality of life.
9. To present experiences to children which will enable them to evaluate standards of performance and degrees of competency within the various art forms.
10. To present learning environments which are aesthetic in form and substance.



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PRE - SCHOOL EDUCATION

RECOMMENDATIONS

2. It is recommended that a paper be prepared for Council outlining the goals and requirements of a Northwest Territories kindergarten pre-school programme, together with a schedule which would realize pre-school classes in every settlement that wants one, no later than the Fall of 1972.
3. It is recommended that a viable kindergarten programme be incorporated in the Northwest Territories as soon as possible. Even in small one or two roomed schools it is often quite possible to include kindergarten age children in a kindergarten programme on a half time basis without requiring extra staff or accommodation.

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Despite progress over the past several years many settlements are still without pre-school classes. The implementation of such a programme is already behind schedule and if a full programme is to be realized within the next few years, the departmental forecast would have to be changed with a re-assignment of budget priorities.

The accompanying recommendation would give Council an opportunity to assign priorities and to determine guidelines for the Education Department on this subject. Some of the proposals in this and other study submissions should not be implemented until Council's sanction is obtained.

At present there are no Territorial or district kindergarten programmes in the following settlements: Arctic Bay, Arctic Red River, Fort Good Hope, Fort Norman, Lac la Martre, Fort Liard, Jean Marie River, Pine Point, Sachs Harbour, Tungsten, Gjoa Haven, Holman Island, Spence Bay, Lake Harbour, Resolute Bay, Repulse Bay, Yellowknife Indian Village, Norman Wells, Wrigley and the Belcher Islands.

Those pre-school classes established in 1971-72 school year are: Aklavik, Cambridge Bay, Cape Dorset, Chesterfield Inlet, Clyde River, Coppermine, Frobisher Bay, Grise Fiord, Hall Beach, Igloolik, Pangnirtung, Tuktoyaktuk.

The classes established previously are: Baker Lake, Coral Harbour, Eskimo Point, Fort McPherson, Fort Providence, Fort Resolution, Fort Simpson, Fort Smith, Hay River, Inuvik, Pond Inlet, Port Burwell, Rankin Inlet.

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4. It is recommended that all future school designs include appropriate kindergarten space with the requirement being 1000 square feet per class; that suitable furniture and audio visual material be standard equipment; and that play and washroom facilities be included in future pre-school accommodations.
 5. It is recommended that a basic list of approved learning material, books and equipment be established for pre-school use.
 6. It is recommended that pre-school teacher qualifications be outlined to include: (1) basic professional pre-school training in psychology, methodology, etc. and (2) thorough familiarization with the culture of the pupils.
 7. It is recommended that the scope of the present Teacher Education Programme be broadened to include involvement in the Northern pre-school programme.
- Although steps have been taken recently to include special pre-school facilities in schools, few of the existing kindergarten rooms have been designed for this purpose.
- Pre-school material and supply standards suitable for the North have yet to be outlined for school guidance. The list should include additional material particularly in science, recreation equipment and working materials. Lists of learning materials should refer to curricular outlines and to ongoing programmes in order to be useful and appropriate for various pre-school situations. Care must be taken to ensure that the objectives of the kindergarten programme are not compromised by a lack of resources or a conflicting philosophy in the years beyond this level.
- Many kindergarten teachers in the Territories have had no specific training in that area and few, if any, have had training in the area of intercultural education or a knowledge of the native languages. In some instances, kindergarten teachers have been assigned dual roles, e.g. teaching pre-school in the morning and home economics in the afternoon.
- The Teacher Education Programme would need to be increased substantially in scope as well as funding in order to provide the necessary requirements for the added programme. Young people attending the course could possibly be offered specialist courses in this area.

RECOMMENDATIONS

COMMENTS

8. It is recommended that experienced Classroom Assistants be considered for work in the Northern pre-school programme.
- Many assistants have proven their capability during several years of classroom work and have given valuable help in intercultural education. In the 1971-72 school year three experienced assistants will be in charge of pre-school classes where instruction will be given in the native language. The communities involved are Grise Fiord, Hall Beach and Clyde River.
9. It is recommended that a pre-school curriculum be designed for use in northern schools involving:
(1) recognition of the ethnic background of the children and (2) recognition of the fact that the philosophy of learning through the school years begins in the kindergarten classes.
- The kindergarten programme is related to local interests and activities, with children taking part and parents involved. The school year should reflect the community's social, economic and religious cycles, with due consideration for minority groups. Kindergarten is viewed as an enrichment experience rather than a part of the "learning continuum".
- The urgent need for curricula outlines in the elementary grades has been recognized and a Curriculum Handbook was placed in the schools in September, 1971. In view of the multi-cultural approach planned for primary grades more detailed material in terms of methodology as well as content will be needed. With contributions from teachers, consultants, superintendents and curriculum personnel, such material can be supplied.
10. It is recommended that all pre-school classes be heterogeneous and multi-lingual wherever the community warrants it.
- As language experiences in other than the child's first language will be provided for the first three years of school, the basic English level would be eliminated with the main language transfer taking place in the third and fourth year.

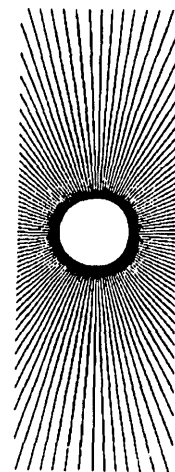
RECOMMENDATIONS

COMMENTS

11. It is recommended that every kindergarten child within two months of beginning school should receive a thorough examination from a competent team of medical personnel provided by the Department of National Health and Welfare.

Children needing attention should receive it in their own or a nearby settlement. If this is impossible, an attempt should be made to alleviate the traumatic experience of extended periods of treatment in distant places. Once treatment is over, regular follow-up is needed.

Psychological assessment should be provided by a school psychiatrist who would schedule an annual examination of every kindergarten child. In this way, problems could be understood and support provided by the teacher and selected community personnel.



SURVEY OF EDUCATION

ELEMENTARY EDUCATION

RECOMMENDATIONS

12. That where practical elementary schools be open for the entire year, and that schools offer twelve monthly instructional periods from which children and parents would ordinarily select learning sessions equal to at least eight instructional periods each year.
13. That Superintendents in co-operation with principals develop varying enrolments for instructional groups according to the instructional needs, services and resources available at given times and places and that the 25 to 1 ratio be used as a guide to the total number of teachers only, in any region. All such arrangements should be reviewed by the Director to maintain a co-ordinated policy throughout the Territories.
14. That an individualized and continuous learning programme be established and developed for each elementary pupil.

COMMENTS

Elementary schools are presently vacant for at least three months each year. They should be available to children and the community throughout the year.

The present practice of trying to adhere closely to a 25 to 1 ratio in all classes fails to take into account learning levels of students, linguistic or cultural complexities, availability of additional instructional service through the use of classroom assistants, specialists etc. or the availability of educational resources such as books, tapes, films, slides etc. Where open areas and team teaching techniques are in use and well developed programmes of individualized instruction practised, teacher-pupil ratios may well differ widely from that required under more traditional circumstances. Therefore, we feel that arrangement and allocation of staff in any school should be the responsibility of Superintendents and Principals, who must use their professional judgment within the limitation of the overall allocation of teachers to a region.

No child should spend more than seven years, including pre-school instruction, in elementary school. Each child should be allowed to progress at a rate commensurate with his interests and abilities. The present practice of having pupils repeat a grade or level should be discontinued.

RECOMMENDATIONS

COMMENTS

15. That the practice of departmentalizing instruction and the appointing of specialist teachers in the elementary grades for this purpose be discontinued, and that teachers be selected who are sufficiently competent to provide a full range of experiences in keeping with the philosophy and objectives of a Territorial elementary curriculum. Exceptions to this could be acceptable in the Technological and Fine Arts fields.
16. That each child be provided with a school lunch and such other food and/or vitamin supplements as may be deemed necessary during the school day.
17. That an individualized programme for each child in physical development be emphasized and that such programmes be co-ordinated with various leisure-time and vocational-oriented activities available within each community.
18. That each school in co-operation with other social agencies ensure that each child will have regular and adequate dental, medical and psychological treatment and care. Such services could also include hygienic and clothing assistance consistent with the general expectations found in each community.
- There is an increasing tendency, particularly in large elementary schools, to fragment elementary instruction into discrete units with children moving from unit to unit under the direction of different teachers. We strongly advise against this in northern schools where a multiplicity of instructors tends to confuse students already faced with many cultural and linguistic adjustments.
- Present practice permits noon lunch supplements on a local option and funds available basis. Every child should have the opportunity to take a hot noon lunch every school day. Additional food supplement should be made available on the advice of the Department of National Health and Welfare. In conjunction with this procedure an intensive programme stressing the importance of meal preparation and nutrition be offered through Adult Education Programmes.
- Each home-room teacher should be responsible for ensuring that each child under his care is provided with an adequate programme of psycho-motor and general athletic development. The present tendency found in some schools is to over emphasize team sports with decided competitive orientations.
- Present health care programmes are not well co-ordinated with school or family expectations. The school should be assigned the task of co-ordinating such functions and ensuring that there is adequate communication between the various agencies and individuals concerned.

RECOMMENDATIONS

COMMENTS

19. It is recommended that the School Ordinance be amended to permit the use of Eskimo, French and Indian languages as languages of instruction in the primary grades and that courses in these languages be permitted at all post-primary levels. Also, it is recommended that, wherever a significant number of children (seven or more) have as their mother tongue a language other than the majority of children in the class, they may receive instruction in the primary curriculum in their own language by a qualified primary teacher.
20. That elementary curriculum guidelines be available and authorized for use by the fall of 1972 and that these guidelines be updated on a regular basis thereafter.
21. That the practice of issuing authorized textbooks be discontinued in favour of lists of recommended resource materials, carrying the Commissioner's approval.
22. That each teacher give due cognizance and support to those values held by minority social, cultural, and economic groups within the north as well as those of the country at large, so that the implications of choice available to students in planning their futures are understood.
- Parents in the community could be accredited to teach and supervise children in the primary grades and should receive appropriate remuneration for such services. In addition to providing a wide range of educational and support services, such a teacher-parent could provide language instruction for a minority group.
- In the selection of materials from the approved lists, teachers, principals and superintendents should be guided by local needs and opinions and teachers should be held accountable for providing a suitable learning environment for each child assigned to his or her care. All such material used should receive official authorization before being introduced into the school programme.
- This recommendation is basic to one of the major objectives of the Education Programme in the Territories in that the school must accept and discharge effectively its responsibility for providing young people with the implications of their choices for lifetime aspirations. The advantages and disadvantages inherent in the varieties of life styles available to students must be clearly identified.

RECOMMENDATIONS

23. Elementary schools should be designed to serve as social centres for subdivision units within communities. The ideal maximum size for elementary schools offering a Kindergarten to grade VI programme is in the range of thirteen to seventeen classrooms.

COMMENTS

Planning standards have been generally adopted based on the following parameters:

1. Walking distance to school - Maximum 1/2 mile
2. Grade levels offered - viz. K-VI K-VIII
3. No. of rooms per grade level - Maximum 2 or Maximum 4
4. Population density around the school

Compared with southern conditions, where this standard has been developed, there are variances:

- a. Except in large northern communities (city and towns) the population density is lower than in southern communities
- b. Northern family size is larger-this tends to compensate for a.
- c. Classroom size is lower - 25 pupils per room vs. 30 in south

Assuming the effect of b. and c. will compensate equally the effect of a., we can directly apply existing standards.

Based on a maximum of 2 classrooms per grade level for Grades K-VI, the maximum elementary school size will be in the range of 13 to 17 classrooms. This standard would apply to most northern settlements.

Based on a maximum of 4 classrooms per grade level for grades K-VI, the maximum elementary school size will be in the range of 25 to 33 classrooms.

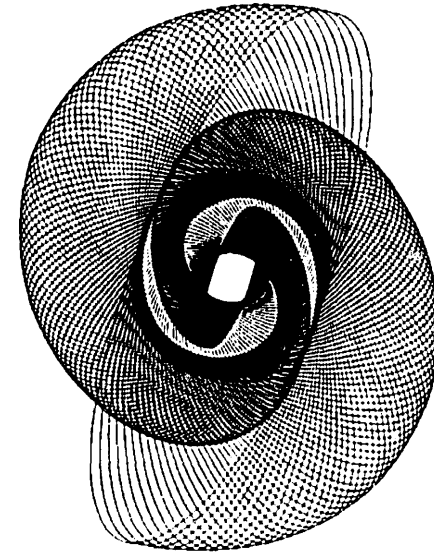
For optimum administrative efficiency the 25-33 classroom size school should not be exceeded. However, the transition from home life to school programme is made easier for the pupil when the smaller, 13 to 17 classroom elementary school is provided.

RECOMMENDATIONS

24. That elementary schools be viewed as open institutions which encourage visits by parents and other interested parties at any time.
25. That the introduction of the teaching of a second modern language in the lower grades of the elementary school be approved subject to community approval and the availability of staff and facilities.
26. That specific instruction in English as a second language should be continued throughout the elementary and secondary schools.
27. That all education staff coming to the North should be given as much encouragement and aid as possible in learning the native language of the area.
28. That more training be provided in the areas of Home Economics, Industrial Arts, Handicrafts, etc., in the Elementary schools. Basic facilities and trained teachers should be made available in these schools.
29. Cultural and Survival programmes should be offered with the assistance and guidance of local people. Emphasis should be placed on the contribution of time and skill to these programmes both by teachers and local resource people.

COMMENTS

Most of our schools are closed institutions in that they are accessible to adults and for that matter to children on a tightly restricted and limited basis. We feel strongly that every possible effort should be made to develop schools into local community activity centres involving both adults and children in every northern community.



SURVEY OF EDUCATION

SECONDARY EDUCATION

RECOMMENDATIONS

COMMENTS

Programme Location

30. That Grade 7 and 8 instruction be provided in every settlement school of five or more classrooms.
31. That Grade 9 be provided as soon as possible once schools reach a level of ten or more classrooms of Kindergarten to Grade 8.
32. That general diploma high school programmes be continued in the following settlements: Hay River, Fort Smith, Inuvik, Yellowknife and Frobisher Bay and that a general diploma programme be established at Rankin Inlet by the fall of 1974.
33. University entrance programmes should be continued in the following communities: Hay River, Fort Smith, Inuvik, Yellowknife, and Frobisher Bay. There should be no extension of this programme to any other community in the immediate future.

This policy is presently in effect although more detailed planning is necessary if these objectives are to be met, particularly when estimates, budgets and forecasts are drawn and priorities assigned.

This is an extension of the same principle underlying the first recommendation, namely, the appropriate schooling programmes should be made available to children in their home communities until they reach mid-adolescence (approximately 15 years of age.)

Although this programme has been in effect for some time it has never been emphasized or particularly well articulated. It is most important, therefore, that viable programmes of this nature be established in the Western high school centres and that sufficient emphasis be given them in the new schools at Frobisher and Rankin. The extension of a high school diploma programme in Rankin would be in keeping with our objectives to provide senior secondary programmes in each of the major regions of the Territories.

In terms of the number of students involved, it is believed that too great a proportion of our high school resources have been allocated to matriculation programmes. While it is felt that these programmes should be centralized, it is realized that it would be inexpedient to discontinue any of them. At the same time, however, it is essential that there be a moratorium on any further expansion of matriculation programmes.

RECOMMENDATIONS

COMMENTS

34. High School vocational and technical programmes should be centralized at the schools at Frobisher Bay and Yellowknife with the latter institution offering the senior courses in these areas.
35. There should be continuing liaison with southern institutions giving selected senior students aid to enter such courses.
36. That the present Alberta Junior High School Programme of studies be replaced by a Territorial Programme no later than the fall of 1973. The Territorial programme should be so designed that it would provide appropriate learning experiences for students from the age of 12 to 14 approximately, regardless of their levels of achievement in elementary programmes. These programmes should be individualized.
37. That a Territorial general diploma programme for students of senior high school age be designed and put into effect by the fall of 1974.
- The availability of special technical and vocational programmes within the Territories should be increased. These programmes should be carefully co-ordinated with those offered by Continuing and Special Education, particularly those available at the Fort Smith Adult Vocational Training Centre. Every effort should be made to expand such programmes within the Territories.
- A more co-ordinated and effective means must be found to integrate school and continuing education guidance programmes, particularly in terms of vocational counselling and student follow-up.
- Such an approach would require a profound change of attitude and style on the part of most secondary teachers. Class and subject organization would have to be radically modified. Appropriate curriculum and programme guidelines would help bring about the necessary changes but the objective of individualizing each child's programme could only be achieved as a result of selective instruction procedures and intensive in-service training of teachers.
- In keeping with the concept of the open school, available to anyone in the community wishing special or general forms of schooling, the new diploma programme would have to be designed with Territorial realities in mind. Each programme would have to be graded in terms of student aptitude, interest, vocational outcomes and life expectations. If such were done, the student could anticipate at least in a general way what the immediate, as well as the long term benefits, of such a course of action would be. This programme, which would include all vocational and technical courses, would be the core element of Territorial secondary programmes and would be given priority in terms of materials, facilities and staff.

RECOMMENDATIONS

COMMENTS

38. The University entrance programme should continue to be based on the curricula and examinations provided by the Alberta Department of Education. Instruction in these courses should be made available largely on a tutorial basis in which the tutor-student ratio would be 1 - 25 for Grades 10 - 12 inclusive.
39. Junior and Senior High School programmes should be offered on a year round basis. Students should be allowed to enter programmes at any time subject only to the availability of space.
40. That opportunities be made available for credit-bearing student programmes in travel, home, community and work experience.
41. That Junior and Senior High Schools be viewed as open institutions which adults could attend on a partial or full-time basis.
- Considerable direction would be necessary in order to ensure that students have access to individualized programmes which are sufficiently open ended to allow them entrance to a wide variety of career and life choices. Teacher-pupil ratios in this programme would have to be determined annually in reference to proposed individual student programmes in each school. As many learning situations will be guided by non-teaching personnel, the ratio concept will have to be replaced by some more suitable staff requirements criteria.
- At present too many teachers are assigned to providing instruction for matriculation students. The viewpoint held by many parents and students that the matriculation programme is the only viable and worthwhile programme, must be changed. At the same time, however, it is important that the quality of this programme be improved. It is believed that the recommended change if carefully implemented would bring this about.
- Our high schools are presently vacant for nearly two and one half months. It is imperative that arrangements be made to have continuous year round programmes at these institutions.
- Some opportunities are presently available in these areas, but there is a tendency to view them as extra-curricular rather than as integral parts of each student's programme.
- The tendency to view high schools as adolescent institutions only, must be changed. Our high schools must be seen as community education centres offering programmes at such times and of such a nature that adult attendance would be substantially increased.

RECOMMENDATIONS

42. That a Board be established comprised of Department of Education professional staff and such other persons as may be deemed necessary to assess the effectiveness of all secondary programmes and to rate student performance in all programme areas.
43. That credit programmes in indigenous languages and cultures be made available in all schools.

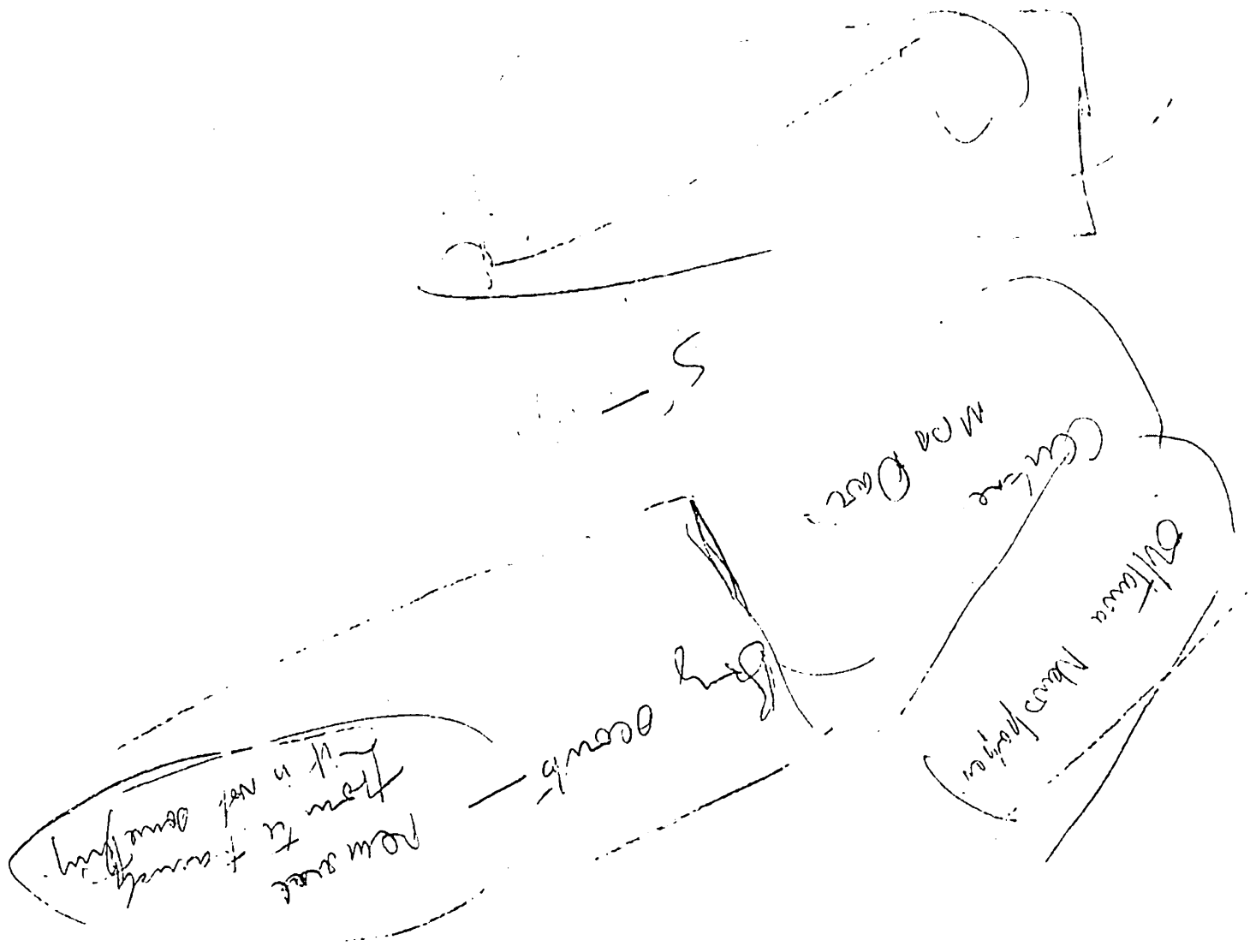
COMMENTS

One of the persistent concerns confronting all those directly or indirectly involved in secondary programmes is the quality, relevance, and efficiency of such programmes. An Assessment Board with broad terms of reference could provide the necessary evaluation and feed-back.

Some progress has been made in introducing indigenous language courses in our schools. More definite steps are necessary and basic guidelines required. Such steps would ensure the establishment and development of worthwhile programmes in this vital area.



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SURVEY OF EDUCATION

CONTINUING AND SPECIAL EDUCATION — ADULT BASIC EDUCATION — COMMUNITY DEVELOPMENT — SOCIAL DEVELOPMENT AND HOME MANAGEMENT

NOTE:

Continuing and Special Education provides opportunities for the out-of-school adult to gain experiences, take courses, develop skills and participate in decision making processes on matters which affect his life. Adults should be able to develop their personality and abilities to the fullest possible extent and to use their talents constructively.

Learning experiences are intended to contribute to the growth and development of the spiritual, intellectual, physical, political, social, cultural, economic and vocational aspects of his life.

Programmes are available to all out-of-school adults who are over the official school leaving age of 16 years. Many programmes, courses and activities are offered on site in local communities. Others are offered only at large centres within the Northwest Territories or at other institutions and facilities in southern Canada.

ADULT BASIC EDUCATION

44. That the Territorial Department of Education continue to develop and offer programmes for the out-of-school adult in keeping with his learning needs, the needs of his family and the needs of the community so that, as individuals, these adults may acquire insights, skills and knowledge which will enable him to fulfill his roles in the home, in the community and in the world of work and leisure.

It is imperative that recognition be given the fact:

- (a) that adults, both parents and other relatives, who shape in part the attitudes, perceptions and biases of the child and impart skills and knowledge in his earliest years
- (b) that it is the adults who adapt to, resist, thwart, flee from or bring about social change
- (c) that it is the adults who carry on the processes of a responsible decision-making society
- (d) that it is, therefore, necessary that adults be enabled to make intelligent decisions regarding their situations and carry out the responsibilities pertinent to them.

RECOMMENDATIONS

45. That adult education centres be developed either in the school or separately in communities where a desire is expressed for this facility so that residents may receive instruction in any subject or carry out any activity which contributes to their personal growth, increased self-worth and effectiveness as employees, family members, citizens and individuals.

COMMENTS

At the present time adult education suffers from the stereotype of emphasizing academic learning directed only toward employment:
adult and skill education is education for life and living - not merely education to earn a living.

Adults are not a captive audience as children are, they are not compelled to attend school as children are, and can be won to the learning situation only if they see the thing to be learned as immediately useful.

Therefore, provision must be made for learning opportunities which are relevant to their own situation and applicable to their own immediate activities.

Special requests for information on law and legal proceedings, mechanics of government and electoral processes, oral expression in English and the native language, information on jobs and career counselling and consumer education are continually being made.

Crafts such as weaving and other skills relating to folk culture, drama, music and any other of the performing and fine arts are areas of vital interest to people. Films on any topic, records, cassettes (and cassette recorders) providing instruction on subjects of interest to them (in English or their own language), library facilities and a neighborly social drop-in centre should be available. These activities are all functions of an adult learning centre which serves as an information-giving and recreation facility.

Such provision for adult learning in settlements will enable people to view education as a process of continuous learning to be entered at any time. Adults who are family heads, mothers alone, or other individuals usually denied the right of further regular

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RECOMMENDATIONS

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46. To develop programmes which will enable adults to improve their skills in communication, comprehension and obtaining and using information. All forms of communication media must be utilized for this purpose and special efforts must be made using video tape recording equipment to develop T.V. programmes.
47. To develop programmes in basic literacy which will enable people to read, converse, write and articulate in the English language.
48. To develop programmes in community leadership training so that residents in settlements can get training in assessing their own community resources, in planning and acting in their own interests and the interest of their community, in recognizing structures of power, in initiating and supporting community action and assuming responsibility for that action.
49. To develop programmes that will allow the community to become involved in its own development.
- learning experiences because of sex, marriage, age, limited education or personal circumstances can attend and help develop programmes useful to them.
- People often form opinions on rumour and misinformation, and in order to be an effective member of society, adults must have access to and know how to use factual information.
- Inability to use the English language effectively prevents the northerner from understanding and fully participating in the family, community and social life around him and prevents him from taking advantage of employment and training opportunities.
- This programme is in the embryonic stages of development and response to those held has resulted in requests for more of these Workshops.
- Community development demands the involvement of all government agencies, all other institutions and businesses within a community and all residents. The process involves examining the total community in depth, and a commitment by all agencies to work together for the common goals of that community as seen by the people who live there. This means working out plans for the community in co-operation and towards certain identifiable and achievable goals. At the moment, the practice seems to be that

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RECOMMENDATIONS

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50. To develop the Home Management programme and make it available to any individual who wishes to take part in it.
51. That the Home Management programme be designed to:
- (a) develop attitudes, values, appreciations and skills by which individuals manage their personal lives and establish and maintain standards for family and community living
 - (b) to consider the importance of the family as the basic unit of society
 - (c) to make citizens aware of the management process so the individual can apply it to personal and family living with emphasis on the resources of time and money
 - (d) to impart knowledge on use and abuse of drugs and alcohol
 - (e) to impart knowledge on all aspects of family life and child care
 - (f) to provide programmes and facilities whereby the whole family may be offered the opportunity for training during the time the head of the household is being trained for relocation and employment so that the entire family may live together at the location of the training and take part in orientation and training programmes as a family unit.

each agency works in isolation and as if it were the only influence on the lives of the people.

Formerly, when this programme was first initiated in the Eastern Arctic in 1966 and in the Mackenzie in 1968 only those people who were members of Housing Associations (tenants of low-cost rental programme) were able to take part in the programme. This programme is now available to all people in the settlement who wish to participate.

The programmes initially embarked upon should be a short, high interest type, designed to meet immediate problems or prevent future ones. The information given should have immediate application and be related to problems facing the family. Unless educational interests react in a positive manner to the changes in the native people's habits, which have been brought about by the rental and welfare programmes and wage economy and urban living, the people will not take advantage of the facilities offered them to learn the skills necessary to function on an equal basis with others.

Too often the family is split and fragmented during the training period and the resulting adjustments hamper the head of the household and interfere with his job performance - resulting too often in absenteeism and alcoholism. Often too, a complete family breakdown results because wife and mother and child were not included in or even considered, in the training process.

SURVEY OF EDUCATION

CONTINUING AND SPECIAL EDUCATION — VOCATIONAL EDUCATION

RECOMMENDATIONS

COMMENTS

52. That post-secondary vocational technical education be offered to all students who are dependents of bona fide residents of the Northwest Territories on the following basis:
- (a) Those students who qualify for Family Allowance payments under the new criteria at present being developed by the Federal Government for introduction in 1972 or 1973 be eligible for grants to cover cost of tuition and other fees, books and supplies, board lodging, clothing and daily transportation by public transport.
 - (b) Those students who do not qualify for Family Allowance payments as outlined in (a) above, be eligible for loans from the Territorial Government to cover costs of tuition and other fees, books and supplies, board and lodging, clothing and transportation by public transport. These loans should be interest free till the student has completed the training, after which the loan becomes interest bearing and repayable over a period equal to the length of the training.
 - (c) All students should receive return transportation costs for one trip per year to the institution closest to his home, which offers the training sought.
53. That post-secondary vocational technical education be offered to all non-dependent students who have been a resident in the Northwest Territories for a minimum of five years under the same terms and specifications as are offered to students who come under the jurisdiction of the Federal Department of Indian Affairs and Northern Development in the provinces.

The present policy of providing virtually complete financial support for all students who wish to take some form of post-secondary education goes considerably beyond the level of assistance provided in the provinces. The rapid increase in the number of such students in the Northwest Territories is placing a heavy financial burden on the resources of the Government and in large measure, provides assistance to students who are well able to make a substantial contribution toward the cost of this education from their own resources. We feel that this policy does not represent the wisest use of the money available and that it is not unreasonable to expect such students to bear a large share of this cost themselves. The policy we have recommended assures adequate financial assistance for all students, with those whose need is greatest receiving the greatest assistance and vice versa. At the same time it assures every student who wishes to continue beyond secondary school adequate funds to do so. Under this plan no student would be deprived of such an education because of lack of financial resources, yet at the same time those who are able are required to make some personal investment.

There are always a number of students who are long time residents of the north but who no longer can be regarded as "dependent" on their parents. Such students who are of Indian background in the provinces are eligible for financial assistance from the Department of Indian Affairs and Northern Development. To extend this type of assistance to all Territorial

RECOMMENDATIONS

COMMENTS

54. That the Territorial Government continue to participate with the Federal Department of Manpower in the Occupational Training Act.
55. That when any significant relocation of Territorial workers takes place, guidance and support services during the transition period be the responsibility of the Government of the Northwest Territories.
56. That pre-employment training for northern citizens be expanded to include all established occupations presently found in the Northwest Territories.

students who are long term northern residents regardless of ethnic background seems only reasonable. The length of residence qualification would however prevent abuse of this opportunity by southerners who might otherwise move into the north just to secure assistance of this kind.

The Occupational Training Act is an agreement signed annually between Federal Department of Manpower and the Government of the Northwest Territories. It provides funds from the Federal Government to assist people to receive training designed to improve their position in the labour market. Such training usually takes the form of academic upgrading or basic skill training.

On many occasions during recent years, northern workers have been relocated in such areas as seemed most likely to provide access to steady employment. Too frequently little or no attempt was made to provide the kind of personal and family counselling for the workers and their families which was needed to help them through a very difficult period of adjustment. Often the result was that the people become hopelessly disillusioned and abandoned the opportunity to reach an improved economic level. The provision of adequate support for those who need or ask for it should be virtually automatic.

Such pre-employment training is now offered at the Adult Vocational Training Centre in Fort Smith in carpentry, welding and mechanics only. Such occupations as electrical work, oil-burner servicing, plumbing, sheet metal work etc. should now be included.

RECOMMENDATIONS

COMMENTS

57. That the "Training on the Job" and "Training in Industry" programmes be continued and expanded to provide improved opportunities for employers and employees in the north to develop greater business and employment potential.
58. That the Territorial Government seek greater financial support from the Federal Government, in order to develop the kinds of programmes for indigenous people which will provide them with the opportunities needed to overcome the handicaps inherent in their status as a poverty ridden disadvantaged segment of our population.
59. That an effective employment placement service for the Northwest Territories be set up and operated by the Territorial Government, with special emphasis on the placement and counselling of indigenous northern people.
- These programmes are both cost-sharing between employers and government, designed to provide opportunities for citizens to receive adequate job training in a genuine work situation which ultimately leads to full employment on a regular basis. Not enough publicity has been given to these programmes with the result that their full potential for the development of an improved work force of northern residents has never been achieved.
- All studies of such groups of people in a modern society emphasize the overwhelming handicaps which force them ever deeper into a position of hopeless frustration. Most of the recognized educational and training programmes fail completely to reach them in any effective sense, and only a bold and original attack on the underlying causes has any real hope of overcoming the prejudice, antagonism and cultural handicaps which characterize the position of such groups of people in our modern society. The Northwest Territories constitutes a special circumstance in this matter, since the disadvantaged group is a numerical majority of the general population. The need is greater and the barriers more formidable than in any other part of Canada.
- For some years now this responsibility has been shared between the Territorial Department of Education and the Federal Department of Manpower. Both agencies have been handicapped by lack of adequate staff so that in general, this service in the Territories has been most inadequate. Indications are that the Canada Manpower operation will not be expanded to any significant extent in the Territories and the Education Department is reluctant to undertake full responsibility for a service which is not normally regarded as one of its

RECOMMENDATIONS

COMMENTS

60. That an increased number of training positions be established in the Territorial Public Service to provide greater opportunities for northern people to qualify for and be placed in this Service.
61. That the present Territorial Teacher Education Programme be continued at least till a large percentage of teaching positions in the north are filled by northerners.
62. That academic and professional standards for teachers in this programme be such that graduates from the programme will qualify for certification in all parts of Canada.

"functions". We see no alternative but to set up an adequately staffed special agency within the Territorial Government to carry out this function. The need in the north is acute since the placing of those members of the indigenous population who wish to enter the labour force requires very special care and attention during the transition years.

For the most part native northerners, especially of the indigenous people, have almost no opportunity to secure the kind of work experience necessary to enable them to operate effectively in the majority of government jobs. As the largest employer in the Territories, it seems only reasonable that the government service should provide a major share of the work opportunities. At the present time, this is not the case because many of the people who should fill such positions are not adequately prepared for them. Training in the actual job situation with a well planned programme of varied work experiences would seem to provide at least a partial answer. Care must be taken, however, to see that such trainees do not become merely a source of cheap labour instead of their being provided with genuine and well planned work opportunities.

While there can be no doubt as to the need for the northern school system to draw a major share of its teaching staff from those people who have a northern background, at the same time, the value of having extensive contributions to the schools from people with experience in other parts of Canada, should not be overlooked.

Great care must be taken to make sure that the northern training programme never becomes stigmatized in the profession generally as the source of ill-prepared or "second rate" teachers.

RECOMMENDATIONS

COMMENTS

63. That an internship of several months continue to be an important feature of this programme and that it be planned in such a way that trainees do this work in a school situation which will enable them to use their mother tongue in the classrooms.
64. That the Territorial Teacher Education Programme maintain close liaison with the University of Alberta and continue the present practice of having its students earn University of Alberta credit, while at the same time expanding and strengthening those parts of the programme which reflect the special needs of northern students.
65. That the school guidance and counselling service be expanded so that such assistance is available in elementary, junior high and senior high schools, to provide assistance and support for both children and parents.
- The great strength and major justification of this programme lies in the degree to which it is able to capitalize on the special cultural and linguistic backgrounds possessed by its graduates. These people must possess to a marked degree strong professional characteristics which make them uniquely superior for northern schools because they have these special strengths. Otherwise, they might just as well take their training in a southern institution.
- If this programme is developed as it should be, then it should draw on the special strengths of a large, well-respected institution such as the Faculty of Education of the University of Alberta, while at the same time making its own unique contribution to that institution which itself must produce many teachers who need special expertise for work in a multi-cultural, multi-ethnic and multi-linguistic environment within the province of Alberta.
- The tendency to concentrate these services almost exclusively in the senior high school must be regarded as short sighted in the extreme. Unless students can receive support and guidance in both personal and academic matters in their early years at school, the hope of correcting the faults and errors which are sure to develop at that time when they are well on in their teens, is slim indeed. The carry-over into their vocational success is obvious, so that without this earlier guidance much vocational and occupational counselling in later years is fruitless.

RECOMMENDATIONS

COMMENTS

66. That the counselling and guidance service for students generally be based on:
- (a) the importance of understanding each individual as a human being, unique and unprecedented.
 - (b) the necessity of dealing with the students' difficulties in his terms and as he finds them - to take him "from where he is".
 - (c) an understanding of and respect for the supreme importance of listening to the student.
67. That the counsellors in the northern education system be given special training in northern and circumpolar ethnology.
68. That northern people be recruited to work in the school system in a para-professional capacity with the counsellors.

It seems axiomatic that such individuals have an understanding of the significance of the special qualities which characterize many northern students. Past experience indicates that all too often successful "southern" counsellors were most ineffectual in their role in northern schools because they lacked an understanding of the unique cultural and traditional backgrounds of northern indigenous people.

Present circumstances often indicate that professional guidance counsellors in northern schools are so full of theory and the importance of correct procedures, all closely related to the southern white society, that they have forgotten how to listen. The para-professional, with some special training such as that at present available in Prince Albert and Lethbridge, will be in a position to win the trust and confidence of students and to provide help in life crises for northern students in a way that regular counsellors may never know about.

SURVEY OF EDUCATION

CONTINUING AND SPECIAL EDUCATION — APPRENTICESHIP

RECOMMENDATIONS

COMMENTS

69. It is recommended:

1. that a Tradesmen's Qualifications Ordinance and Regulations governing the Ordinance be enacted with the following provisions:

(a) To register, test and certify tradesmen to provide a strong base for the Apprenticeship Programme for the protection of the public.

Regulation to include a Grandfather Clause:

To certify without formal examination those tradesmen who have been working in the trade for years.

70. 2. To expand the Board under the Apprenticeship Act to include:

(b) five members - (three from Government and two from private enterprise) and to be chaired by the Superintendent of Apprenticeship Training.

(c) To provide Local Advisory Committees with three members - (one from Government and two from private enterprise), to be chaired by Regional Supervisors.

71. 3. That Tradesmen's Qualification Examinations be updated periodically to keep our standard as high as the provinces.

A committee was set up in September 1969, for the purpose of implementing a Tradesmen's Qualification Act.

This Act was forwarded to the Commissioner's office and then to the Legal Department. The Legal Department amalgamated the Apprenticeship Ordinance with it. Completed the Regulations governing the Ordinance in December 1970, and these will be submitted to Council in 1972 along with the Ordinance. Presently working on the Regulations governing the individual trades. Regulation changes will be made as the programme grows. We have now gone back to the original Tradesmen's Qualification Ordinance and will submit this to legislation.

This Board will advise the Director on matters relating to the establishment and operation of Apprentice Training Programmes and Tradesmen's Qualifications.

This Committee will advise and assist the Superintendent in matters relating to Apprenticeship and Tradesmen's Qualifications.

All old examinations from Ottawa have been destroyed and replaced by 1969-70 examinations from the provinces. Examinations will be upgraded every three to five years. Plumbing trade time reduced, Painter and Decorator time increased to be in line with the provinces.

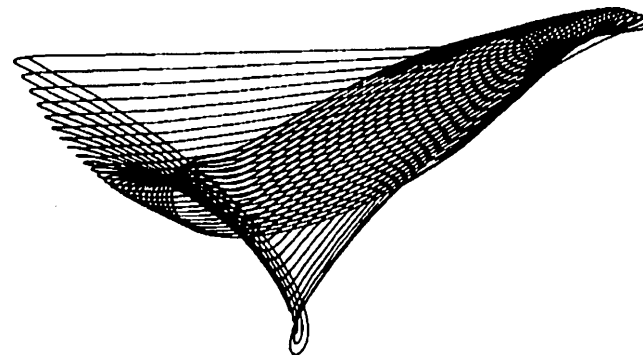
RECOMMENDATIONS

72. 4. That Apprenticeship positions be added to the Civil Service at the rate of at least eight per year.



COMMENTS

Presently working on pamphlet re Apprenticeship opportunities. Government trade positions should be filled with tradesmen who have completed their Apprenticeship under our programme. Each year Apprenticeship positions should be added to the Territorial Civil Service to give us a wider range of trades and enable us to train more indigenous people.



SURVEY OF EDUCATION

CONTINUING AND SPECIAL EDUCATION — HIGHER EDUCATION

RECOMMENDATIONS

COMMENTS

73. It is recommended that steps be taken by the Territorial Government, acting through the Territorial Department of Education,

To develop and maintain close contact with southern universities in order to facilitate programmes of higher education in northern communities, both of a credit and non-credit nature.

74. To develop a community college service in the Territories by:

(a) Expanding the present adult vocational training programmes in Fort Smith into a comprehensive operation offering a wide variety of courses and programmes designed to serve the needs of northern communities in the areas of occupational, vocational, avocational, para-professional, pre-professional, technical and undergraduate work in affiliation with southern universities, such as the University of Alberta, University of Saskatchewan, University of Manitoba, Northern Alberta Institute of Technology and the like.

At the present time a beginning has been made in these areas through the University of Alberta and the University of Saskatchewan. However, it is our opinion that these services could be considerably enlarged if the needs and interests of northern communities were more carefully analyzed and close consultation with interested university authorities in the south established. A programme of this kind brings the full resource of established institutions to the doorsteps of northern residents.

For several years now, the Territorial Department of Education has been operating vocational and teacher training courses in Fort Smith, which serve all Territorial residents. Recently, the Territorial Government has bought the buildings and property formerly owned by the Roman Catholic Church and known as Grandin College in Fort Smith. As soon as they have assembled a sizeable unit to house the Adult Vocational Training Centre in Fort Smith which gives a combined accommodation facility for over 200 students, it is our belief that with careful planning and gradual development, this facility could form the nucleus of an effective community college patterned after many operating in southern Canada. It should be designed to serve the needs of all the Territories and could conceivably begin to offer some undergraduate university courses in co-operation with one or other of the southern universities who are interested in operating in the north. At the present time, the University of Alberta gives credit courses in teacher education in the Fort Smith operation.

RECOMMENDATIONS

(b) Developing a series of Adult Education Centres in other communities using the Fort Smith institution as one of the centres of operation from which to deploy staff, materials, and programmes and through which students may be drawn from other communities for continuing study.

(c) Establishing a study and research centre, specializing in linguistic, historic, and cultural aspects and interests of the northern native people.

75. To work with southern universities for the expansion of small institutions similar to the Arctic Summer School of 1971 in Inuvik, specializing in programmes of special interest to individuals and institutions working in and for the north and northern people.

COMMENTS

A number of Northern communities already have small Adult Education Centres in operation. A community college development in Fort Smith should serve to provide a centre of operations for a Territorial-wide series of these local units which serve the people in the fields of basic literacy, social and housing education and short-term occupational programmes. Properly co-ordinated students from these centres should be able to continue more advanced work in their field at a large operation in Fort Smith.

In view of the rapidly developing interest in all aspects of intercultural education for Indian, Metis, and Eskimo people in Canada, it seems logical that such programmes should be centred in some location and institution which is familiar with these needs on a first-hand basis. Much work is underway at present in the language and linguistic fields, involving our native people at various places in the Territories and in Northern Canada. Therefore, we feel that the time is now ripe to bring these together in a centre where programmes of this kind could be developed, co-ordinated, and strengthened.

While the 1971 summer school referred to was sponsored jointly by the Boreal Institute and the Extension Department of the University of Alberta, we see no reason why an extension of programmes of this kind could not be developed through the co-operation of a number of southern universities and other institutions, who have special interests along these lines. With the rapid expansion of southern based activity in the north, there is a growing need for services which will give much needed orientation and background information to all those who plan northern programmes.

RECOMMENDATIONS

COMMENTS

76. To co-operate with other educational agencies in the development of technical facilities which can serve to bring the resources and services of southern institutions of higher learning to the northern people.
77. To develop programmes of special training for teachers in intercultural situations to serve the orientation, preparation and in-service needs of such teaching personnel.
- Technical facilities designed to transmit information and knowledge available in universities to other centres are being developed rapidly, and no doubt in a few short years, this will introduce a whole new facet of higher and continuing education. Some work along these lines has already been carried out on an experimental basis in the Northwest Territories. Before proceeding with any programme to establish expensive permanent facilities in the north as repositories of such information for northern people, a very careful study should be made of how the same resources may be made available without this kind of expensive development, by the use of new electronic and communicative devices.
- One of the greatest weaknesses in the present public education system in the Territories stems from the necessity of using predominantly southern trained teachers in northern schools, with scant if any preparation, for working in a complex intercultural situation. Other countries faced with similar problems notably Australia, have developed extensive facilities to overcome this difficulty. In Canada some work has been done at several Canadian universities, but to date, its impact on the whole field of intercultural teaching has been quite small. Since the Northwest Territories is one of the regions in which these problems are most prevalent, it would seem logical that programmes to meet this need should be carried on in a northern setting, probably as a feature of the community college operation already described.

RECOMMENDATIONS

78. To maintain a programme of financial assistance for continuing and higher education students who, as dependents or in their own right, are established northern residents. However, it should also be so designed as to require each student to invest a reasonable measure of his own resources in his own education

N.B.

We recommend that the same programme of financial support for higher education students be established as that set out in Recommendation No. 52 under Vocational Education (Page 41)

79. That legislation be enacted at an early date to provide some kind of general control over institutions of higher education, their programmes and the authority to grant degrees within the Territories.

COMMENTS

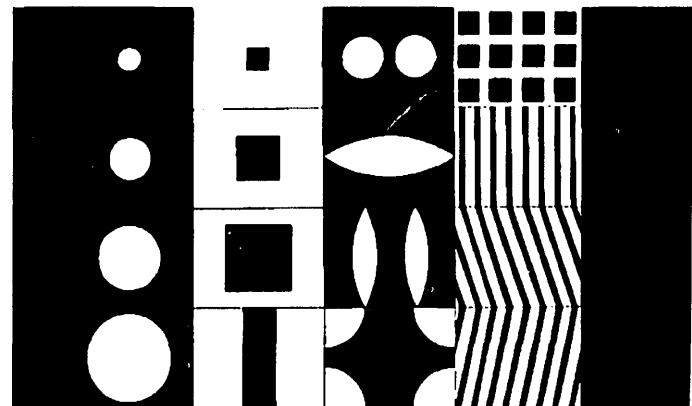
The present structure of grants and bursaries available to university, technical or vocational students from the north, has served the needs of the north very adequately to date. In fact, there is growing evidence that some aspects of this programme have probably been more generous than we can afford. Further, there has been a growing feeling that not enough commitment by the students themselves was being required. In other words, the assistance came too easy and required no sacrifice or personal involvement of the students themselves. We do not believe this is a desirable situation and would urge that new regulations be developed which produce a better balance of assistance by the Government on one hand, and southern help by the students themselves on the other. It is our belief that northern students should face the same demands as students from the provinces in securing post-secondary education. At the present time this is not the case since northern students are frequently enjoying a considerable advantage. Further to this, we should add that the regulations should be so framed that the assistance offered goes to those who have established relatively long term residence in the north, so that there can be no possibility of people from the south using the northern programme as a means of securing assistance, for which in this context they really have no right.

At the present time, various southern universities provide a variety of services and programmes in the Northwest Territories. Some of these, such as the Teacher Education Programme in Fort Smith, carry credit towards an undergraduate degree. Others such as the Arctic Summer School in Inuvik, carry no credit. Of recent months, there has been considerable discussion on the possibility of establishing a university for the north. Therefore, we feel that the time is

RECOMMENDATIONS

COMMENTS

now ripe for the establishment of some kind of control legislation under the auspices of the Territorial Government.



SURVEY OF EDUCATION

CONTINUING AND SPECIAL EDUCATION — SPECIAL EDUCATION

RECOMMENDATIONS

COMMENTS

SPECIAL NOTE:

The recommendations in this section of the report were developed as a result of consultation with Mr. Henry Lunn, Co-ordinator of Special Services, School District No. 57, Prince George, British Columbia, and with Special Education authorities in the province of Alberta.

Mr. Lunn, at the request of the Territorial Director of Education, carried out a ten day survey of some of the education centres in the Mackenzie District of the Northwest Territories and prepared a report and recommendation on the Special Education needs of the Region. Meetings were also held with Mr. K.T. McKee, Supervisor of Special Education for the province of Alberta and officials of the Federal Department of Health and Welfare. A visit to the Special Education centre, operated by the School Board of District No. 57, in Prince George, was made by the Director. A careful study was also made of the following reports on the topics under consideration.

1. Special Education Advisory Handbook, 1971
Special Education Branch
Ontario Department of Education
2. Long Range Plans for Special Services
School District No. 57
Prince George, British Columbia
3. Report on Arctic Consultation at Frobisher Bay
and Cape Dorset, N.W.T.

from a Psychologist's Observation
By: William F. Clapp, Ph.D.

4. Report, Baffin Region Consultation
March 15 - 29, 1971
J.D. Atcheson, M.D., C.R.C.P. (C)
5. Report - Special Services - Recommendations
and Comments
H.J. Lunn - Co-ordinator of Special Services
School District No. 57
Prince George, British Columbia

Where direct excerpts from these various reports have been used in our Survey they are, of course, appropriately acknowledged, but we would like to express general and very sincere thanks at this time for the contribution which the individuals and agencies have made to our study. Since none of us in this Department possesses the special expertise needed to advise competently in the field of Special Education, we feel that the presentation of Recommendations and Comments based on the work of well qualified people represents the most useful contribution we could make.

RECOMMENDATIONS

80. That the Territorial Government should adopt a new policy for the provision of Special Educational services for exceptional students whereby the Department of Education accepts complete responsibility for all aspects of such education, but at the same time works closely with private agencies and other government departments both Territorial and Federal so that the best possible resources may be made available for the programme.

COMMENTS

Under present circumstances educational programmes have been established for retarded children, inmates of detention centres, hospital patients under the auspices of various groups, some private and some governmental. If the maximum resources can be martialled under one authority, it seems reasonable to suggest that better service can be provided. The Education Department would seem the logical

RECOMMENDATIONS

COMMENTS

81. That the programme to be developed for exceptional students adhere to the following principles:
- (a) That all students have exceptional needs in education and that with few exceptions, their needs can and should be met in the "regular" classroom.
 - (b) That the majority of exceptional students be provided with the special education programmes they need in the regular classes of the school in their own community or as close to their home environment as possible.
 - (c) That for those exceptional students who require instructional services and facilities not possible in the local school setting, one or more centres should be established in the Territories to provide for these special needs and that the students transported to these centres where their needs can be met.
 - (d) That for those students whose special needs require the skills and facilities found only in highly specialized institutions in Southern Canada, these should be made available by sending the students to such institutions at government expense.
82. That a comprehensive inventory of the special education needs of Territorial students in terms of quality and quantity be carried out by competent specialists. This inventory should be started as soon as the new programme of special education is adopted, to be finished in not less than six months.

place to centre all such programmes supported by services and programmes available or to be developed by other agencies and departments.

Quote from Mr. Lunn's report: "Recently, radical changes have been made in many systems to implement a philosophy that the philosophy and objectives of Special Education are not different from those of all other areas of education. This becomes especially apparent when recent research projects have indicated that up to 25% of all children have significant learning disabilities in at least one area of development. In addition, there is a lessening of emphasis on the establishment of remedial, slow learner and educable retarded programmes, but increasing pressure to establish developmental progress within the context of the regular classroom for many of those children formerly shunted into full-time special programmes".

Second Quote from Mr. Lunn's report: "In comparative studies recently done between similar children in special classes and regular classes there has been no measurable difference in achievement levels. In fact, in some instances, 'special' children in regular classes have achieved at a higher level than those in special classes".

Various studies in certain localities dealing with specific educational problems have been carried out during recent years, but comprehensive and reliable facts and figures for the Territories as a whole have never been secured. Until these are available, effective planning and programme development is virtually impossible.

RECOMMENDATIONS

COMMENTS

83. That the following specialist staff be appointed to the Department of Education to serve the special education needs of the Territories:

- (a) School Psychologists to serve the Mackenzie and the Keewatin/Baffin Regions

General Duties: To receive referrals from principals and teachers and to recommend, interpret and administer appropriate remediation.

- (b) Educational Social Workers for each Region

General Duties: Under the direction of the Superintendent of Education and in co-operation with the principals and other school personnel to work with students and their parents and other agencies to effect improved social and educational functioning among exceptional children.

84. That a sufficient number of specialist teachers and teaching assistants be appointed to the schools to establish effective programmes of instruction to meet the special needs of all children in regular classrooms.

To begin with, at least two would be required, one in the West and one in the East.

At least one for each region initially.

It is our opinion that these specialists represent a bare minimum of what must be available to initiate an effective programme of special education for exceptional children in the Territorial education system.

These teachers should be able to work in the schools with "regular" teachers and principals to carry out a diagnostic programme to identify the special needs of exceptional students, to assist teachers in developing special programmes to meet their needs, and to carry on specialized instruction of individual or small groups of students. These people represent in large measure the special support and resources which must be available to the teachers and principals if the schools are to be able to serve the special needs of the majority of exceptional students within the regular school environment as indicated in Recommendation 81 (a). They should have at their disposal the best media and instructional devices available for specialist and remedial teaching and should be able to provide effective in-service training of the regular teaching staff in appropriate facets of special and remedial education.

RECOMMENDATIONS

COMMENTS


85. That initially the facilities of Bompas Hall in Fort Simpson be considered for use as a Special Education Centre to serve the needs of exceptional students throughout the Territories who cannot be served effectively within the regular school environment.
- The facilities at Bompas Hall lend themselves to a development of this kind. All the basic features necessary for the provision of comfortable living for both staff and students are available. There is sufficient space available to set up the needed instructional area and the close proximity of Thomas Simpson School will provide good auxiliary teaching and recreation facilities within a relatively "normal" school environment.
86. That a staff of teachers to carry out the specialized instruction planned for the Special Education Centre be recruited, including a supervisor who can direct, co-ordinate and supervise such a programme and a "house staff" preferably of northern native people, be assembled and trained to minister to the needs of staff and students.
- It seems likely that such a centre might provide educational and training facilities for students with the following exceptional needs:
- (1) Educable Mentally Retarded (E.M.R.)
 - (2) Trainable Mentally Retarded (T.M.R.)
 - (3) Moderate Hearing Impairment
 - (4) Educational Disability
 - (5) Speech Impairment
- Other groups could be added as needs develop and are identified.
87. That an educational and psychological testing service be established in the Territorial Department of Education to provide the diagnostic and remedial services for the Special Education Programme as well as for the schools generally.
- Though many testing devices are of dubious value in an intercultural situation such as exists in the North, nevertheless, some kind of evaluation process is necessary if proper programme planning is to be carried out and effective remedial procedures instituted in the schools and in the Special Education Centre.

RECOMMENDATIONS

COMMENTS

88. That in the process of developing an adequate and competent staff for the various aspects of the Special Education Programme, every effort should be made to use native people in preference to southerners wherever suitable candidates can be found. Great emphasis should be placed on the maintenance of close links with the cultures of the indigenous people in implementing the whole programme so that the harmful effects of cultural conflicts can be minimized for exceptional students with special educational, social or emotional problems.
89. That financial support for this programme of Special Education for exceptional students be sought from such agencies as the Federal Department of Health and Welfare which has sizeable resources for special projects in all areas of health education, diagnosis and treatment at its disposal.
90. That the special educational needs of gifted children be served by the use of individualized instruction and continuous progress procedures throughout the Territorial School System.
- The reports of those who have studied the incidence of mental, emotional and educational disturbance among northern residents are almost unanimous in their beliefs that much of the trouble stems from the cultural and social dislocations which accompany the absorption of the native peoples into the general Canadian society. Their efforts to maintain some measure of self-esteem and cultural and linguistic identity have been largely ignored with the result that serious personal problems of maladjustment are common. Any programme of special education for exceptional students must make effective and continuing efforts to overcome the present deficiencies in these areas. Special efforts will be necessary to make sure that this programme is understood and accepted at the community level.
- Under the Health Resources Fund Act of the Federal Government a fund of Five Hundred Million Dollars was established in 1966 for the purpose, among other things, of providing facilities and training in various health fields. Monies from this fund are available to the Government of the Northwest Territories and it would seem reasonable that the programme recommended here, could receive financial support from this source.
- Teachers should make special efforts to encourage such students to perform to the maximum of their potential. This could be done without resorting to grouping them in special classes but developing their individual capabilities through the use of a programme of carefully directed study in the "regular" classroom.


RECOMMENDATIONS

91. That an experienced specialist in education for exceptional children be commissioned on a term basis to organize this programme and then turn it over to the regular administration for operation.
92. That a training programme for the development of the various specialist teachers required in this programme be provided by the Territorial School System.
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COMMENTS

In order to establish a programme of this kind, it would seem advisable to acquire the services of an experienced specialist to direct the staffing, special training and detailed organization which will be required. Once the programme is in operation the regular educational administration should assume its direction so that the best possible integration with the regular programme can be developed and maintained.

So that the specialized needs for this programme may be served to optimum advantage, it seems wise to have its direction and operation in the hands of experienced northern educators who understand northern conditions and can anticipate what will be required to serve them. Few, if any such people would likely be available in Southern Canada, so that the only possible alternative is to find people with good potential for such work within the Territorial System itself, and provide them with the specialized training they will require.



SURVEY OF EDUCATION

CURRICULUM DEVELOPMENT

RECOMMENDATIONS

COMMENTS

93. The school ordinances be amended to provide for a continuum of public education consisting of a minimum of kindergarten and twelve additional years.
94. The school ordinances be amended to provide for optional community educational programmes and services for pre-kindergarten children.
95. The school ordinances be amended to remove compulsory attendance regulations.
96. Encourage an open-ended philosophy of education that will permit the child to proceed at his own rate of educational growth on a programme of studies attuned to his peculiar needs, interests and abilities.
97. Learning experiences should be so arranged as to emphasize the integrated nature of knowledge.
(a) In the kindergarten through grade six programme the common theme should be communications. Having developed competency in communication through the spoken, written, symbolic and non-verbal content areas, the student can then be expected to enter the more specialized curriculum fields as these are found at the junior and senior high school levels.

Rigid grade structures, streaming, homogeneous grouping procedures tend to work to the disadvantage of the students by "freezing" them within a preconceived learning pattern. Moreover, such organizational systems tend to emphasize the necessity of crossing numerous hurdles as the individual progresses through the system. The implication is that through delayed rewards the child will eventually receive his due compensation. The future orientation required of the individual in order to achieve in this type of system is inconsistent with the attitudes and values characteristic of the majority of northern students.

Traditionally, content has been fragmented into distinct parts as, for example, English, Mathematics, Science, Social Studies, etc. Concurrently, subject areas have been viewed as discrete entities, each one assigned to a prescribed amount of coverage on a scheduled basis. Certain results have accrued from this type of arrangement. Subject areas have been arranged in a hierarchy of importance. For example, English and Mathematics are viewed as superior to social studies and the fine arts and these received proportionately greater attention. The inter-relatedness of

RECOMMENDATIONS

(b) In keeping with adolescent patterns of development in general, and the importance of immediate rewards as opposed to future orientation in particular, the student should progressively have the opportunity in the junior and senior high school years to narrow his area of subject specialization. Whereas the child has devoted the first seven years of his education to exposure to a broad educational offering while mastering the art and science of communication, the last six years of his schooling should provide him with the opportunity to pursue those learning experiences which are compatible with his abilities, needs and interests.

98. The school should broaden its role in order to include programmes of study related to the demands of a rapidly changing society. Emphasis must be given to such content fields as consumer living; civil and criminal laws as these affect the layman; environmental studies; family life education; social problems (alcohol, drug abuse, etc.) These areas of study which could be labelled as "life skills" should be complemented by learning experiences in recreational pursuits which may be expected to find utility as leisure time activities.

(a) The school should abandon its role as the selection agency for post secondary training and/or employment. The appropriate agencies (industry, technical institutes, universities, etc.) must assume responsibility for their particular entrance requirements.

(b) Given the recommendation above, the student should be encouraged to pursue his interests within the broadest possible course offering at the high school level without being under the compulsion to fulfill specific diploma and/or matriculation requirements.

COMMENTS

knowledge is assured. The pupil is expected to switch his attention from subject area to subject area on a mechanical basis that ignores such factors as span of attention, learning plateaux, needs, etc.

The conventional approach to public school education has been centered on the assumption that all students could be prepared for further training and/or employment. This assumption is not valid for it excludes the possibility that there will be students for whom further training is not possible or even desired. Furthermore, it is a dubious proposition at best, to assume that even if every student went on to post high school education that there would be employment available at the termination of the formal education process.

RECOMMENDATIONS

COMMENTS

(c) In order to facilitate student choice while at the same time maximizing the use of available educational facilities and resources, consideration should be given to the revision of the school year. A quarterly system initiated at the grade 10 - 12 level would constitute a step in this direction. A parallel development would be the necessity of revising our present approach to curriculum content coverage. Whereas, under the semester system a given course is allotted twice the amount of time that it received under the traditional school year; it is suggested that the course content itself should be divided into compact units with no rigid time factor ascribed. A development of this nature at the high school level would enhance the importance of immediate rewards and concurrently provide a more varied choice from the students viewpoint.

99. The kindergarten through to grade six (inclusive) programme should be the prime area of concentration of the curriculum division.

The economics of Northern education dictate that the Curriculum Division must carefully delineate those spheres of endeavour where its resources are most required and where its efforts can be most effectively utilized. In this respect it is necessary to appraise not only the professional staff requirements and finances but also the somewhat hidden factors of support staff: (typists, clerks, printers, packers, illustrators, designers, proofreaders, copy writers, etc.)

The junior and senior high school curriculum will continue to adhere to the curricula of the Province of Alberta in the immediate future.

After two years of concentrated effort on the elementary programme the Curriculum Division should give greater attention to the junior/senior high school programme of studies.

RECOMMENDATIONS

COMMENTS

With the elementary curriculum the major areas of endeavour should be fourfold:

1. The development of a conceptual framework based on the common thread of communications. Traditional subject content must be interrelated and developed sequentially on this common denominator;
2. the preparation and publication of learning materials in the fields of languages, cultures, traditions and geopolitical aspects of the Northern life should be pursued.
3. given the fact that it is economically impossible to produce and publish (not to mention impractical) unique Northern textual materials in every subject area, it is necessary to search with care for commercially available materials which approximate the needs of Northern students. Pilot projects that utilize these materials should then be established prior to their incorporation in the curriculum;

During the period of greatest concentration on the elementary curriculum, attention can be given to selected aspects of the junior/senior curriculum as for example in the area of optional courses, Canadian studies and cultural and language programmes.

Ideally, an extensive and elaborate Curriculum Division which would encompass all of the facets noted could be visualized. However, the realities of the North in terms of population statistics alone would suggest otherwise. Without a substantial increase in the population base it would be foolhardy indeed to attempt to duplicate in total the Curriculum facilities available in provincial jurisdictions.

Original materials reflecting the various attributes of Northern native peoples is a fundamental and legitimate aspect of Curriculum development serving to complement those materials requisitioned from other sources.

RECOMMENDATIONS

COMMENTS

4. in-service professional development via workshops, seminars, etc. is required if the teaching body is to be kept abreast of current developments. In this respect the Curriculum Division should perform research and resource functions for other divisions within the Department of Education. At the same time it is advisable that the Curriculum Division utilize its own publications and others that may be available for the purpose of conveying ideas and information to the professional staff.

100. The elementary curriculum must have built-in concepts that will require the extension of the child's learning experiences into the community environment.

It is as obvious as it is trite to state that a child's learning experiences are not confined to what transpires within the classroom walls. However, in this instance it is the obvious that goes begging for attention. Only in isolated instances is the community environment being exploited in terms of its educational potential.

Not only does the child benefit by exploring and learning within his world but, as well, community educational experiences affords the opportunity of establishing closer ties between the school and the home. In the Northern context it is imperative that a concerted effort be made in terms of taking the "school" to the community by means of engaging the talents of local citizens in various aspects of the learning process. In this manner the child can be expected to receive effective exposure to traditional life pursuits as well as learning experiences in the social and physical sciences.

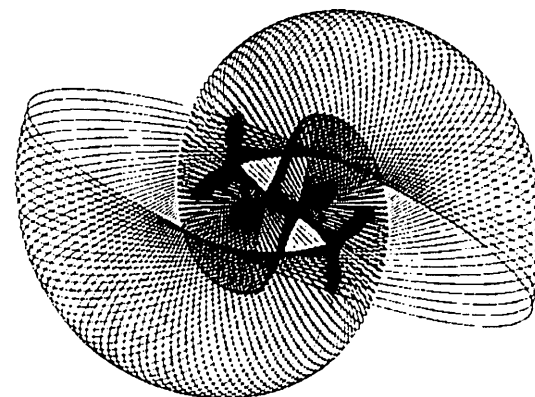
(a) At the junior/senior grade levels the Alberta curriculum affords ample opportunity for building upon this foundation through optional study units, special project credits and work experience programmes.

RECOMMENDATIONS

COMMENTS

(b) Beyond the local community emphasis should be placed upon the educational value of youth-travel and exchange programmes, both within and without the N.W.T. Ventures of this type may be directly related to areas of the curriculum or may be arranged on a visitation basis only.

(c) Given the relative isolation of the Northern school from the mainstream of Canadian life, encouragement should be given in the direction of bringing to the Northern school a representative sampling of the various artists performing in the fine arts field.



SURVEY OF EDUCATION

STUDENT RESIDENCE PROGRAMME

RECOMMENDATIONS

101. Administrators of Student Residences should report directly to the Superintendent of Education, or his representative, rather than the school principal.

STAFF

102. It is recommended that staff be better trained in all areas of student residence operation and that administrators encourage their staff in all work areas to participate in any available training courses.
103. That in-service training programmes be developed for Child Care Workers in Student Residences.
104. It is recommended that Child Care Workers and Administrators be given the opportunity to engage in and participate in conferences and training seminars which might possibly be held in other student residences.

COMMENTS

Presently the administrator of a Student Residence is subordinate to the school principal. This mitigates against the meaningful, co-ordinated and continuing liaison which we want developed in the total operation. The administrators' and principals' roles are different in that each deals with a separate discipline... the principal with the academic and the administrator with the "social-orientation" of the student. This will also acknowledge the importance of the role of the residence, which presently is seen by many only as a "room and board" situation, as well as the position of administrator, which is much more than a "baby-sitting" function.

This will allow maintenance and domestic staff in particular the opportunity to obtain better salaries and more responsible positions within student residences, as well as equipping them to do a better job in their present positions.

At present there are no training programmes and these people certainly need it as they are the ones working closest with the children. Most Child Care Workers within the Territories are not available to attend workshops held in southern Canada, therefore something must be done on the local level in lieu of this.

This will give these staff an excellent opportunity to exchange ideas and to compare their programmes in other residences. It would allow them to discuss mutual problems related to Child Care, and to find satisfactory resolutions.

RECOMMENDATIONS

COMMENTS

105. That professionally trained personnel, such as social workers or psychologists, be available for guidance to students in student residences, especially in communities where there are two large residences located.
106. It is recommended that the student/Child Care Worker ratio be no greater than 20 to 1.
107. That some formal training in Child Care be a pre-requisite before persons are hired for these positions.
108. That native people be encouraged, by all concerned in education, to see Child Care Work as a career; i.e. teaching, and to avail themselves of any training courses that may be available. Such training courses could be available in the Territories or in southern Canada.
109. That a registered or practical nurse be appointed to a residence of an enrolment of one hundred or more students where no local medical facilities exist.
110. A student residence administrator with an enrolment of 100 or more students should be placed on a higher salary scale than those with under 100 students.
- These people are primarily needed for the student who is experiencing group living for the first time, but more especially for the student who is faced with the traumatic experience of transition from one culture to another.
- This offers the opportunity for greater development of more inter-personal relationships which is of utmost importance especially with our native youngsters.
- This will add quality and prestige, as well as a more professional attitude towards the work and do away with it being regarded as a glorified "baby sitting" job.
- At present it seems that the only time native people take Child Care Work or consider this a means of earning their living is if they have failed in school or other courses and it seems to be the easiest way out. This is still another area where the viewing of this type of position must be given the importance it is due.
- This will give the professional care and treatment necessary with having this number of students in residence where no medical facilities exist. The matron, not necessarily an R.N., would perform this function under the direction of the doctors or nurse in a residence in a community where a hospital and medical facilities do exist.
- This is very necessary as it will acknowledge the additional responsibility placed on this person due to the number of students in his care.

RECOMMENDATIONS

COMMENTS

111. That an additional clerk or typist be appointed where the student residence enrolment is 150 or more.
112. That young native men be encouraged to take business administration courses, with a view to being able to handle the position of residence administrator.
113. It is recommended that the following courses (basic) and training opportunities be made available to persons presently employed in student residences:
- (a) janitorial or custodial workers
 - (b) Kitchen and dining room assistants
 - (c) cooking courses which would lead to a licence.

This is necessary in order to cope with the increased office work load and administrative duties.

This would allow for the eventual hiring of Indian, Eskimo and Metis people as residence administrators.

These could be handled by on-the-job training or participation in established courses as they become available. This would also open the opportunities for more northerners to be hired rather than having to bring in semi-skilled people from the south. This programme is also needed to up-grade the present employees who feel that they are the forgotten ones due to their type of work being mainly domestic.

HOUSING

114. It is recommended that government housing be made available to personnel working in student residences, whether they be government or church operated.

This policy would allow for the hiring of married couples, thus lessening staff turnover and thereby stabilizing the student residence work force. This is very important, not only from an administrative viewpoint, but as continuity of staff within the residence year after year leads to a much more stable atmosphere among the students and the residence as a whole.

CHURCH CONTRACT STUDENT RESIDENCES

115. That the Department of Education consider alternate operational arrangements to Church-run residences, and programme the take-over in the manner most suitable and appropriate to each community involved. A target date of September, 1973, would appear feasible at this time. This policy must be in consultation with and advice from parents and parent organizations.

The obvious and easiest plan of take-over would be to make all residences government operated but this would not necessarily be the most desirable in all cases. Serious consideration must be given to entering into a contractual agreement with autochthonous peoples committees or school societies. By considering each residence on an individual basis we will not find ourselves locked into a system that could not be broken.

RECOMMENDATIONS

COMMENTS

116. That negotiations with church officials begin by the end of 1971 if and when the decision of take-over of one form or another is made in regard to a particular residence.
117. That greater input and direct involvement of autochthonous people be encouraged in the operation of the present student residences.

This is a necessary step as six months notice is required according to the agreements, in order to terminate the contracts.

This is most important as the need for parent involvement in the care being given their children is of general concern to most parents.

MAINTENANCE OF BUILDINGS AND EQUIPMENT

118. That an annual planned programme of checking and repairing equipment be instituted, either with the residence staff of maintenance men or Department of Public Works.
119. That buildings be maintained, repairs carried out and decorating, i.e. painting, be done on an annually planned programme basis.

This is to ensure the satisfactory operation of refrigerators, stoves, kitchen and laundry equipment and the heating plants. This annual inspection will avoid large costly repairs and in some cases inconvenience to the resident students and staff during the school year.

This will not only enhance the appearance of the buildings but will also prolong their life. In the past this type of programme was pretty much a hit and miss operation and not too much was done in some cases.

EXTRA-CURRICULAR ACTIVITIES

120. It is strongly urged that the allotment of funds for extra-curricular activities be increased to \$600.00 basic allowance for each residence, plus \$15.00 per resident student per school year.

Students in the north are now more involved in outside activities and the administrators are finding it very difficult to meet the increasing demands put upon the existing allotment for these activities. If we are to encourage the students to take part in the community activities the money must be available for them to do so!

RECOMMENDATIONS

COMMENTS

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|---|--|
| 121. That more emphasis be placed on native culture and games as well as art, leather tanning, beading, etc. and that facilities within the community be utilized in order to achieve this. | With the approval of the new allotment of funds this will enable people to promote this type of activity which is so important to our native students. |
| 122. That duly elected student councils be established in each residence and be encouraged to make decisions on various aspects of residence living. | This will enable qualities of leadership to be developed and also teach the students responsibility for decisions and actions taken and made by themselves. |
| 123. That expectations and limits placed upon students in residence be established taking into account the students ages and number of years in the residence. | This is to do away with the gang principle which was, and in some cases is still so very prevalent. This will allow the individual student to progress in development by the increase of responsibility for their actions. |
| 124. That persons residing in a community where a residence is located, be encouraged to take part in the residence extra-curricular activities programme. | This is an especially important public relations endeavour but also very useful in that individuals' talents could be used for the greater development of the students. Such areas might well be, physical education classes, art, music, native culture and language, etc. |
| BUILDINGS | |
| 125. That student residences which have large dormitories be renovated to make rooms for smaller numbers of students in each. | This gives the students more privacy and more opportunity to exert their individuality in a semi-private environment. It also breaks down the "gang" principle. |
| 126. That in future when residences are built that a gymnasium and activity rooms be part of or adjacent to such a complex. | The harsh cold and long dark days in the north confine the students to indoor activities mainly. There are just not enough hours in the days to accommodate all the activities necessary in the present facilities in most communities. What suffers? The students, as activities have to be curtailed due to lack of space. |

RECOMMENDATIONS

COMMENTS

127. It is recommended that in building or renovating residences, provision for the development of greater individual student independence and initiative be included. There should also be arrangements for camping out on weekends or during holiday periods as well as cook-out facilities for picnics, which would be part of the complex but located some distance from the actual residence buildings.

This recommendation could be partially achieved by including within the physical plant the following items and facilities:

- (a) kitchenettes for students use
- (b) tuck shops
- (c) variation in furnishing and decorations
- (d) hobby facilities
- (e) that any large residence, if built in the future be on the basis of a number of small units for living and sleeping, with common facilities for eating, recreation and the administration...each small unit to be under the supervision of a well qualified Child Care Worker.

REPORTS AND GENERAL RECOMMENDATIONS

128. That a system of reporting a student's progress in the residence programme to the parents be devised so that it would be applicable to each area from which the students come.

This will keep the parents cognizant of what is being done for their children and how they are progressing. This could be accomplished by monthly or quarterly letters to the parents in their own native language, from either the administrator or the Child Care Workers. Possibly the use of video-tapes could be used as well as audio-tapes. Trips into the students' home communities by the staff of the residence to visit and meet with the parents, would also go a long way in keeping the parents informed as well as making them feel involved in the programme.

129. Joint meetings between administrators, principals, Child Care Workers and teachers be held to discuss mutual concerns for any students that may have developed problems in either the residence or the school.

This would allow each person involved with the student to be fully aware of all the ramifications inherent in the total development of an individual. These very important contacts would also permit the exchange and sharing of necessary, confidential information on particular students.

RECOMMENDATIONS

COMMENTS

130. That the opportunity be made available for private boarding home placement to the student who has been living in a student residence for considerable time.
131. That the student who is getting on well at school but not in the residence be given the opportunity to remain in school and live in a private home when such accommodation is available.
132. That private boarding rates be set according to the living costs in the various communities concerned.
133. It is recommended that steps be taken to secure the necessary amendments to the Family Allowances Act so that parents do not lose the monthly payments while their children are in residence to receive their education.
134. As the use of alcohol is one of the most serious problems faced by our young people today, it is recommended that very serious consideration be given to setting up a teaching situation in each residence regarding the proper use of alcoholic beverages.
- This will enable students to have an opportunity to live within and to experience a family environment.
- Presently some academically capable students are being lost simply because they cannot adjust to student residence living, and all possible steps must be taken to eliminate this situation.
- The present flat rate per day is not sufficient especially when the same rates prevail in southern Canada.
- People who are living below the poverty line as established by the Federal Government, should not be denied access to what is, in many cases, their only regular dollar income. Furthermore, the opportunity for young people to pursue further education should not be curtailed by the imposition of financial penalties on their parents.
- With the lowering of the legal age for consumption of alcohol, and taking into account the number of our students who can legally drink because of their age, something must be done to try and instill the socially acceptable use of alcoholic beverages. One way would be to have an area set aside in the residence where the "of age" students could go for a "beer" or two instead of having to sneak off to town thus jeopardizing his continued enrolment in the residence. By having alcohol available within the residence (which is their home-away-from-home) it could be controlled thus eliminating one of the many problems faced by students living in a residence. It would be hoped that dismissals and dropouts due to alcohol misuse would be stopped as well.

SURVEY OF EDUCATION

SCHOOL BUILDING — CONSTRUCTION , MANAGEMENT AND MAINTENANCE

RECOMMENDATIONS

COMMENTS

135. Inventories of Department of Education holdings of furnishings and equipment be compiled (or collected) and maintained by School Services Division.

This would be designed to:

- (a) aid in the standardization of school holdings of furnishings and equipment
- (b) provide a basis for calculation of requirements for equipping new facilities
- (c) provide a basis for more realistic estimates of costs of maintenance, depreciation and replacement of inventoried items
- (d) assist in the provision to schools of relevant information for use in preparation of annual requisitions .

136. Inventories of existing school buildings :
(a) permanent and (b) temporary should be established and maintained.

This will provide a more logical basis for future planning of facilities.

As replacement building programmes are completed, units will be freed for removal to other settlements or may be assigned to Local Government for alternate use in the settlement.

137. Introduce planning based on building systems and project management procedures.

There are several systems available now which may be adopted. Technology in this field is changing rapidly. We should, therefore, move with caution and not become overly committed to any one system.

The introduction of the "systems" approach would provide for increased use of factory assembled components which could be delivered to site by air freight. This would have the advantage of reducing on-site labour and length of time required to complete construction.

Reduced design-build time will allow more efficient

RECOMMENDATIONS

COMMENTS

138. Upgrade custodial staff by courses or on-the-job training.
139. Prepare a detailed maintenance schedule for each school which can be carried out by school employees.
140. Prepare and maintain a set of Northwest Territories building standards based on Federal and Provincial standards, but taking into consideration special requirements of the Northwest Territories education programme, the needs of the communities which we serve, and the particular geographic and climatic conditions under which we operate.
141. Standard school construction should be used only for units of at least four classrooms - otherwise transportable units should be installed.
- use of space with less "over-build" and consequently more savings.
- At present few caretakers are now able to perform repair work or routine inspection and maintenance of mechanical systems. When school plants are being built with increasingly more sophisticated equipment it is imperative that building custodians receive appropriate training.
- Preventative maintenance must be carried out on a regular basis. Present practice all too frequently allows equipment to fall into a state of disrepair. Attention is only given to that equipment which ceases to function. Costly repairs or replacements are often the result of such practices.
- This would ensure that building programmes would be based on appropriate standards and that local conditions would have a bearing on school design.
- It is not economical to build a unit of less than four classrooms. At present, standard construction is designed to accommodate projected enrolment three years beyond the date of completion of construction.

SURVEY OF EDUCATION

TEACHING PERSONNEL AND STAFF TRAINING

This division of the Department of Education has functioned since the creation of the Department in 1969 with two positions, the Chief of the division and the supervisor of Teacher Recruitment. There is some possibility that an assistant supervisor of Teacher Recruitment will be added to the division in 1971.

The responsibility of the division is divided into two major areas:

1. Teaching Personnel

Dealing with personnel matters of a professional nature.
Recruitment, selection, transfers and promotion of teaching staff.
Advising the Director and Department on matters of teaching personnel policy.

2. Staff Training

Planning, co-ordination and implementation of workshops, conventions, orientation courses and all other types of in-service training of teaching staff.
Advising the Director and Department on all aspects of in-service and other aspects of teaching staff training.

RECOMMENDATIONS

COMMENTS

142. The Department should not appoint teachers from Southern Canada who have less than Junior Matriculation plus three years of teacher education. (The exception would be teachers trained in the Northwest Territories Teacher Education Programme).

Only a few provinces in Eastern Canada continue to certify teachers at the Junior Matriculation plus one year of teacher education level.

The trend across Canada has been to increase the minimum requirements for teacher certification.

e.g. -

Saskatchewan - Senior Matriculation plus two years

Alberta - Senior Matriculation plus three years

British Columbia - Senior Matriculation plus two years

The apparent surplus of teachers in Southern Canada should make available a more-than-sufficient number of well-trained teachers for the Northwest Territories.

143. Teachers, on appointment, should be subject to a two year probationary period. Each newly-appointed teacher will be granted at least one formal evaluation and report based on classroom inspection each year with the written report made available to the teacher prior to the resignation date established in the Teachers' Contract.

Present probationary period is one year.

It is difficult, under normal circumstances, to judge the degree of competency of a teacher new to a position in the period of one year. In the north this difficulty is compounded by the nature of the system.

Many teachers' organizations in Southern Canada accept a two-year probationary period as a more realistic professional safeguard against incompetent teachers obtaining tenure in a school system.

144. Teachers promoted to administrative positions or to positions of Department head must be subject to a one year probationary period in that position. This policy will also apply to employees transferred from one administrative position to another.

At present policy on this matter is not clear.

RECOMMENDATIONS

COMMENTS

145. Elementary and secondary principals and vice-principals should be appointed for renewable term periods of from three to five years.
146. Continue present practice of recruiting teachers across Canada.
147. Other things being equal, teachers trained in Canada should be given preference for appointment to the Territorial teaching staff.
148. Department should continue to expand and improve the Northwest Territories Teacher Education Programme.
149. Administration and Supervision of the Northwest Territories Teacher Education Programme should be the responsibility of the Teaching Personnel and Staff Training Division of the Department.
- Principals and vice-principals should not be appointed without term. It is important for school administrators to have close and continuing contact with classroom situations, both in an active teaching capacity and by planned supervisory activities.
- Since the Department appoints teachers for the whole of the Territories, it requires continued recruitment of all areas of Canada. Teachers for Baffin Region recruited primarily in Eastern Canada, teachers for the Mackenzie recruited primarily in Western Canada.
- The apparent surplus of teachers in Canada suggests acceptance of this recommendation.
- The objective to increase the number of native persons in the classrooms of the Northwest Territories can best be achieved by continuing to expand and improve this programme.
- Teacher training institutions in Southern Canada should train those northern young people who can meet with success in these more concentrated programmes of study.
- At present there is no clear cut administration and supervision responsibility with too many persons making decisions that affect this programme.
- Continued contact with the personnel of this section of the Department would be advantageous when the teachers from this programme are placed in schools.

RECOMMENDATIONS

COMMENTS

150. Teachers trained in Northwest Territories Teacher Education Programme should be given preference of positions appropriate to their training.
- Realizing that these northern young people will be subject to considerable internal and external pressures upon taking up their chosen profession, every effort must be made to remove as many obstacles as possible. This would be one possible means of reducing these pressures.
- Careful and close communication with the students of this programme is required to ensure proper placement.
151. Teachers trained in the Northwest Territories Teacher Education Programme should be given strong and continuous support from Department of Education Personnel and Teaching Staff during their initial two years of classroom teaching.
- These young people will be entering the teaching profession with minimal qualifications and must be provided with assistance in methods, procedures and other aspects of teaching.
- In-service work with principals will be required so that they will understand and accept their proper role in developing these beginning teachers.
152. Preference should be given to teachers who have spent all or part of their elementary or high school education in the Northwest Territories, but who have taken teacher training in Southern Canada.
- It would seem probable that these young people would tend to remain in the north as permanent residents.
- Cultural shock and other problems associated with southern teachers on first appointment to a Northwest Territories school would not create as many problems for the young teacher who has grown up in the Territories.
153. Under normal circumstances, teachers from Southern Canada should be appointed to the Northwest Territories teaching staff only after they have gained one or preferably two years of teaching experience in Southern Canada.
- Past experience indicates that northern teaching problems are often too numerous and difficult to be handled by teachers who are beginning their career.
154. Other things being equal preference should be given to teachers who have Intercultural Northern Teacher Training or who have experience teaching in intercultural situations.
- Normal problems faced by teachers new to the north will be reduced by appointing teachers with training to handle particular problems that might be faced or by appointing teachers who have learned of the proper procedures from previous experience.

RECOMMENDATIONS

COMMENTS

155. Study of possible methods for including school principals in teacher selection procedures and on teacher interview teams.
- TEACHER WELFARE
156. The Territorial Government must place high priority on a programme of making available adequate teacher housing that is compatible with the housing standards of the community.
157. The Territorial Government must accept as a priority the need to improve substandard housing presently available in many communities, particularly in the Eastern Arctic.
158. The Territorial Government must adopt a policy of preventative maintenance of housing units, rather than follow present policy which seems to be one of maintenance by crises.

Practice in other areas and research on teacher recruitment indicates that when principals have input into selection procedures, the principal's commitment to self-chosen teachers tend to improve supervision and principal-teacher relations.

Present teacher hiring practices are often dictated by housing available in a community rather than by educational considerations. The Department of Education believes it is imperative that staff housing and other local housing should be more closely compatible with each other. This would mean that local housing should be upgraded and staff housing should be somewhat less pretentious than many units recently constructed. The arrangement for low cost housing in Edzo with teaching staff and local people in units of approximately the same design is recommended.

Many teachers are presently required to live in what must be considered substandard housing accommodations. This is the one major factor in causing teacher discontent in the Territories during the last couple of years.

All too often maintenance on housing units is done only when a crisis arrives. Considerable improvement in accommodation could be effected by carefully planned preventative maintenance. Total costs of maintenance would be reduced considerably.

RECOMMENDATIONS

COMMENTS

159. The Northwest Territories Government must adopt a food rations policy that is consistent throughout the four regions. Eligibility for rations should be clearly and concisely stipulated.
160. The Northwest Territories Government must adopt a rental cost scale for Government supplied accommodation that takes into consideration size, type, condition of unit and the services that are available.

At present availability of rations to teachers is determined by regional offices with little or no direction from Headquarters. The result is considerable inequity in availability of rations.

Present policy is not realistic since it does not reflect the variability of the quality of the housing available in the Northwest Territories.

TEACHER RETENTION

161. The Northwest Territories School Calendar should be drawn up each year by the Department of Education and presented to the Commissioner for approval. In general we recommend that this calendar reflect a lengthened school year.

The Northwest Territories Department of Education would institute Northwest Territories Teachers' Certification which would be compulsory for teachers employed in Northwest Territories schools.

- a. Criteria for certification should be formulated by a Northwest Territories Teacher Certification Committee.
- b. The Northwest Territories Teacher Certification Committee should have representation of the following authorities:
 1. The Northwest Territories Department of Education
 2. The Northwest Territories Teachers' Association
 3. One representative of the Northwest Territories School Boards

At the present time some teachers have difficulty in obtaining permanent certification to replace probationary certification granted in some provinces.

Teachers who have taught successfully in the Northwest Territories feel that they would benefit by possession of a permanent Northwest Territories certificate as proof of satisfactory teaching experience in the North.

Present difficulties experienced by the Department of Education in determining salary classification of some teachers, could be solved by submitting the case to a board of reference created to review such cases.

All provinces and the Yukon Territory issue their own certification.

RECOMMENDATIONS

COMMENTS

162. The Department of Education must increase the amount of professional support given to teachers in the schools of the Northwest Territories.
- Present workload of Superintendents of Education makes it difficult for them to act effectively in supervision of instruction in the schools of their region.
- Teachers not given sufficient support in their class-room tend to become disheartened and discontented with their role as teacher in the north. These teachers often decide that the only way out is to resign and leave the system.
163. Principals must be given training and assistance in accepting their role as being one primarily concerned with supervision of instruction rather than one primarily concerned with administration.
- All too often principals become trapped in the minute details of administering the operation of the school. This leaves him little or no time to perform the supervisory function within the school.
- Many principals cannot cope with the supervisory function without help and assistance.
164. The Northwest Territories Department of Education should revise its present removal policy in such a way as to place greater responsibility on the teacher, including an increased share of financial responsibility for such removal.
- A change in regulations could tend to reduce teacher turnover and would thereby decrease the expenditures on teacher removal.

NORTHWEST TERRITORIES TEACHERS' ASSOCIATION

165. The Department of Education should encourage the Northwest Territories Teachers' Association as an active and viable organization.
- Education of the children in the Northwest Territories can benefit from a professional teachers' organization whose primary aim is to improve the educational system of which it is an integral part.
- It is evident that the present class and effective working relationship between the Government of the Northwest Territories and the Teachers' Association has resulted in many beneficial changes within the educational system in the Territories.

RECOMMENDATIONS

COMMENTS

166. The Department of Education should support Regional Teachers' Conferences as valuable aids to professional in-service development of Territorial teachers.

Structured properly this conference would be an extremely beneficial tool for professional development activities.

The importance of removing teachers from isolated settlements for a short period of time in mid-year, must not be underestimated.

Considerable benefit to the Northwest Territories Educational system results when teachers meet as a group to discuss matters of mutual concern.

Present ad-hoc arrangement whereby the Northwest Territories Teachers' Association covers part of the costs of these conferences should be formalized.

167. The Northwest Territories Government should reconsider its present position in restricting political activity of teachers employed in Territorial schools.

It would seem entirely possible that the Government of the Northwest Territories is removing from its employees, a right that is guaranteed in the Canadian Bill of Rights.

Full discussion of this matter should be held in Territorial Council. If the implications of this recommendation are as they appear, the present Public Service Ordinance and Regulations should be revised appropriately.

168. The Department of Education should investigate the possibilities of instituting a teacher exchange programme with selected provincial or local school authorities.

Teachers employed in Northwest Territories schools would gain valuable experience and knowledge working with other school authorities.

The programme would not cost the Territorial Government additional money.

RECOMMENDATIONS

COMMENTS

169. The Department of Education should encourage Canadian Universities to establish summer school programmes in all aspects of northern teaching. At the same time the possibility of establishing such courses in a northern setting should be investigated.
- As the northern education system develops, more and more teachers will choose to make teaching in the north their career. These teachers should have the opportunity to improve their education in fields of direct concern to the northern teaching situation. (e.g. Eskimo language training, training in Indian languages, linguistics, etc.)
- A small beginning was made in the summer of 1970 when one Canadian university offered a course in the Eskimo language.
- Direct negotiation with one or more universities to conduct selected courses and expansion of the number of courses could be initiated as required.
170. Consideration should be given to changing the present structure of Eskimo language course in Rankin Inlet, as appropriate summer school courses become available as a result of recommendation. Teachers should not attend the Rankin Inlet course during the school year.
- At the present time operational requirements of the Northwest Territories school system does not allow for reasonable participation by members of the teaching staff. A teacher absent from his class for six weeks, results in serious disruption of the education programme of that class.
- Some financial saving would result from summer school attendance by teachers.
171. The Department of Education should adopt a policy of inter-school and inter-classroom visitation by teachers as a means of professional improvement of teaching staff.
- Considerable benefit can be gained by any teacher who works on a professional basis with a colleague in a classroom.
- A policy statement should be issued by the Department of Education. Programmes could be started on a small scale with inter-classroom visitation of teachers in larger schools. The programme could then be gradually expanded to include inter-school visitation of teachers.
172. The Department of Education should adopt a policy encouraging the staff of every school to engage in in-service workshops.
- The most effective in-service training activities begin in a school when the staff identifies a problem and attempts to solve it.

RECOMMENDATIONS

COMMENTS

173. The Department of Education should encourage small area workshops for the purpose of regional curriculum development, identification and solution of area problems and the conducting of professional development activities.
174. The Northwest Territories Teachers' Association should be encouraged to assume a greater role in planning and developing in-service education programmes than at present.
175. The present summer school assistance programme should be expanded in progressive steps until such assistance is available to a minimum of ten percent of the teaching staff each year.

Director of Education would be required to issue a policy statement in this regard.

Cost of these workshops can be kept to a minimum. Small group workshops are more effective than larger conference type in-service meetings.

Results of these workshops could be more easily ascertained.

Leadership for these workshops must come from the teaching staff.

Financial assistance would have to be provided by the Department and/or the Northwest Territories Teachers' Association.

The Teachers' Association is perhaps the most effective agent for encouraging professional development.

Closer liaison with Northwest Territories Teachers' Association central executive, the Northwest Territories Teachers' Association regional chairman and the Department of Education is required.

Caution must be exercised in the granting of this assistance to ensure that the summer school course approved will improve the teachers worth to the Northwest Territories educational system.

Present maximum of \$600.00 per teacher per year is a realistic one at present.

Increase in the monies allotted in the Education estimates is required.

RECOMMENDATIONS

COMMENTS

176. The Department of Education should expand its present orientation programme for teachers on initial appointment. Negotiation with a university should develop a three-week credit course with emphasis on inter-cultural considerations which are so important for teachers who are coming north for the first time. Attendance at this course would be a condition of employment.

Present programme for orientation has met with mixed reaction from teachers who attend. It has long been felt that not enough could be accomplished in the two to five days allotted for this programme, in the recent past.

If attendance at the course is made a condition of employment living expenses and tuition fees for participating teachers must be paid.

It would not seem necessary for the Department of Education to place participating teachers on salary until they have reported to their respective schools.

RECOMMENDATIONS

COMMENTS

Resulting from a request from the Director of Education, the following recommendations concerning the area of Teaching Personnel and Staff Training have been received by the Department of Education from the noted school staffs. It should be noted that the following recommendations are those accepted by the Director in his study of the education programme and those not covered in the division report.

PANGNIRTUNG

Get accurate information on positions available in each school. As soon as teachers are recruited, all pertinent information on these recruits should be relayed to the principal so that planning for the next school year can be well underway by the end of June. Principals should be consulted as to the type of teachers needed, people with special talents required, etc.

One of the main emphasis in recruiting teachers for northern schools should be fluency in oral English.

AKLAVIK

When new methods, materials or courses are to be introduced it would be beneficial to have qualified personnel visit the schools to generate interest, demonstrate, and get things going initially.

TUKTOYAKTUK

More contact with specialists in the language-arts field would benefit the education programme at all grade levels.

RECOMMENDATIONS

COMMENTS

FROBISHER BAY

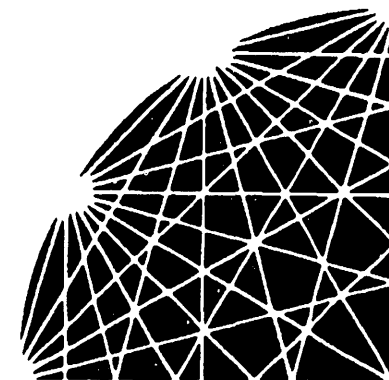
It is suggested that the image of teaching in the north be modernized somewhat. We should no longer be thinking in terms of "Teach in Canada's Northland" with its pioneer overtones, but should encourage teachers to make their career and home in the north.

FORT SMITH

The Northwest Territories Department should increase minimum education requirements for teachers recruited to teach in the Northwest Territories schools until a minimum of four years of teacher training is required for appointment to the Territorial teaching staff.

NORTHWEST TERRITORIES TEACHERS' ASSOCIATION

That the Northwest Territories, Department of Education, develop more contact with the University of Alaska.



SURVEY OF EDUCATION

CLASSROOM ASSISTANTS PROGRAMME

In 1958 in the Eastern Arctic young native persons, who for one reason or another were not going to continue with the formal education, were given an opportunity to work in the schools as classroom assistants. Training was initially supplied on the job with the assistants expected to upgrade their education by taking correspondence courses.

The functions of the classroom assistant would be:

- (1) To act as Teacher-Interpreter for the young child entering school speaking little or no English.
- (2) Under the direction of the classroom teacher, to carry out review exercises and to perform other duties such as seatwork or play supervision.
- (3) To undertake some of the purely mechanical tasks necessary in the classroom and in the school.
- (4) To provide teachers with a valuable source from which to gain an understanding of a different culture as well as a knowledge of the parents and children with whom they work.
- (5) To interpret the philosophy and actions of the school to the parents and the community in general.

Over the years since 1958 the programme has extended to the Mackenzie area and the number of assistants employed has increased to seventy during the 1971-1972 school year. The programme has to this point in time operated very much on an ad hoc basis.

During the past five years prospective assistants have been given training courses to prepare them for their work.

RECOMMENDATIONS

COMMENTS

177. The Classroom Assistants programme should be accepted as a necessary, integral and continuing part of the total education programme.
178. The programme should continue to expand until there is one assistant available in each school for every two inter-cultural primary classrooms. As a first step in achieving the above goal every school in the Territories with inter-cultural classrooms should have at least one assistant available by the 1973-1974 school term.
179. Indeterminate Territorial staff positions should be created for classroom assistants presently employed in schools and for all assistants employed in the future.
180. As permanent Territorial Public Servants, the classroom positions should be classified on the Public Service pay schedule and the assistants should enjoy all rights and privileges.
181. The superintendent, in consultation with the School Advisory Committee, the principal and staff should be responsible for recommending possible candidates for classroom assistant positions.
- The programme has been in effect long enough and has involved a sufficient number of people to prove its potential value to education in the North and to indicate the pattern of future planning.
- Seventy assistants worked in the Territories in 1971-1972. This number could increase to ninety within the next few years if each primary inter-cultural classroom had the benefit of an assistant for half of every day.
- This would give permanence and continuity to the position and encourage an able person to develop his talent and his training. To date there are about six young people who have worked for four years or longer; eight who have worked for three years; twenty who have worked for two years and about twenty-four who stayed only one year or less. This does not include a complete account of the Baffin or Keewatin regions.
- Housing is often a problem for the assistants and the northern allowance paid to permanent civil servants would make the position equal to others now open to young people in the North.
- In a small community a committee of local people makes a reliable panel to choose a candidate for the classroom assistant work. On different occasions this procedure was used with success.


RECOMMENDATIONS

COMMENTS

182. Minimum age for consideration for available assistant positions should be sixteen at present, with consideration given to increasing this age minimum if and when minimum educational requirements are raised.
183. Selection procedures should be directed toward more mature, stable persons in the community than seems to be the case at the present.
184. Candidates selected for Classroom Assistants positions should, under normal circumstances, speak the language of the majority of the community and should be knowledgeable in the customs and culture of the majority group.
185. Initial training for Classroom Assistants should be of four weeks duration held annually during August in a centre in the Territories possessing adequate living and classroom facilities.
186. Second and third year training courses should be planned to supplement training given to the Classroom Assistants. These courses should be held in the same centre at the same time as the initial training course.
- The average age of assistants beginning work has been 17-18 years. People of sixteen and under should be encouraged to continue their own education.
- In the community there are often people with homes and families who would be interested and able to contribute much to this programme.
- These young people know the value patterns that motivate certain behavior among children and adults of another culture and could help teachers to understand them. The personal backgrounds of the assistants allow them to explain home problems to the teachers and to explain the schools and the teachers to parents.
- Pupils recognize in these young people the same social, economic and interest level as their parents and this makes it easier for them to communicate.
- With the use of the native language in the schools the contribution made by the assistants will become increasingly important.
- Besides being valuable as a learning situation the preliminary training course fosters a feeling of group identity among the students, with the added benefit of security and assurance.
- As the assistant becomes more experienced the courses would be specialized to suit the situations, e.g. kindergarten or language teaching. From these second and third year training courses should come many of the "teaching assistants" who will be needed to carry some of the teaching load where the mother tongue is being used.

RECOMMENDATIONS

COMMENTS

187. Stress should be placed upon the importance of mutual understanding and co-operation among the members of the teaching team within the school. The assistant as well as the teacher and the principal should appreciate the value and significance of the three distinctive roles. This emphasis may be fostered by:
- (a) discussion of the Classroom Assistant programme at teachers' orientation courses.
 - (b) in-service workshops on Classroom Assistant interests attended by the assistants and the teachers concerned.
 - (c) Classroom Assistants, as an integral part of the school staff, should attend regional conferences and workshops with the teachers.
188. The principal should, as the educational leader in the school, accept the responsibility of making the classroom assistant an important member of the school staff and must ensure that the assistant and teacher fully understand their role in the education of the primary child.
189. Superintendents and teacher consultants must accept, as an important aspect of their role, the responsibility of ensuring that the Classroom Assistants' role and function in the school is clearly understood and that the assistant-teacher team is working effectively.
- The degree of success for each individual Classroom Assistant is in direct proportion to the working arrangement within each school and the degree of rapport that exists between teacher and assistant in each room.
- The success of the programme depends mainly on the mutual understanding of staff and assistant in the school, operating under the direction of an understanding principal.
- Many problems face these young people when they begin work in the schools. Changing their routine at home in order to conform to school hours or encountering divided loyalties can be two of them. Interested, objective attention by school personnel could ensure that the climate of the working situation is favourable enough to make success possible.
- 

SURVEY OF EDUCATION

EDUCATIONAL RESOURCES

RECOMMENDATIONS

COMMENTS

190. Acknowledge that the basic reason for providing formal educational programmes in the Northwest Territories is the recognition of the ideal that every child has the right to the best possible learning experience commensurate with his needs, abilities and aspirations.
191. Provide for each teaching institution those materials, facilities and staff which will emphasize the creative nature of the learning process through methods of discovery, exploration and enquiry.
192. Erect a three-tiered administrative structure to facilitate the provision of educational resources to the schools and communities:
- (a) A Resource Centre/Library in each school
 - (b) Several Regional Resource Centres/Libraries to supplement the schools in a given geographic area.
 - (c) One Central Resource Centre/Library to provide those materials and services which are not feasible at the regional or school level.

Unless special precautions are taken, geographic factors and population dispersal will tend to penalize the child in the small community. The programme in the smaller school requires additional provisions before it can approach the programme in the larger school. The principle of equal access regardless of geographic accidents may indicate the necessity to re-examine existing priorities and formulas for providing materials to educational programmes.

It has long been recognized that the more senses involved in a learning situation, the greater the success of the learner. While still important, the textbook and the blackboard are no longer sufficient as the basic tools of learning. Teachers require access to the equipment and materials that our technology has made possible. School design and facilities must provide for the use of these in large groups and by individual students. Teachers must regard such materials as tools for learning and not as crutches to compensate for ineffective instruction.

The goal here is to move the processes of production and distribution closer and closer to the classroom level where they are to be used. The increased emphasis on the education of the individual brings with it the need for greater flexibility in the selection and use of teaching materials. Since each school cannot be provided with all the required material on a permanent basis, a regional approach to distribution is indicated.

RECOMMENDATIONS

COMMENTS

193. Since the provision of library services in a community is education in its broadest sense, place with the Department of Education the responsibility for planning, developing and operating library services for all schools and communities in the Northwest Territories. Within this centralized planning approach make adequate provision for participation by the local communities.

Designate the Department of Education as the responsible body for the establishment and operation of an extensive, centralized, 16MM film and video tape library to serve the needs of government departments, schools and community organizations.

194. Establish within the Department of Education a production unit capable of producing selected print and non-print materials for use in the Educational Programme in the Northwest Territories.

195. Approach the Canadian Broadcasting Corporation, through the responsible Federal Department, with the object of having selected programmes from its vast audio and video archives made available to the educational institutions of Canada.


The intent is to develop library services as a single integrated force for the total community. It does not necessarily mean that the school and community functions will be combined since there is considerable evidence to the effect that this ideal is not practical. It does mean, however, that the underlying motivating principle will be maximum access and utilization by all segments of the community.

Although the level of radio and broadcast television coverage will increase in the future, the 16MM film and the video tape will remain a potent and necessary means of communication. The existing library presently funded and operated by the Department of Education could provide the nucleus for such a service. The official designation of this library as a component in the distribution system of the National Film Board would bring to this area the benefits of a national programme. Centralized planning and operation does not rule out regional depots, and these should be set up where necessary and practical.

There is a very limited amount of material - in any form - that has been specifically produced for use in the schools of the Northwest Territories. To partially fill this need, basic production facilities are required. The emphasis would be on the production of a wide range of inexpensive material for use in the elementary and junior high school grades.

To maintain a Canadian identity in education, it is necessary to have available a continuous and expanding supply of educational materials that provide Canadian content and orientation. Many C.B.C. programmes - in television and radio are suitable for school use and some arrangement should be made to make these programmes available to schools over and above the normal broadcast schedule.

RECOMMENDATIONS

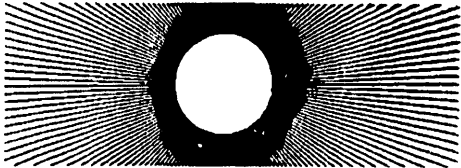
196. Since the Northwest Territories has an unquestioned contribution to make to the quality of National life, obtain adequate representation on Provincial and National bodies that are engaged in the planning and production of radio, television and film programmes for use on southern and/or northern networks.
197. Ensure that the youth of the Northwest Territories have the continued opportunity to participate in exchange programmes of a National and International scope.
198. Establish within the Government of the Northwest Territories an Advisory Committee representative of other Government departments to consult regularly regarding the equipment and material requirements of educational programmes.
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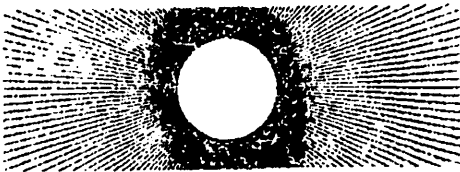
COMMENTS

Such representation would enable the Department to make suggestions regarding programme content and treatment. The need for a northern contribution in actual production is also recognized and as funds allow, these could be undertaken.

Although modern communication and transportation has partially erased the problems associated with vast distances, personal contacts and exchange visits are powerful tools for providing the knowledge and attitudes required for a deeper understanding of Canada and its place in world affairs.

The intent is to ensure the maximum use of equipment and material and the formation of such a committee could minimize unnecessary duplication.





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RECOMMENDATIONS

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COMMENTS

SURVEY OF EDUCATION

FINANCIAL RESOURCES AND ADMINISTRATION

Financial and Office Administration provides the function of:

- (a) Administrative support and business management services.
- (b) Financial advice on budgets and cost control of programmes.
- (c) Development and research of Educational Financing for the Northwest Territories.

RECOMMENDATIONS

COMMENTS

STAFFING

199. (a) That the present supervisory requirements for senior clerical positions be amended so that complexity of duties be equated with supervision to make possible the appointment of senior clerks to positions which do not have extensive supervisory requirements but do have major requirements of a complex nature.
- (b) That at least two senior clerks be made available to perform work in the area of special duties presently performed by chiefs and supervisors.
- (c) That general office clerical staff be increased to a ratio of one such clerk to each three senior staff (chiefs and/or supervisors).

Present staffing provides for a minimum of clerical support only. The level of support is in the medium clerical field and by consequence a considerable amount of more complicated clerical work is done by supervisors and chiefs.

Classification of staff to a higher level is only possible when supervision is involved because of present regulations.

RECOMMENDATIONS

200. That stenographic staff be increased to represent one clerk-steno for every two chiefs and senior supervisors plus two additional typists for the typing of reports, catalogues, etc.
- (a) That in addition to regular staffing, two or three native employees in training be allowed for the department.
 - (b) The training of these employees will last at least one year, after which date the employee would be recommended for permanent employment or for continuation of training.
 - (c) That each recommendation for permanent employment carries with it the obligation of hiring as soon as an opening occurs and that until such a time the trainees remain with the department.
 - (d) That as soon as a vacancy is filled a new trainee is appointed.
 - (e) That to qualify for a trainee position, academic qualifications are secondary to adaptability.

COMMENTS

Stenographic support is grossly under-staffed. Present staffing is only adequate for the handling of daily correspondence. For the typing of reports, catalogue listings, publications, etc., additional casual help has to be hired.

Invariably we are asked to hire and train local and native people even though they may not possess the required qualifications. If we are to follow this commendable suggestion we would be faced with even more inadequate staffing to the detriment of the department, unless compensation could be given for the hiring of native employees in training.

RECOMMENDATIONS

COMMENTS

201. (a) That more time be spent on the development of our present system stressing more accountability and adherence to approved programmes.
- (b) That a cost-accounting system be developed to facilitate the establishment of meaningful unit-cost standards to assist the Department in the evaluation of programme efficiency.
- (c) The government should recognize the importance of cost standards if serious thought is to be given to efficiency, accountability and establishment of priorities on basis of cost and need.

At present very little work is done in the area of research and development of financial management.

The Territorial accounting system is based on Planned Programme Budgeting and lends itself ideally for further development.

The system in use could be considered ahead of many provinces and states outside. However, if we do not continue to develop we will be lagging far behind in a few years time.

Education financing is presently under scrutiny in almost all provinces and states of America. Insistence will be on improved accountability for funds spent.

Lack of a cost accounting system makes efficiency comparisons, establishment of needs, judgements on priorities more difficult.

The basic cost-accounting for the school operations in its initial stages would be relatively simple and be nothing more but relating actual costs as compiled in the financial statements to several meaningful units of operation such as students, classrooms, square footage, etc. This would then tie in with the standards set in the estimate working papers.

Through comparison of unit costs of similar schools with similar conditions and by exchange of these comparisons a considerable upgrading of efficiency can be achieved.

RECOMMENDATIONS

COMMENTS

202. (a) That the education field staff in consultation with teachers, classroom assistants and Local Advisory Boards be required to submit their own estimates.
- (b) That this submission take place as early in the school year as possible.
- (c) That the following general procedure and order be followed in dealing with estimates:
1. Principal's estimate submission to Superintendent.
 2. Superintendent's review and submission to Director.
 3. Director's review and submission to Executive
 4. Upon approval of estimates, changes made are reported to the principal through the Superintendent for entry on the principal's original copy.
 5. The principal be then held responsible to the Superintendent for the financial operation affecting his own school.
- (d) That for purposes of budget control at each school level:
1. The Principal set up his own simple commitment control.
 2. The principal receive a monthly financial statement which is relatively simple and compatible with present computer facilities.
 3. The principal receive a periodic comparative analysis from the Superintendent indicating areas of concern.

The involvement of the schools and field staff in development of the budget is minimal and usually consists of informal submissions to the Superintendents for their advice.

The present system lends itself to reporting to the field. However, the facilities are not used to accommodate this type of reporting.

RECOMMENDATIONS

- (e) That for all inter-regional functions such as Curriculum development, staff training, Resource Centre activities, capital programming, student airlift, etc. the budget be annotated to indicate specifically the use of funds provided.

INVENTORY CONTROL

203. That, based on standards set by the School Services Division, records be set up and maintained by schools for:
- (a) Capital Inventory
 - (b) Operations Inventory

EDUCATION FINANCING

204. That the Territorial Government accept the following principles as the basis for financing the cost of education:
- (a) Each individual is entitled to an equal opportunity in seeking an education.
 - (b) The quality of any individual's education must in no way be commensurate with his own or his parent's financial status, the financial status of his community, or the value which his neighbors may place upon education.

COMMENTS

Field staff is often not aware of the funds provided for inter-regional functions and activities.

At best a copy of the budget is provided.

Not enough stress is placed on inventory control in schools. Inventory control is an important factor in elimination of "dormant funds".

These records should provide in addition to values, information on ordering points, lead times, obsolescence, minimum and maximum quantities, etc.

The system to be developed will have to be simple with a minimum of record keeping. Keeping in mind that records would be usually kept on a part-time basis by individuals with a minimum of education.

Education financing has been supported traditionally through property taxes.

This tradition is being seriously questioned in Southern Canada and the tendency is to seek more financial support from the senior governments.

In the Northwest Territories the property tax base would only tax directly a minority of users of Education facilities. In some communities there would be virtually no economic base for property tax support.

RECOMMENDATIONS

COMMENTS

205. That within three years an acceptable equalization plan based on the principles set out in Recommendation No. 204 be established, whereby the senior government will pay all costs of education.
206. That a plan be developed whereby the schools of the Territories would be turned over to the people on the following basis:
- (a) Local Advisory Committees - no financial responsibility.
 - (b) Local Advisory Boards or Societies - Financial responsibility for the operation of cultural and co-curricular activities.
 - (c) Municipal School Districts - Full financial responsibility.

Frequently equalization plans do not fill the need of the have-not communities so that affluent communities tend to have better educational facilities creating disparity in the quality of education.

ACCOUNTING SYSTEM

207. That a universal accounting system for schools be developed that:
- (a) Is simple enough for small school operation.
 - (b) Has all elements required to adapt to larger schools.
 - (c) Is compatible with the accounting system of the Territorial Government, including computer application.
 - (d) Would tie in with the reporting system required to control the operations.

As long as there are only a few school boards, the system of accounting is not too significant as long as it adheres to sound accounting principles.

Increased interest in local participation will lead to expansion of the number of school boards, which in turn will increase the need for universality in accounting.

RECOMMENDATIONS

208. Develop a simple reporting system that would allow the Territorial schools and school boards to report on a monthly basis.

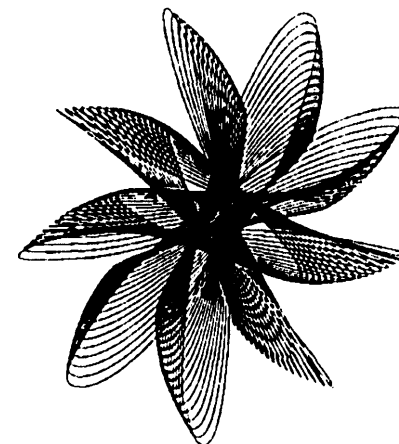
The reports should:

- (a) Reflect the financial status of the school in agreement with their records.
- (b) Provide cost standards by which to measure the financial efficiency.
- (c) Provide accountability with respect to planned programmes.
- (d) Allow the Department of Education to assess progress of the schools as the year progresses.



COMMENTS

Presently with only two school boards operating the practice of verifying their financial statements at the end of their fiscal year does not create any problems. However, with increased financial participation and expansion of local involvement a continuous reporting system will be required.



SURVEY OF EDUCATION

GENERAL ADMINISTRATION

RECOMMENDATIONS

209. That the Department strengthen the total educational programme (involves over 100 classrooms) by adding the position of Assistant Superintendent of Education wherever a Superintendent is responsible for over 100 teachers.
210. That the administrative organization in the headquarters of the Department of Education be changed so that:
- (a) Line functions relative to both school and out-of-school programmes be centred in the office of the Chief of School Programmes.
 - (b) The title of this position be changed to that of Chief Superintendent.
 - (c) Line functions of the Continuing and Special Education Division be carried out by the office of the Chief Superintendent with required staff, knowledgeable in these areas, provided to assist the Chief Superintendent in this particular function.
 - (d) "Field reporting" for all parts of the programmes be channelled through the office of the Chief Superintendent who reports direct to the Director.
 - (e) Staff functions of the headquarters operation relative to both school and out-of-school programmes be centred in the office of the Assistant Director.

COMMENTS

In an educational system such as ours where the Superintendents of Education are responsible for the total educational programme, it is very essential that each Superintendent have no more than 100 classrooms under his supervision. This seems to be the general pattern in the provinces in the south. It becomes more important to adhere to this maximum in the north where transportation and communication problems make contact so much more difficult.

Considerable confusion is created in the headquarters operation because in a number of areas line and staff functions are being carried out in the same offices. Continuing and Special Education is an example of this where present staff experience great difficulty in performing both functions with resultant confusion among field staff as to just who to look to for direction and administration (line) and who to look to for consultation and advice in programming and policy development (staff).

Field staff are often confused regarding their reporting procedures, especially where non-school programmes are concerned. If the total programme reporting is centred in one office (Chief Superintendent) then this confusion should be substantially reduced. The change will require a splitting of functions at present centred in the Continuing and Special Education Division with their moving of one or more positions to the Chief Superintendent or the appointing of one or more specialist in this field to support and advise the Chief Superintendent. The present confusion resulting from the processes of policy making, programme planning and programme

RECOMMENDATIONS

COMMENTS

- (f) Chiefs of Divisions whose major function is related to "staff type" operations, report to the Assistant Director who reports to the Director.
- (g) That an office specializing in secondary (Grades 7 - 12) education be created to strengthen this aspect of the secondary school programmes in the Chief Superintendent's office.
211. That the work of the office of the Comptroller be so re-structured that its chief emphasis is in the areas of providing advice, consultation and direction to the regional education finance officers and in the areas of budgeting, planning, analysis and research throughout the Department.
212. That the Department investigate the possibility of utilizing computer facilities in Yellowknife or Edmonton to increase efficiency and flexibility in programming student timetables, processing student aptitude tests, computing marks and producing report cards. Such facilities should also maintain master files on all students from information supplied from individual cumulative record cards.
213. That office staff visit settlements and classrooms frequently so that they have a deeper appreciation of the problems facing those at the local level.
- evolution continually being carried out by the same people who direct and administer the programme, should be removed.
- By freeing the Comptroller from the responsibilities for many of these details, he could perform more effective service to both headquarters and the regional offices concerning general financial policy, control procedures, research and planning.
- Such an innovation would make the retrieval of information much more rapid and efficient. It would also be a time saver for new administrators in clearing up administrative details thus affording more time for professional leadership.
- Those involved in general administration should visit each settlement to note specific problems that are unique to that particular settlement. They should also occasionally observe the actual classroom situation so as to be better able to relate administrative procedures to the people concerned. This would provide a greater opportunity to involve them in decision making and the formulation of education policy and the two-way exchange of information and advice.

SURVEY OF EDUCATION

LOCAL INVOLVEMENT IN EDUCATION

RECOMMENDATIONS	COMMENTS
214. That communities having achieved Town status be encouraged to establish school districts within their corporate boundaries.	Virtually no progress has been made in the last decade in establishing local school districts.
215. That other communities which affirm the desire to have a locally elected school board through a petition of the majority of electors may be permitted to incorporate such a body having such powers and responsibilities as may be mutually agreed to by the electors concerned and the Territorial Government.	The Rae-Edzo project is an example, but not necessarily a model, for other settlements. In some instances, school committee representation would have to be from several settlements because of the enrolment composition in centralized schools and residences.
216. That existing policies which encourage the establishment and development of local and regional school committees be promoted more extensively.	Much can be learned in this area from the experiences of various settlements in the Keewatin and Baffin.
217. That the overall direction of education for the Territories be assigned to a Minister of Education, who, as an elected member of the Territorial Council, would be responsible to that body for all Territorially sponsored educational programmes.	Present practice which assigns accountability for education to a Commissioner, a civil servant, rather than to a democratically elected Council, should be changed as soon as possible.
218. That all local, regional and Territorial bodies having responsibility for education be charged with the task of ensuring maximum levels of local input and control over educational programmes through the use of local resources.	If local control is nothing more than an invitation to approve existing or pre-determined educational practice, little will be accomplished, with the school remaining distant and apart from the community and its realities.
219. The students at all levels of education within the Territories should be expected to exercise control over and assume responsibilities for as many aspects of student life as possible.	Student councils, or their counterparts, are often not too enthusiastically received by students or adults, simply because of the absence of real power and responsibility within such organizations.

SURVEY OF EDUCATION

TERRITORIAL SCHOOLS ORDINANCE

RECOMMENDATIONS

220. That a commission be appointed by the Commissioner of the Northwest Territories to carry out a complete revision of the Schools Ordinance and Regulations of the Northwest Territories to make it appropriate to present social, cultural, economic and political circumstances in the Territories.
221. Further to recommendation No. 220, it is recommended that the background of the individual (s) selected encompass experience in northern governmental operation in general and northern education in particular along with extensive experience in educational administration in the Canadian provinces.
222. That the commission prepare the new legislation in draft form only, worded in terms which can be readily understood and interpreted by individuals with non legal backgrounds and that once this draft form has been studied, amended and accepted by the Commissioner and his Executive and the Legislation Committee of the Territorial Council, it then be turned over to the Legal Department of the Government for such re-organization or re-phrasing as legal necessity may dictate.

COMMENTS

The present ordinances were not prepared with the present organizational framework in mind, but were designed to govern the operation of a school system consisting of local school districts. Since only two such school districts exist and the development of additional ones likely to be very slow for some time to come, there is a very real need for appropriate legislation to cover present conditions.

Considerable doubt exists that the present ordinance can be applied to the operation of Territorial Schools with any degree of legal validity. Many present practices and organizational procedures are based on Federal or Territorial policy decisions made over the years to meet needs as they arose since no legislation to cover these items existed.

It is important that whatever legislation changes are introduced they should reflect an understanding of the specialized needs of northern education as well as the established and modern needs of more traditional systems of education.

Experience in such matters indicates that the procedure recommended is much more likely to meet the needs of the public, the profession and the administration, in final form, than the common practice of first presenting the proposals in full legal form with the request that laymen without legal training comment on the proposals and suggest amendments.

RECOMMENDATIONS

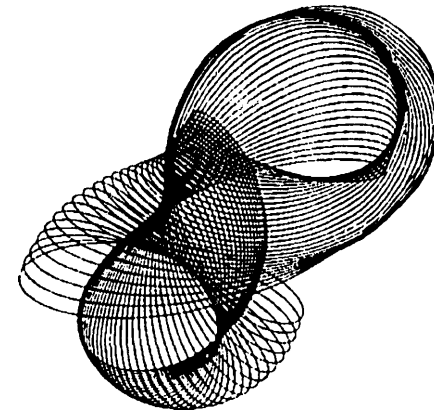
COMMENTS

223. That the Commission be instructed to give special attention to the following areas of particular concern to the public and the government administration as follows:
- (a) Provision of authority for the establishment and operation of Territorial Schools as distinct from Local District Schools.
 - (b) The clarification of relationships, responsibilities and authority as between the Territorial Government and Local School Districts.
 - (c) Needed legislation to make possible greater local participation in and control of educational policy by local communities even where full Local School District status is not practical.
 - (d) Provision for much greater flexibility in the operation of the school system to meet the special cultural, social and economic needs of the northern residents.
 - (e) Clarification of the consultative, advisory and supervisory authority and responsibilities toward education, vested in the various positions in the Territorial Government concerned with the operation of the education system in the Northwest Territories.
 - (f) Establishment of a senior education authority to be known as the Council of Public Education and consisting of the Territorial Executive chaired by the Director of Education, to be responsible for all major education policy in the Territories and answerable only to the Council of the Northwest Territories.

RECOMMENDATIONS

COMMENTS

- (g) To make possible the use of the mother tongue of the majority of students as the language of instruction at appropriate learning levels in the school system where local opinion and other circumstances make such practical.
- (h) To recognize the role of student residence services where such are necessary.
- (i) To establish necessary direction and authority for the operation of programmes of pre-school, continuing and special education within the Territorial School System.
- (j) Removal of all ordinances or regulations making school attendance compulsory.
- (k) Provision for the orderly conduct of all items of mutual concern between school boards and their employees by stipulated procedures to include joint consultation, negotiation, conciliation and arbitration.
- (l) Provision for the regulation of private schools.



SURVEY OF EDUCATION

CONCLUSION

The Comments and Recommendations which comprise the main part of this report have touched on a wide range of topics which are the concern of all who are interested in the education, and hence the future, of the people of the Northwest Territories. Discussion, debate and at times, disagreement have been the watchword of the process that produced the report. Over the months which have elapsed, the opinions and purposes of those who participated have been subjected to intense scrutiny and all agree that changes in attitude and clarification of personal convictions have characterized the entire exercise; a rewarding and constructive experience. The education system of the Territories will benefit immeasurably because responsible people in it have been required to assess their own beliefs, their own values and their own procedures within the orbit of the discipline they serve.

Many of the Recommendations touch fundamental concepts upon which the whole education process is based. Some set forth principles which challenge traditional ideas that have been, and in many instances still are, the foundations of established systems across Canada. It is the responsibility of the people of the Territories to evaluate such proposals and principles thoughtfully and dispassionately so that out of this may emerge an education system representative of a process of public evaluation, able to stand the test of future pressures with equanimity and free of vacillation. This process is certain to be time consuming and often disturbing, but without it the report which initiated it, can have no final chapters - no real conclusion.

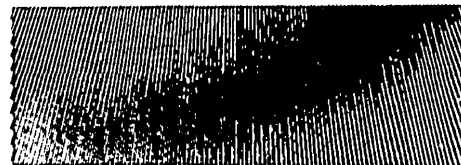
One fundamental concept of the education process has faced us at every turn, has cast its shadow on each proposal as the work went on and still dominates the totality of northern education as we see it. To a considerable degree, it has not been faced in this report as it stands. Yet its implications

are so universal and so over-riding in their ultimate influence that the report would be seriously incomplete if it failed to emphasize the problem for the reader. Briefly, it is this. How can the education system of this vast and difficult land, the home of such a sparse and isolated population, compensate for the crushing burden of poverty, prejudice and social dislocation which locks so many of our people into a mindless and stultifying circle from which there seems no escape?

Across our country and far beyond, the lot of poor, under-privileged and under-developed segments of society, constitutes an insoluble puzzle, a malignancy for society. The presence of these factors in huge segments of our population, defy our most strenuous and costly efforts at solution. Poor people, in poor circumstances breed more poor people in poorer circumstances. The best brains of the nation come forward with an endless series of programmes designed to change it all, yet the root of the evil remains untouched. Ever growing masses of our urban population seem to sink deeper and deeper into hopelessness. Our news media spread before us a daily ration of the desperate attempts they make to free themselves as they lash out against society in a veritable war of lawlessness and crime. Formal education - schooling if you like - constitutes a futile and fruitless exercise, hopelessly inadequate to deal with this social malaise.

Too often, those of us who live and work in the north, seem completely oblivious to the fact that this same social blight surrounds us every day. The same factors that shackle thousands of parents and their children in the slums of Montreal, Toronto or Vancouver are ever present in northern settlements, complicated immeasurably by linguistic, cultural and geographic barriers reducing a majority to apathy and a minority to anger. To date, the northern Society has not faced in any realistic sense, the staggering difficulties that make so many of our plans and programmes disappointing, futile and inadequate. Few effective answers to the

challenge which this situation presents to us, have yet been found either in this survey or in our society generally. They lie beyond the scope of formal education, yet are intrinsic essentials in some broad form of social education that touches all mankind; its curriculum rooted in ways to change attitudes, overcome blind and unreasoned prejudice, restore confidence and self respect among the despairing and establish some measure of economic justice for all. In a society which has produced in the short span of one decade a veritable revolution in our attitudes and aspirations toward the welfare of our physical environment, we refuse to believe that such an awakening is beyond hope for our human environment. Fundamental decisions in this whole area lie before us, and within the next decade the die will have been cast. Centuries ago St. Augustine in discussing the impact of good and evil, pointed out that in at least one respect man had been granted a power denied the angels - the right to choose. That right is still with us.



SURVEY OF EDUCATION

APPENDIX A — STATISTICAL INFORMATION

In presenting this survey some backdrop is necessary so that those interested will have a broader appreciation of the development of education in Canada's Northwest Territories.

The Federal Government showed increased interest in Education after the second world war (1946) and became actively involved in 1949 when several small schools were constructed. Hence, the involvement of the Government in Education is a recent development. Practically no schools other than church operated schools existed until 1949. From then on (1949-1970) the school system expanded from the operation of schools in a few settlements to a school in every settlement. Schools in these small settlements gradually expanded from one classroom to multi-classroom schools which accommodated all children of school age in the immediate community and surrounding area. With the advent of the Government Housing Program all Eskimos and many of the Indians abandoned their Nomadic camp life and settled their families permanently in new homes provided by the Government on a "low-rental" basis. This enabled the children to attend school regularly while living at home.

The emphasis in the early stages was on the Grades I to VI level, but gradually expanded to include High Schools in the larger centres. In addition, there was some development in Adult and Vocational Education Programs and Kindergarten instruction.

To enable the reader to better appreciate this gradual expansion of educational opportunities in the North, there is attached statistical material covering increases in enrolment with concomitant growth in staff, growth

and decline of pupil residences (Hostels), growth in educational costs, distribution of enrolment by grades, grade retardation, grants for higher education and Adult and Vocational Education statistics including student loans.

It should be noted that when responsibility for the administration of the Education program was transferred to the Government of the Northwest Territories, Yellowknife, in 1969-70, the Eskimos in the littoral regions of the Province of Quebec remained the responsibility of the Federal Government under an agreement made with the Provincial Government around 1939.

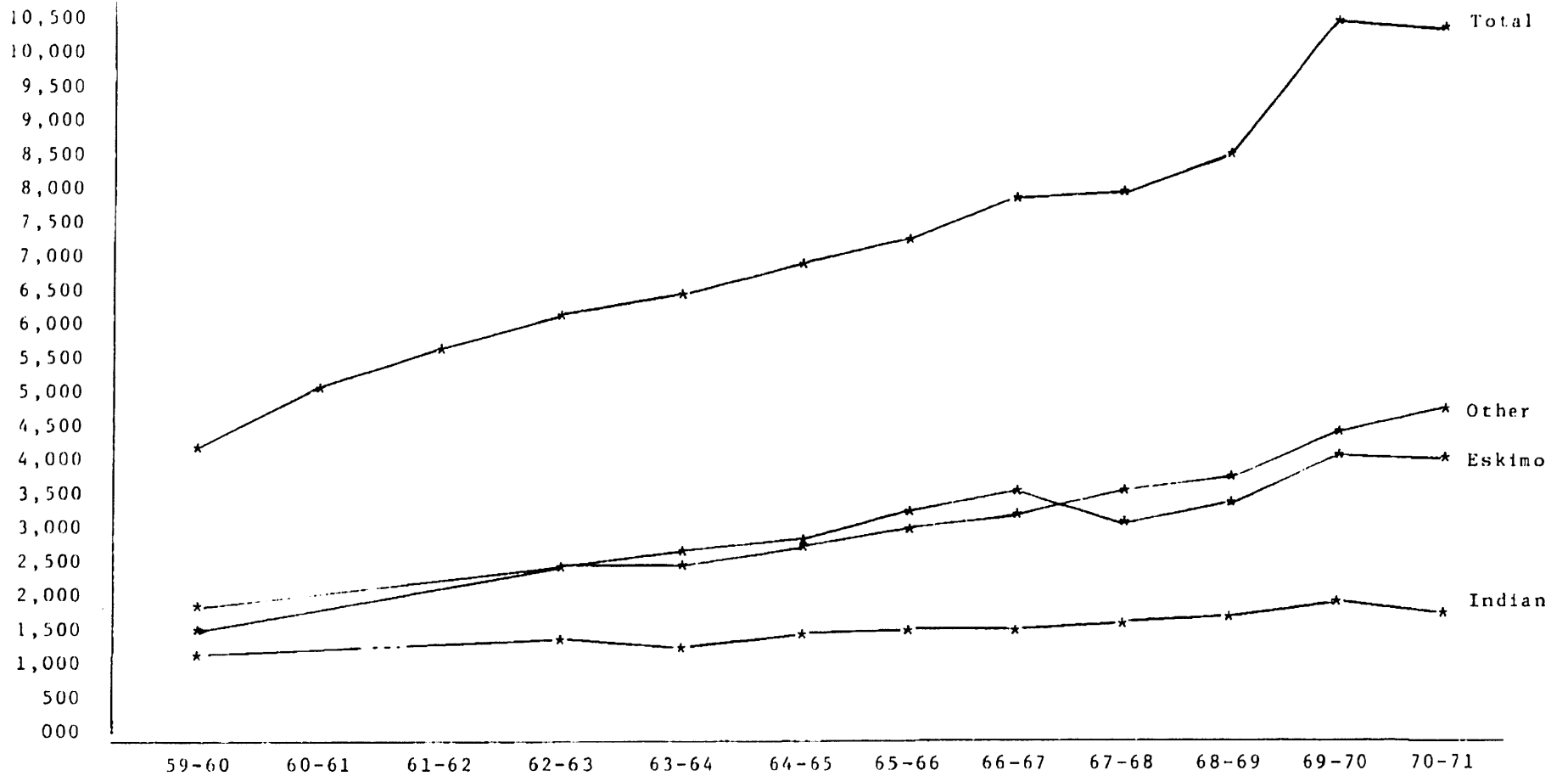
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STUDENT ENROLMENT GROWTH FOR THE NORTHWEST TERRITORIES

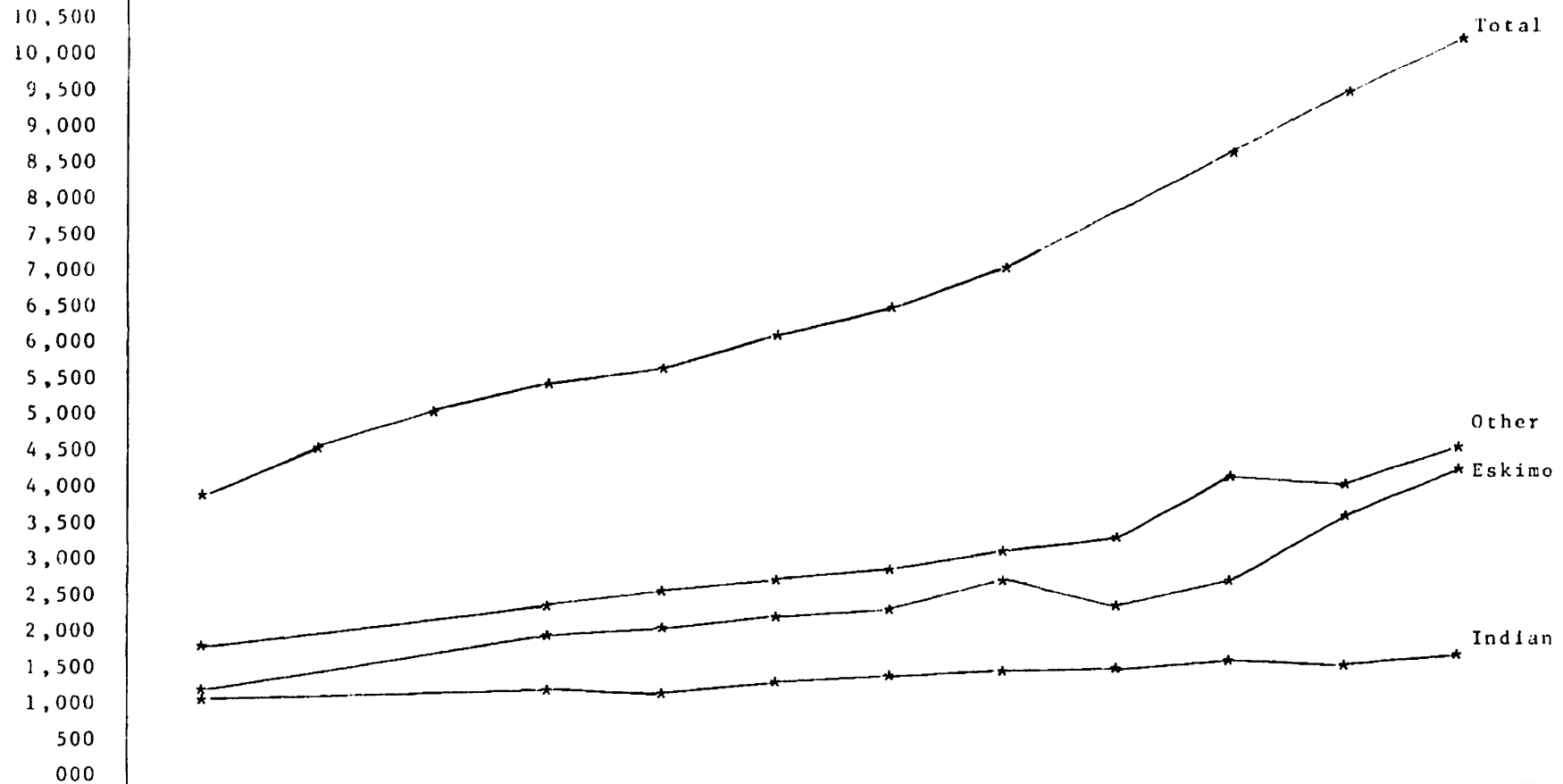
- ARCTIC QUEBEC INCLUDED -



	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Eskimo	1,425			2,399	2,494	2,765	2,987	3,343	2,975	3,342	4,264	3,849
Indian	1,066			1,221	1,187	1,283	1,285	1,347	1,495	1,512	1,731	1,629
Other	1,706			2,384	2,560	2,682	2,924	3,077	3,150	3,620	4,296	4,609
TOTAL	4,197	5,029	5,512	6,004	6,241	6,730	7,196	7,767	7,870	8,474	10,291	10,087

STUDENT ENROLMENT GROWTH FOR THE NORTHWEST TERRITORIES

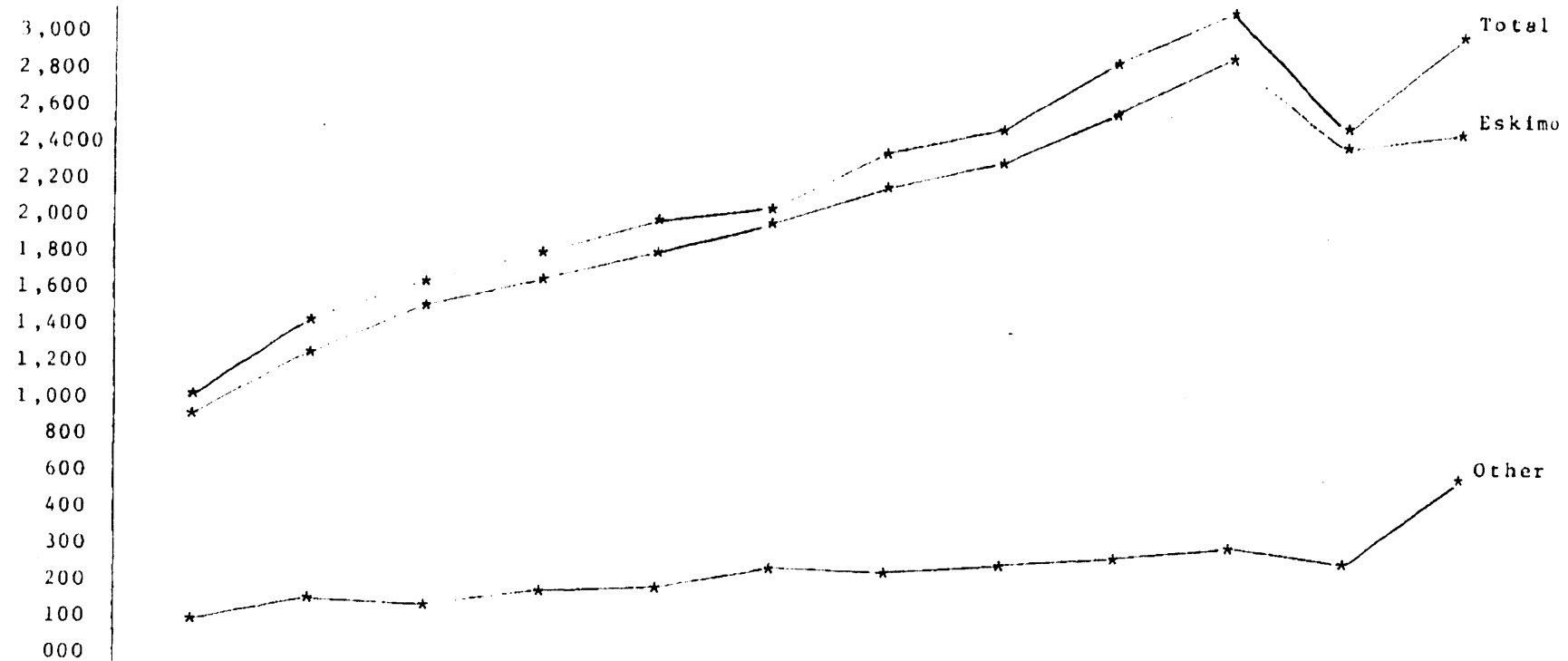
- ARCTIC QUEBEC EXCLUDED -



	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Eskimo	1,141			1,844	1,897	2,065	2,299	2,653	2,310	2,648	3,541	4,264
Indian	1,037			1,185	1,144	1,216	1,248	1,316	1,462	1,684	1,679	1,731
Other	1,695			2,349	2,535	2,643	2,887	3,049	3,307	4,261	4,226	4,316
TOTAL	3,873	4,524	4,963	5,378	5,576	5,924	6,434	7,018	7,079	8,593	9,446	10,311

TOTAL STUDENT ENROLMENT - EASTERN ARCTIC SCHOOLS

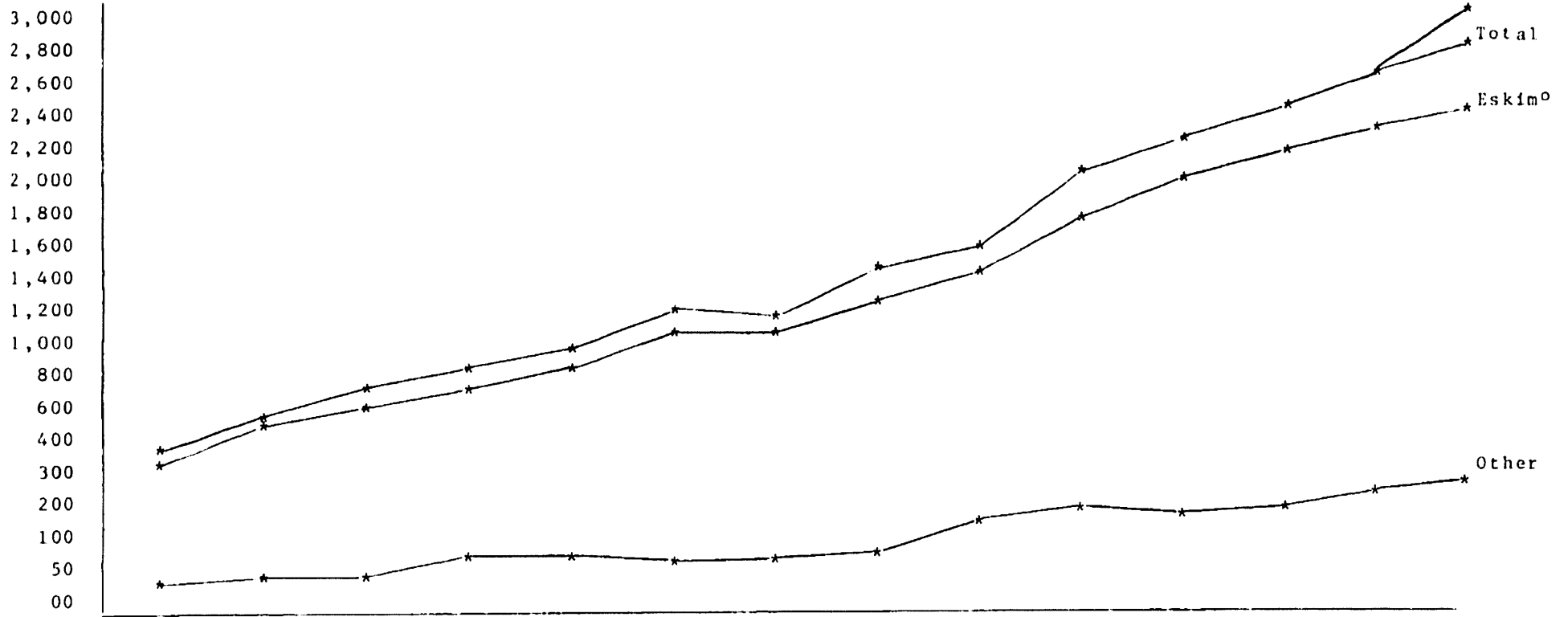
- ARCTIC QUEBEC INCLUDED -



	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Eskimo	935	1,273	1,501	1,684	1,718	1,954	2,124	2,378	2,560	2,835	2,395	2,443
Other	87	137	134	145	157	204	198	206	220	264	199	539
TOTAL	1,022	1,410	1,635	1,829	1,875	2,158	2,322	2,584	2,780	3,099	2,594	2,982

In April, 1970, the operation of all Territorial Schools was transferred from the Department of Indian Affairs and Northern Development to the Government of the Northwest Territories, located at Yellowknife.

TOTAL STUDENT ENROLMENT - EASTERN ARCTIC SCHOOLS
 - ARCTIC QUEBEC EXCLUDED -



	57-58	58-59	59-60	60-61	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Eskimo	341	457	661	735	901	1,100	1,069	1,243	1,431	1,663	1,925	2,121	2,367	2,440
Other	26	40	47	82	81	70	76	98	124	163	158	172	209	261
TOTAL	367	497	708	817	982	1,170	1,145	1,341	1,555	1,826	2,083	2,293	2,576	2,701

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Churchill Vocational Institute is included in 69-70 2,980

ENROLMENT BY GRADES FOR THE MACKENZIE DISTRICT

1955 - 1970

SEPT.	Grade												
	1	2	3	4	5	6	7	8	9	10	11	12	Total
1970	984	1878	782	801	721	650	471	440	359	293	224	192	6795
1969	989	764	778	672	664	490	477	384	321	271	184	159	6153
1968	933	752	693	674	554	539	421	370	264	218	196	168	5782
1967	1209	695	639	581	564	450	406	315	264	215	160	140	5638
1966	1021	604	594	559	477	395	374	266	209	188	158	112	4957
1965	929	582	576	519	428	386	363	288	221	190	129	106	4717
1964	931	586	567	479	440	372	290	236	186	132	115	103	4437
1963	870	575	538	464	417	358	302	195	175	138	105	95	4210
1962	856	589	486	430	406	291	280	185	154	114	85	73	3949
1961	826	565	484	443	315	296	238	162	150	101	64	56	3700
1960	707	502	488	319	273	251	197	161	118	67	51	55	3189
1959	841	522	411	363	290	222	207	117	98	62	51	35	3219
1958	556	419	321	270	230	228	155	92	95	52	33	19	2470
1957	519	381	299	278	230	161	108	97	84	43	32	11	2243
1956	---	---	---	---	---	---	---	---	---	---	---	---	---
1955	572	310	319	225	154	133	122	73	68	38	15	15	2044

ENROLMENT AND CLASSIFICATION OF PUPILS - MARCH 31, 1969.

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(EASTERN ARCTIC INCLUDING ARCTIC QUEBEC)

SCHOOL	ESKIMO		INDIAN		OTHER		VT	Pre Sch	ENROLMENT BY GRADE OR CLASS														
	M	F	M	F	M	F			1	2	3	4	5	6	7	8	9	10	11	12			
Arctic Bay	29	29	-	-	-	-	-	5	19	22	6	3	3										
Broughton Island	42	50	-	-	2	3		30	18	9	8	18	9	5									
Cape Dorset	75	62	-	-	1	3		21	28	35	23	20	9	5									
Clyde River	25	32	-	-	-	-		15	18	8	8	8											
Frobisher Bay	166	188	-	4	51	45		99	78	67	50	57	52	32	8	6	5						
Grise Fiord	18	12	-	-	-	-			8	6	8	7	1										
Hall Beach	18	21	-	-	1	-		11	10	10	7	1	1										
Igloolik	54	45	-	-	1	2		27	21	15	17	5	13	2	1	1							
Lake Harbour	19	21	-	-	-	-		11	6	6	8	2	4	2	1								
Pangnirtung	100	87	-	-	-	3		65	33	50	9	27	6										
Pond Inlet	54	62	-	-	4	3		23	21	21	30	17	7	4									
Resolute Bay	31	19	-	-	2	3			25	6	5	3	8	5	3								
Baker Lake	93	82	-	-	10	11		46	39	26	27	21	17	20									
Chesterfield Inlet	51	57	-	-	-	-			20	13	9	17	15	15	14	5							
Coral Harbour	28	36	-	-	3	2		6	20	13	10	8	9	1	1							1	
Eskimo Point	67	62	-	-	1	2		28	26	16	23	14	16	9									
Churchill V.C.	99	75	3	2	1	-	180																
Rankin Inlet	69	64	-	-	7	5		41	27	18	8	20	14	13	4								
Repulse Bay	18	8	-	-	1	1		14	7	4	1	2											
Whale Cove	21	20	-	-	3	2			13	5	9	9	3	5		2							
Belcher Island	15	5	-	-	-	-		2	3	5	3	4	3										
Fort Chimo	36	39	-	-	10	10			7	12	13	22	20	10	3	6	1					1	
George River	18	29	-	-	-	-		6	11	14	8	7	1										
Great Whale River	79	67	17	26	4	3		27	50	30	33	22	21	10	3								
Ivuyivik	10	12	-	-	-	-				8	6	5	3										
Koartak	11	15	-	-	-	-			10	4	5	1	6										
Payne Bay	15	22	-	-	1	-			3	10		7	8	7	3								
Port Burwell	21	16	-	-	-	-		8	9		6	7	5		1	1							
Port Harrison	48	48	-	-	3	1		5	19	25	13	18	15	2	3								
Povungnituk	72	67	-	-	3	1		9	16	20	29	27	19	12	11								
Sugluk	23	24	-	-	2	1			14	6	18	1	4	7									
Wakeham Bay	21	13	-	-	-	-			2	6	10	9	7										
TOTAL	1446	1389	20	32	111	101	180	499	581	490	410	389	299	166	56	21	6					2	

AGE GRADE RETARDATION IN THE
NORTHWEST TERRITORIES

THEORETICAL AGE RANGE=6-7 yrs.
THEORETICAL AVERAGE AGE=6.5 yrs.

GRADE 1

% Students under age range
equals students five years and
younger

% Students over age range
equals students eight years
and younger

Average retardation equals
theoretical average age minus
average age of sample

All figures obtained on January
1st of each school year

RACE = ESKIMO

	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	616	741	613	654	713	623	731	797	615	755
Average age	9.07	8.82	8.68	8.46	8.94	7.94	7.83	7.71	7.66	7.18
% Students under age range	.16	.13	00	.46	00	.80	.41	.12	.65	.66
% Students over age range	63.80	64.10	63.78	58.41	55.26	48.96	42.95	54.92	45.04	28.74
Average retardation in years	2.57	2.32	2.18	1.96	1.85	1.46	1.33	1.21	1.16	.68

RACE = INDIAN

	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	247	211	186	230	229	229	316	291	301	257
Average age	7.93	7.67	7.73	7.71	7.56	7.94	7.70	7.65	7.41	7.23
% Students under age range	00	00	.54	00	00	00	1.26	1.71	00	.39
% Students over age range	50.20	43.60	51.61	47.34	41.48	54.59	46.52	45.70	37.87	32.68
Average retardation in years	1.43	1.17	1.23	1.21	1.06	1.44	1.20	1.15	.91	.73

RACE = OTHER

	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	260	335	377	343	400	421	505	494	546	528
Average Age	6.60	6.37	6.46	6.45	6.27	6.41	6.30	6.34	6.31	6.20
% Students under age range	19.23	2.99	2.92	1.84	.07	1.66	1.78	1.01	3.11	3.60
% Students over Age range	15.77	9.25	12.73	10.13	6.25	7.60	7.72	7.49	6.04	4.73
Average retardation in years	.10	-.13	-.04	-.05	-.23	-.09	-.20	-.16	-.19	-.30

AGE GRADE RETARDATION IN THE
NORTHWEST TERRITORIES

THEORETICAL AGE RANGE=7-8 yrs.
THEORETICAL AVERAGE AGE=7.5 yrs

GRADE 2

All figures obtained on
January 1 of each school
year.

	RACE = ESKIMO									
	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	443	480	485	532	483	513	538	617	435	504
Average age	10.65	10.84	10.40	10.42	9.99	9.49	9.40	9.40	9.40	8.93
% Students under age range	00	00	.41	.38	.41	00	.19	00	00	.20
% Students over age range	83.75	82.29	79.79	79.88	75.16	68.03	58.74	62.56	69.99	57.14
Average Retardation in years	3.15	3.34	2.90	2.92	2.49	1.99	1.90	1.90	1.90	1.43
	RACE = INDIAN									
	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	215	215	169	157	193	172	174	211	252	244
Average age	9.83	9.66	9.10	9.36	8.25	8.94	9.06	8.82	9.03	8.94
% Students under age range	00	00	1.18	00	12.44	1.16	00	00	00	.41
% Students over age range	72.09	68.37	61.53	69.42	40.93	54.06	59.19	58.78	57.23	55.33
Average Retardation in years	2.33	2.16	1.60	1.86	.75	1.44	1.36	1.32	1.55	1.44
	RACE = OTHER									
	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	219	322	313	342	378	374	408	435	431	541
Average age	7.83	7.51	7.62	7.63	7.50	7.38	7.40	7.40	7.31	7.35
% Students under age range	4.10	5.59	1.92	2.92	9.26	2.14	1.96	1.40	2.55	3.36
% Students over age range	25.11	13.98	11.18	15.50	14.02	8.02	10.04	8.28	5.33	9.80
Average Retardation in years	.33	.01	.12	.13	00	-.12	-.10	-.10	-.19	-.15

AGE GRADE RETARDATION IN THE
NORTHWEST TERRITORIES

THEORETICAL AGE RANGE=7-8 yrs.
THEORETICAL AVERAGE AGE=7.5 yrs

GRADE 3

All figures obtained on
January 1 of each school
year.

		RACE = ESKIMO									
		61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size		329	360	404	441	478	495	524	490	492	518
Average age		12.03	11.90	12.19	11.72	11.35	11.11	10.83	10.61	10.43	10.44
% Students under											
age range		.30	00	00	.73	.21	00	00	00	00	1.00
% Students over											
age range		86.01	86.39	88.12	84.81	79.92	77.98	71.18	69.39	63.85	67.76
Average Retardation											
in years		3.53	3.40	3.69	3.22	2.85	2.61	2.33	2.11	1.97	1.98
		RACE = INDIAN									
		61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size		169	194	157	162	128	158	178	201	198	168
Average age		11.21	10.97	10.70	10.50	10.23	10.48	10.40	10.28	10.13	10.12
% Students under											
age range		.59	00	00	1.25	00	00	00	.50	00	00
% students over											
age range		79.28	78.35	71.34	72.84	67.19	67.09	66.85	62.69	64.65	58.93
Average Retardation											
in years		2.71	2.47	2.20	.02	1.73	1.98	1.90	1.78	1.63	1.62
		RACE = OTHER									
		61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size		172	297	301	305	342	359	399	386	453	415
Average age		8.80	8.89	8.76	8.70	8.69	8.66	8.71	8.44	8.51	8.27
% Students under											
age range		2.33	3.03	1.66	1.97	7.89	1.94	3.76	1.29	1.77	3.85
% Students over											
age range		19.77	25.25	19.93	18.03	19.59	15.88	18.04	10.88	11.26	12.65
Average Retardation											
in years		.30	.39	.26	.20	.19	.16	.21	-.06	.01	-.23

		RACE = ESKIMO									
		61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
AGE GRADE RETARDATION IN THE	Sample size	109	138	174	155	201	252	333	376	326	324
NORTHWEST TERRITORIES	Average Age	13.59	13.27	13.50	13.40	13.56	13.03	12.92	12.94	12.54	12.66
	Students under										
	age range	00	00	00	00	00	.40	00	00	00	00
THEORETICAL AGE RANGE= 10-11 yrs	% Students over										
THEORETICAL AVERAGE AGE=10.5 yrs	age range	83.49	84.78	88.51	84.52	90.54	85.32	78.38	82.45	71.47	74.38
	Average Retardation										
	in -years	3.09	2.77	3.00	2.90	3.06	2.53	2.42	2.49	2.04	2.16

GRADE 5

		RACE = INDIAN									
		61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
	Sample size	90	136	116	129	123	124	140	130	147	171
	Average age	13.57	13.22	12.86	12.75	12.72	12.60	12.68	12.52	12.16	12.39
	% Students under										
	age range	00	00	00	00	00	.81	00	00	.68	.58
	% Students over										
	age range	88.69	82.35	86.20	75.79	71.54	79.03	75.71	72.31	63.95	74.85
	Average Retardation										
	in years	3.07	2.72	2.36	2.25	2.22	2.10	2.18	2.202	1.66	1.89

All figures obtained on
January 1 of each school
year.

		RACE = OTHER									
		61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
SAMPLE	size	138	250	250	274	289	274	323	338	406	414
	Average Age	11.02	10.86	10.96	10.93	11.72	10.62	10.68	10.65	10.78	10.50
	% Students under										
	age range	5.07	9.20	3.60	4.00	0	2.30	3.10	2.07	4.43	3.62
	% Students over										
	age range	32.61	25.20	25.20	24.09	42.91	18.98	18.27	12.43	21.92	15.22
	Average Retardation										
	in years	.52	.36	.46	.43	1.22	.12	.18	.15	.28	00

AGE GRADE RETARDATION IN THE
NORTHWEST TERRITORIES

THEORETICAL AGE RANGE=12-13 yrs
THEORETICAL AVERAGE AGE=12.5 yrs

GRADE 7

All figures obtained on
January 1 of each school
year

	RACE = ESKIMO									
	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	30	47	54	36	33	69	76	106	134	147
Average age	14.50	15.13	14.53	14.72	14.33	14.78	14.81	14.45	14.03	14.20
% Students under Age range	00	00	1.85	00	00	00	00	.94	1.53	00
% Students over Age range	70.00	95.74	75.93	77.77	69.70	73.91	84.21	74.53	66.41	64.39
Average Retardation in years	2.00	2.46	2.03	2.22	1.83	2.28]	2.31	1.95	1.53	1.70

	RACE = INDIAN									
	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	68	68	66	60	66	86	77	80	89	91
Average age	15.05	15.22	14.47	14.78	14.67	14.67	14.31	14.57	14.34	14.18
% Students under age range	3.33	00	00	00	00	00	00	1.25	00	00
% Students over age range	78.33	85.29	80.30	83.33	84.84	74.41	71.43	71.25	73.03	64.83
Average Retardation in kyears	2.55	2.72	1.97	2.28	2.17	2.17	1.81	2.07	1.84	1.68

	RACE = OTHER									
	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	108	201	194	188	243	271	270	291	318	343
Average age	13.25	13.13	12.93	12.87	12.92	12.97	12.78	13.02	.2.59	12.61
% Students under age range	7.41	4.48	6.70	6.38	9.05	1.85	4.44	3.09	4.40	6.71
% Students over age range	34.26	31.34	32.47	25	26.34	22.88	22.96	29.90	15.40	17.78
Average Retardation in years	.75	.63	.43	.37	.42	.47	.28	.52	.09	.11

AGE GRADE RETARDATION IN THE
NORTHWEST TERRITORIES

THEORETICAL AGE RANGE=14-15 yrs
THEORETICAL AVERAGE AGE=14.5yrs

	RACE - ESKIMO									
	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	15	18	10	15	10	25	19	28	34	39
Average Age	16.00	16.72	16.30	16.66	16.80	16.64	16.47	16.17	16.38	15.97
% Students uner age range	00	00	00	00	00	00	00	00	00	00
% Students over age range	53.33	83.33	60.00	93.33	70.00	76.00	78.95	67.86	70.59	69.23
Average Retardation in years	1.50	2.22	1.80	2.46	2.30	2.14	1.97	1.67	1.88	1.47

GRADE 9

	RACE = INDIAN									
	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	24	30	28	25	45	47	58	41	39	47
Average Age	16.20	17.66	16.21	16.48	16.40	16.49	16.47	16.39	16.28	16.12
% Students over age range	4.17	00	00	00	00	00	00	00	00	2.13
% Students over age range	62.50	86.67	71.43	76.00	73.33	72.34	67.24	73.17	61.54	70.21
Average Retardation in years	1.70	3.16	1.71	1.98	1.90	1.99	1.97	1.89	1.78	1.62

All figures obtained on
January 1 of each school
year.

	RACE = OTHER									
	61-62	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71
Sample size	69	128	137	125	163	157	194	215	240	282
Average age	15.07	14.95	14.55	14.73	14.80	14.83	14.82	14.49	14.70	14.64
% Students under age range	7.24	9.37	11.67	8.80	9.82	7.64	3.61	5.58	2.91	5.67
% Students over age range	31.88	28.12	16.74	24.80	26.38	25.48	25.26	15.81	17.50	19.01
Average Retardation in years	.57	.45	.05	.23	.50	.33	.32	-.01	.20	.14

The data from which these tables were compiled was obtained from the Dominion Bureau of Statistics and represents all schools which sent in age-grade reports for each year.

This data is not complete, but the samples are large enough to give a fair representation.

Students aged 19 and over have been counted as 19 years old when calculating averages. However, even in grade 9 they do not form a sizable proportion of the students.

White children are about average when compared with students in the province of Alberta.

The following notes deal only with Indian and Eskimo pupils:

Eskimos start as the largest single group in grade 1; by grade 9 they are the smallest group.

The grade 9 table shows little change during the years represented. However, the grade 1 table shows a significant drop in the average age-grade retardation of Indians and Eskimos.

There are only two groups of students which can be followed from grade 1 to grade 9; those who started school in 1961 and those who started in 1962

1961
AVERAGE RETARDATION

	<u>Eskimo</u>	<u>Indian</u>
Grade 1	2.57	1.43
Grade 2	3.34	2.16
Grade 3	3.69	2.20
Grade 5	3.06	2.22
Grade 7	2.31	1.81
Grade 9	1.88	1.78

1962
AVERAGE RETARDATION

	<u>Eskimo</u>	<u>Indian</u>
Grade 1	2.32	1.17
Grade 2	2.90	1.60
Grade 3	3.22	2.00
Grade 5	2.53	2.10
Grade 7	1.95	2.07
Grade 9	1.47	1.62

We can assume that average retardation drops as higher grades are reached because students who passed grades 1, 2 and 3 at a younger than average age for the N.W.T. are more likely to remain in the school system.

Since the average age of grade 1 Indian and Eskimo students is dropping, more may remain in the system to complete grade 9 in future years.

ENROLMENT IN BEGINNERS CLASSES

	Begin	Gr. 1	Begin	Gr. 1	Begin	Gr. 1	Begin	Gr. 1	Begin	Gr. 1
	61-62	62-63	62-63	63-64	63-64	64-65	64-65	65-66	65-66	66-67
ESKIMO	261	741	246	613	348	654	390	713	383	623
INDIAN	102	211	86	186	105	230	142	229	116	229

	Begin	Gr. 1	Begin	Gr. 1	Begin	Gr. 1	Begin	Gr. 1	Begin	Gr. 1
	66-67	67-68	67-68	68-69	68-69	69-70	69-70	70-71	70-71	
ESKIMO	555	731	527	797	508	615	477	755	487	
INDIAN	158	316	170	282	138	301	142	257	103	

These figures are not complete for the Northwest Territories. They do, however, give an idea of the proportion of grade 1 students who have attended beginners classes.

The largest age-group in beginners is the 5 and under children. In recent years the numbers of beginners has been a sizable proportion of the grade 1 class for the following year.

Beginner's classes, by exposing the children to the English language before they reach grade 1 may cut down on the failure rate, and therefore reduce age grade retardation. There is already some evidence of this.

TOTAL SCHOOL ENROLMENT BY COMMUNITY 1950 - 1971

	50	51	52	53	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
Discovery Mine	8	8	6	6	7	10	14	13	15	12	14	12	9	14	10	20	13	17		
Ft. McPherson	37	26	42	46	82	86	88	141	139	126	137	169	167	170	158	162	175	196	207	210
Ft. Norman	12	26	42	27	42	44	48	49	47	44	49	49	60	38	47	45	50	54	69	60
Ft. Resolution	19	21	14	17	51	21	94	99	132	125	140	141	141	150	146	144	159	161	182	194
Ft. Simpson	16	22	28	27	54	67	65	94	81	244	296	290	290	299	325	328	385	384	369	404
Hay River Federal	126	125	115	133	201	209	201	240	291	294	319	207	272	298	292	286	--	--	--	--
Princess Alexandra Hay River	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	201	223	277	461
St. Paul's Sep. Hay River	--	--	--	--	--	--	--	--	--	--	--	176	183	173	201	221	214	173	172	closed
Hay River High	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	155	164	190	243
Ft. Smith	66	73	68	98	107	109	285	497	560	625	630	634	662	667	687	770	840	840	915	916
Ft. Rae	21	17	31	32	43	48	54	54	78	58	88	81	92	136	122	124	136	136	175	219
Aklavik		55	84	93	145	137	178	164	176	126	149	140	123	139	134	137	164	187	208	218
Coppermine		38	19	23	17	34	25	36	33	37	42	53	59	60	98	110	130	161	202	208
Ft. Franklin		19	21	30	44	37	41	53	44	53	50	61	73	89	85	97	96	95	100	123
Ft. Good Hope		10	31	18	35	29	45	73	52	19	51	34	44	19	44	28	38	42	77	84
Tuktoyaktuk		27	16	14	46	49	57	59	76	70	82	86	104	120	105	130	135	136	171	178
Arctic Red		1	16	22	18	6	11	13	16	16	19	10	10	Closed	--	--	20	18	14	
Fort Liard					16	16	19	22	34	27	14	21	17	11	25	15	15	20	22	24

TOTAL SCHOOL ENROLMENT BY COMMUNITY 1950-1971

	50	51	52	53	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
Yellowknife Public	316	238	234	260	253	251	302	288	343	356	379	406	438	448	433	455	513	565	658	670
Jean Marie River					19	22	21	21	17	16	14	15	16	16	13	16	11	14	12	17
Reindeer Station						11	20	19	17	17	21	14	12	16	13	16	20	Closed		
Inuvik						48	39	57	572	702	706	798	853	887	918	1014	1024	637	723	767
Inuvik-High School						--	--	--	--	--	--	--	--	--	--	--	--	331	371	413
Cambridge Bay							44	41	42	40	51	41	73	73	60	64	84	154	155	159
Norman Wells							7	10	12	17	22	29	28	24	24	37	38	46	35	43
Baker Lake							76	48	62	87	84	106	109	106	106	135	--	175	243	--
Cape Dorset							30	17	42	33	38	71	67	67	82	115	--	137	172	--
Chesterfield Inlet							107	116	108	105	114	117	133	112	124	135	--	108	75	--
Coral Harbour							36	46	32	55	59	57	52	46	46	54	==	64	114	--
Frobisher Bay							95	134	210	194	246	244	243	272	313	401	--	354	577	--
Pangnirtung							23	17	36	21	31	47	42	71	104	145	--	187	209	--
Arctic Bay								15	21	30	30	13	16	24	38	30	--	58	66	--
Rankin Inlet								84	123	143	140	127	96	81	87	98	--	133	199	--
Resolute Bay								20	25	25	21	25	32	30	33	41	--	50	52	--
Yellowknife, Sir John Franklin								149	146	185	177	176	219	244	245	267	283	345	349	491
Wrigley								23	26	24	10	--	--	20	17	30	34	41	27	37
Lac La Martre								20	37	19	17	27	22	27	--	--	25	43	41	49
Eskimo Point									26	35	50	60	58	90	93	106	--	129	--	--

TOTAL SCHOOL ENROLMENT BY COMMUNITY 1950-1971

	50	51	52	53	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
Spence Bay									23	22	23	37	37	38	34	50	51	64	67	103
Broughton Island									23	19	30	47	45	43	51	52	--	92	--	--
Ft. Providence										49	45	54	60	63	82	93	89	117	136	153
Nahanni Butte										12	15	19	17	21	23	20	16	15	--	--
Snowdrift										32	27	32	26	33	36	45	41	49	59	65
Igloodik										26	31	59	55	60	69	79	--	99	185	--
Belcher Islands										15	13	18	14	15	19	21	--	20	37	--
Clyde River										10	22	42	31	52	34	50	--	57	79	--
Pond Inlet										19	30	55	53	55	67	89	--	116	130	--
Whale Cove											43	41	49	38	44	40	--	41	--	--
Tungsten												18	--	23	31	27	25	23	16	19
Grise Fiord												25	30	30	33	38	--	30	--	--
Pelly Bay												17	13	18	18	19	23	26	39	46
Padloping Island												16	18	20	18	19	--	Closed		--
Gjoa Haven												31	28	30	34	41	40	54	50	66
Port Burwell														21	21	27	--	37	--	--
Pine Point														31	64	81	139	139	175	225
Lake Harbour															16	19	--	40	--	--
Holman															40	54	58	65	64	68
Churchill														105	152	147	--	174	--	--
Sachs Harbour																		34	34	39

STUDENT ENROLMENT - ESKIMO STUDENTS - ARCTIC DISTRICT

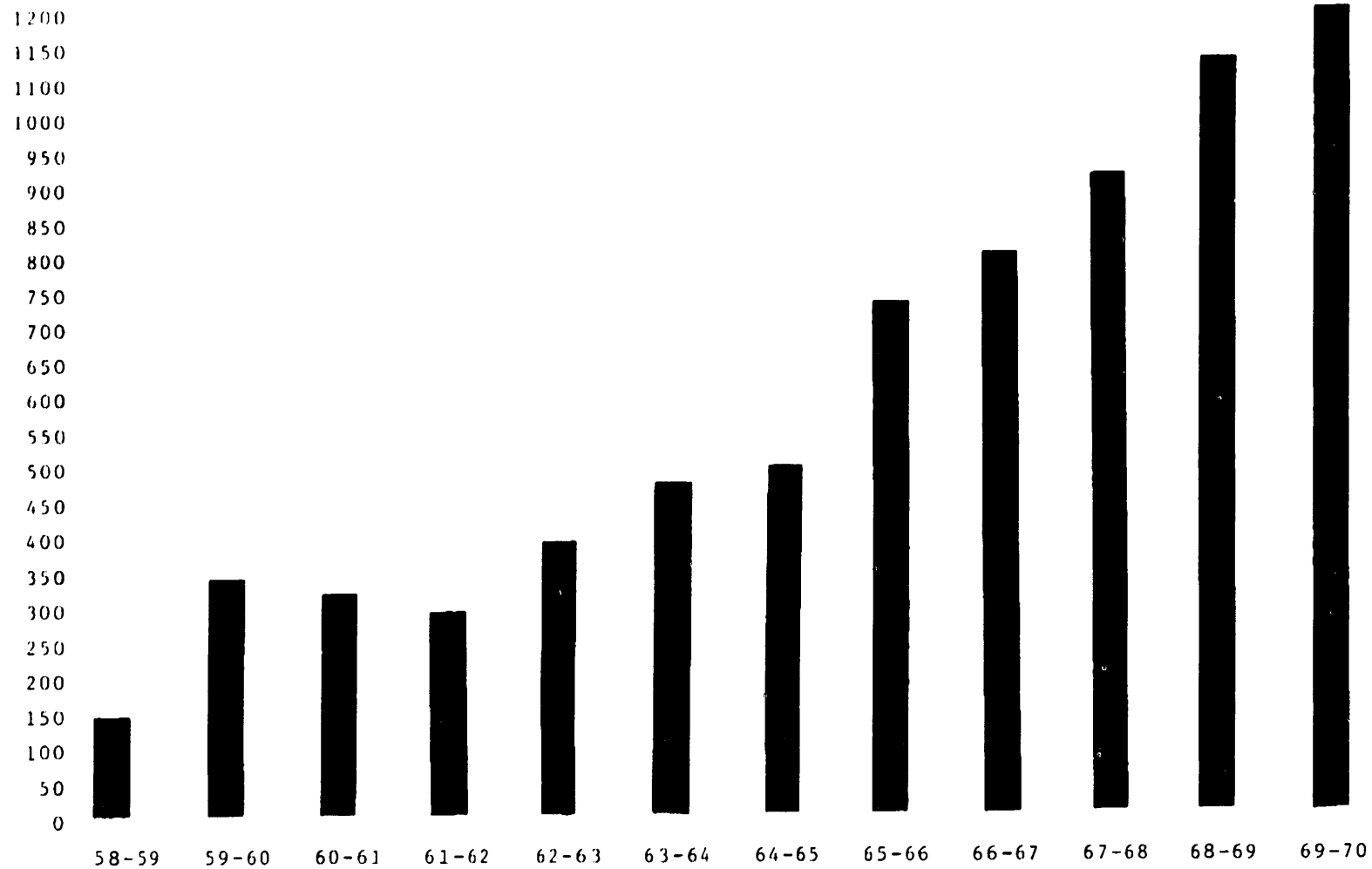
- ARCTIC QUEBEC EXCLUDED -

	57-58	58-59	59-60	60-61	61-62	62-63	63-64	64-65	65-66
BAKER LAKE	74	46	60	84	80	105	105	102	97
CAPE DORSET	28	17	42	33	38	71	67	67	82
CHESTERFIELD INLET	93	108	103	101	108	110	133	112	124
CORAL HARBOUR	35	45	31	52	59	57	52	46	46
FROBISHER BAY	89	109	175	128	184	200	198	207	236
PANGNIRTUNG	22	16	36	20	29	41	33	70	97
ARCTIC BAY		15	21	30	30	13	16	23	37
RANKIN INLET		81	119	138	140	125	88	67	76
RESOLUTE BAY		20	25	25	21	25	31	29	32
BROUGHTON ISLAND			23	19	30	47	45	43	51
ESKIMO POINT			26	35	50	60	58	90	89
IGLOOLIK				26	31	59	55	59	68
BELCHER ISLANDS				15	13	18	14	15	19
CLYDE RIVER				10	22	42	31	52	34
POND INLET				19	30	47	52	54	67
WHALE COVE					36	41	45	32	38
GRISE FIORD						23	28	30	33
PADLOPING ISLAND						16	18	20	18
PORT BURWELL								20	19
LAKE HARBOUR									16
CHURCHILL								105	152
TOTAL	341	457	661	735	901	1,100	1,069	1,243	1,431

STUDENT ENROLMENT - NON-ESKIMO STUDENTS - ARCTIC DISTRICT
 - ARCTIC QUEBEC EXCLUDED -

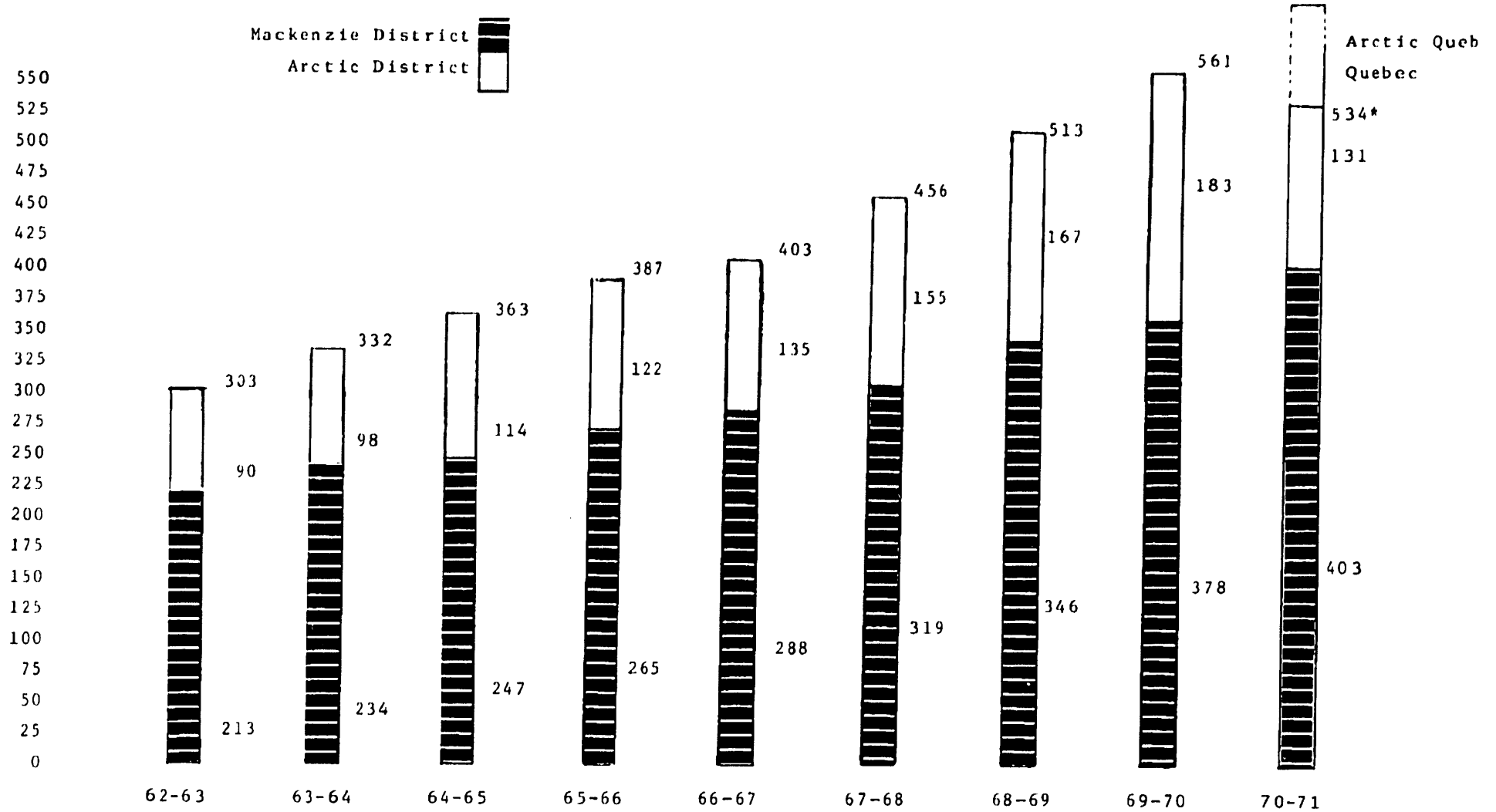
	57-58	58-59	59-60	60-61	61-62	62-63	63-64	64-65	65-66
BAKER LAKE	2	2	2	3	4	1	4	4	9
CAPE DORSET	2	-	-	-	-	-	1	3	5
CHESTERFIELD INLET	14	8	5	4	6	7	-	-	-
CORAL HARBOUR	1	1	1	3	-	-	1	-	-
FROBISHER BAY	6	25	35	66	62	44	45	65	77
PANGNIRTUNG	1	1	-	1	2	6	9	1	7
ARCTIC BAY		-	-	-	-	-	-	1	1
RANKIN INLET		3	4	5	-	2	8	14	11
RESOLUTE BAY		-	-	-	-	-	1	1	1
BROUGHTON ISLAND			-	-	-	-	-	-	-
ESKIMO POINT			-	-	-	-	-	-	4
IGLOOLIK			-	-	-	-	-	1	1
BELCHER ISLANDS				-	-	-	-	-	-
CLYDE RIVER				-	-	-	-	-	-
POND INLET				-	-	8	1	1	-
WHALE COVE					7	-	4	6	6
GRISE FIORD						2	2	-	-
PADLOPING ISLAND						-	-	-	-
PORT BURWELL						-	-	1	2
LAKE HARBOUR									-
CHURCHILL								-	-
TOTAL	26	40	47	82	81	70	76	98	124

VOCATIONAL TRAINING - NUMBER OF TRAINEES PER YEAR



Vocational courses range in length from a few weeks to several years.

TOTAL TEACHING STAFF - ARCTIC AND MACKENZIE DISTRICTS



* Arctic Quebec not included in 70-71 totals.

STUDENT-TEACHER RATIO BY SETTLEMENT BY YEAR

FORT SMITH REGION

	1966-67			1967-68			1968-69			1969-70			1970-71		
	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*
Fort Liard	1	15	15	1	15	15	1	20	20	1	22	22	1	24	24
Fort Providence	4	92	23	4	89	22.25	5	117	23.4	6	136	22.67	7	153	21.8
Fort Resolution	7	144	20.57	8	159	19.88	9	161	17.89	10	182	18.2	10	194	19.4
Fort Simpson	18	328	18.22	20	385	19.25	20	384	19.2	21	369	17.57	21	404	19.2
Fort Smith	42	770	18.33	46	840	18.26	49	840	17.14	53	915	17.26	56	916	16.3
Hay River Federal	17	286	16.82	11	155	14.04	12	164	13.67	13	190	14.62	17	243	14.3
Hay River Elementary				8	201	25.13	9	223	25.55	11	277	25.18	19	461	24.3
Hay River Separate	10	221	22.1	10	214	21.4	12	173	14.41	12	172	14.33	Closed		
Jean Marie River	1	16	16	1	11	11	1	14	14	1	12	12	1	17	17
Pine Point	5	81	16	6	139	23.17	7	139	19.86	8	175	21.88	10	225	22.5
Tungsten	2	27	13.5	2	25	12.5	2	23	11.5	1	16	16	1	19	19
Wrigley	1	30	30	2	34	17	2	41	20.5	2	27	13.5	2	37	18.5
TOTAL	108	2010	18.61	119	2267	19.05	129	2299	17.82	139	2493	17.94	141	2693	18.6

T = Teachers
 S = Students
 R = Students per teacher

STUDENT-TEACHER RATIO BY SETTLEMENT BY YEAR

YELLOWKNIFE REGION

	1966-67			1967-68			1968-69			1969-70			1970-71		
	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*
Cambridge Bay	3	64	21.33	4	84	21	8	154	19.25	8	155	19.37	8	159	19.8
Coppermine	6	110	18.33	6	130	21.67	7	161	23	8	202	25.25	9	208	23.1
Gjoa Haven	2	41	20.5	3	40	13.33	3	54	28	3	50	16.67	3	66	22
Holman Island	2	54	27	2	58	29	3	65	21.67	3	64	21.33	3	68	22.6
Echo Bay	-	--	--	-	--	--	1	6	6	1	10	10	1	11	11
LacLa Martre	-	--	--	1	25	25	1	43	43	2	41	20.5	2	49	24.5
Pelly Bay	1	19	19	1	23	23	2	26	13	2	39	19.67	2	46	23
Fort Rae	6	124	20.67	6	136	22.67	7	136	19.43	8	175	21.88	9	219	24.3
Snowdrift	2	45	22.5	2	41	20.5	2	49	24.5	3	59	19.67	3	65	21.6
Spence Bay	3	50	16.67	3	51	17	3	64	21.33	3	67	22.33	4	103	25.7
Yellowknife Sir John Franklin	26	267	10.27	26	283	10.88	28	345	12.32	31	349	11.26	35	491	14.1
Yellowknife Separate Elementary	16	280	17.5	16	308	19.25	17	333	19.59	20	331	16.55	16	252	15.7
Yellowknife Separate High	--	--	--	--	--	--	--	--	--	--	--	--	6	100	16.6
Yellowknife Public	24	455	18.96	33	513	15.55	30	565	18.83	36	658	18.28	40	670	16.7
TOTAL	91	1509	16.58	103	1692	16.42	112	2001	17.87	128	2200	17.19	141	2507	17.8

T = Teachers

S = Students

R = Students per teacher

STUDENT-TEACHER RATIO BY SETTLEMENT BY YEAR

BAFFIN REGION

	1966-67			1967-68			1968-69			1969-70			1970-71		
	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*
Arctic Bay	1	30	30	2	46	23	2	52	26	2	58	29	3	66	22
Broughton Island	2	35	17.5	3	66	22	4	91	22.75	5	107	21.4	5	105	21
Cape Dorset	5	119	23.8	6	120	20	6	131	21.83	8	175	21.88	9	172	19.1
Clyde River	2	34	17	2	54	27	2	52	26	2	55	27.5	3	79	26.3
Frobisher Bay	25	405	16.2	26	401	14.85	29	460	15.86	31	510	16.45	33	577	17.8
Grise Fiord	1	38	38	1	28	28	2	29	14.2	2	29	14.5	2	31	15.5
Hall Beach	-	--	--	1	31	31	2	40	20	2	51	25.5	3	54	18
Igloolik	3	75	25	4	102	25.5	5	102	20.4	7	143	20.43	8	185	23.1
Lake Harbour	1	20	20	1	26	26	2	42	21	2	48	24	2	61	30.5
Pangnirtung	4	129	32.35	6	145	24.17	7	170	24.29	9	184	20.44	10	209	20.9
Pond Inlet	4	85	21.25	5	100	20	5	222	24.4	2	132	26.4	6	130	21.7
Port Burwell	1	26	26	1	35	35	2	44	22	2	44	22	2	34	17
Resolute	2	39	19.5	2	46	23	2	51	25.5	3	51	25.5	3	52	26
TOTAL	51	1035	20.29	60	1200	20	70	1386	19.8	80	1587	19.84	89	1755	19.7

T = Teachers

S = Students

R = Students per teacher

STUDENT-TEACHER RATIO BY SETTLEMENT BY YEAR

INUVIK REGION

	1966-67			1967-68			1968-69			1969-70			1970-71		
	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*
Aklavik	7	137	19.57	8	164	20.5	9	187	20.77	11	208	18.91	11	218	19.8
Arctic Red River	-	--	--	-	--	--	1	20	20	1	18	18.	1	14	14
Fort Franklin	5	97	19.4	5	96	19.2	5	95	19	5	100	20	4	123	30.7
Fort Good Hope	1	28	28	2	38	19	2	42	21	3	77	25.67	3	84	28
Fort McPherson	8	162	20.25	9	175	19.44	9	196	21.77	10	207	20.7	11	210	19.0
Fort Norman	2	45	22.5	2	50	25	3	54	18	3	69	23	3	60	20
Inuvik Elementary	56	1014	17.86	59	1024	17.36	36	637	17.69	42	723	17.21	45	767	17.0
Inuvik High School	--	--	--	--	--	--	24	331	13.79	25	371	14.84	28	413	14.7
Norman Wells	2	37	18.5	2	38	19	3	46	15.33	2	35	17.5	2	43	21.5
Tuktoyaktuk	6	130	21.67	7	135	19.29	7	136	19.42	7	171	24.29	8	178	22.2
Sachs Harbour	-	--	--	-	--	--	2	34	17	2	34	17	2	39	19.5
TOTAL	87	1650	18.9	94	1720	18.9	101	1778	17.60	111	2013	18.4	118	2149	18.2

T = Teachers

S = Students

R = Students per teacher

STUDENT-TEACHER RATIO BY SETTLEMENT BY YEAR

KEEWATIN REGION

	1966-67			1967-68			1968-69			1969-70			1970-71		
	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*
Baker Lake	6	132	22	7	162	23.14	7	190	27.14	9	208	23.11	10	243	24.3
Belcher Islands	1	24	24	1	25	25	1	24	24	1	20	20	2	37	18.5
Chesterfield Inlet	5	135	27	5	117	23.4	5	109	21.8	4	65	16.25	3	75	25
Coral Harbour	3	61	20.5	3	67	22.3	3	66	22	5	100	20	6	114	19
Eskimo Point	4	109	27.25	5	131	26.2	6	123	20.5	8	136	17	7	160	22.8
Rankin Inlet	5	101	20.2	6	136	22.6	7	159	22.71	8	162	20.25	9	199	22.1
Repulse Bay	-	--	--	-	--	--	-	--	--	3	56	18.7	3	58	19.3
Whale Cove	2	40	20	3	42	14	2	45	22.5	3	60	20	3	66	22
TOTAL	26	602	23.15	30	680	22.67	31	716	23.09	41	807	19.68	43	952	22.1

T = Teachers

S = Students

R = Students per teacher

STUDENT-TEACHER RATIO - NORTHWEST TERRITORIES

1966-67			1967-68			1968-69			1969-70			1970-71		
T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*	T*	S*	R*
366	6860	18.74	409	7608	18.60	445	8212	18.45	499	9100	18.23	532	10056	18.7

TEACHING STAFF DATA 1970-71
(Excluding staff on Municipal Schools)

MALE - Total staff - 237

Marital Status

Married	-	201	84.81%
Single	-	34	14.34%
Widowed	-	1	.42%
Sep. or Div.	-	1	.42%

CERTIFICATES

E.T.E.P.	0		
Interim Can.	57	24.05%	
Can. Perm.	169	71.31%	
Letter of Auth.	3	1.26%	
No Cert prod	3	1.26%	
U.K.	5	2.11%	

INITIAL TRAINING

B.C.	16	6.75%
Alberta	29	12.23%
Saskatchewan	46	19.41%
Manitoba	19	8.01%
Ontario	53	22.36%
Quebec	4	1.68%
New Brunswick	11	4.64%
Nova Scotia	17	7.17%
P.E.I.	3	1.26%
Newfoundland	9	3.79%
N.W.T.	0	
U.S.A.	3	1.26%
United King.	18	7.59%
Australia	4	1.68%
New Zealand	2	.84%
Philippines	1	.42%
India	2	.84%

DEGREES

0 Degrees	-	97	40.93%
1 Degree		95	40.08%
2 Degrees		33	13.92%
3 Degrees		11	4.64%
4 Degrees		1	.42%

TRAINING

Jr. +1	1	.42%
Jr. +2	16	6.75%
Jr. +3	50	21.09%
Jr. +4	35	14.76%
Jr. +5	84	35.44%
Jr. +6	36	15.19%
Jr. +7	15	6.33%

Average Trg. 4.48 years

Types of Degrees

B.A.	77
B.Sc.	24
B.Ed.	78
B.Paed.	1
B.P.E.	2
B.T.T.	1
M.A.	3
M.Sc.	3
M.Ed.	10
	<u>199</u>

Religious Affiliation

R.C.	81	34.17%
Non R.C.	156	65.82%

EXPERIENCE - N.W.T.

1st year	-	68	28.69%
2nd year		56	23.63%
3rd year		41	17.30%
4th year		23	9.70%
5th year		12	5.06%
6th year		6	2.53%
7th year		5	2.10%
8th year		5	2.10%
9th year		6	2.53%
10th year		5	2.10%
11th year		2	.83%
12th year		5	2.10%
14th year		2	.83%
18th year		1	.42%

Average - in 3.32nd yr.

SALARIES

6001-7000	5	2.11%
7001-8000	12	5.06%
8001-9000	38	16.03%
9001-10000	52	21.94%
10001-11000	35	14.76%
11001-12000	19	8.01%
12001-13000	20	8.43%
13001-14000	18	7.59%
14001-15000	16	6.75%
15001-16000	11	4.64%
16001-17000	5	2.11%
17001-18000	1	.42%
18001-19000	2	.84%
19001-20000	1	.42%
20001-30000	2	.84%

Average \$11,035.86

EXPERIENCE - Total

1st year	-	7	2.95%
2nd year		11	4.64%
3rd year		17	7.17%
4th year		19	8.01%
5th year		24	10.12%
6th year		26	10.97%
7th year		21	8.86%
8th year		24	10.12%
9th year		13	5.48%
10th year		18	7.54%
11th year		9	3.79%
12th year		11	4.64%
13th year		6	2.53%
14th year		4	1.68%
15th year		5	2.11%
16th year		3	1.26%
17th year		4	1.68%
18th year		2	.83%
19th year		3	1.26%
21st year		1	.42%
22nd year		3	1.26%
24th year		1	.42%
25th year		1	.42%
27th year		1	.42%
30th year		1	.42%
32nd year		1	.42%
35th year		1	.42%

Average - in 8.34th year

AGE

21	-	1	.42%
22		2	.84%
23		7	2.95%
24		7	2.95%
25		13	5.45%
26		18	7.59%
27		26	10.97%
28		25	10.54%
29		16	6.75%
30		19	8.01%
31		16	6.75%
32		16	6.75%
33		12	5.06%
34		7	2.95%
35		7	2.95%
36		6	2.53%
37		10	4.22%
38		3	1.26%
39		7	2.93%
40		4	1.68%
44		1	.42%
45		3	1.26%
49		1	.42%
51		1	.42%
52		2	.84%
54		1	.42%
55		2	.84%
56		1	.42%
58		2	.84%
60		1	.42%

Average Age -
31.31

TEACHING STAFF DATA 1970-71
(Excluding staff on Municipal Schools)

141

FEMALE - Total staff - 255

Marital Status		
Married	- 110	43.13%
Single	- 118	46.27%
Religious	- 6	2.35%
Widowed	- 6	2.35%
Sep. or Div.	- 15	5.88%

CERTIFICATES

E.T.E.P.	- 5	1.96%
Can. Interim	- 65	25.49%
Can. Permanent	- 170	66.66%
L. of Auth.	- 1	.39%
No. Cert. Prod.	- 1	.39%
U.K.	- 10	3.92%
N.Z.	- 1	.39%
Australian	- 1	.39%
European	- 1	.39%

INITIAL TRAINING

B.C.	- 27	10.58%
Alberta	- 41	16.08%
Saskatchewan	- 49	19.21%
Manitoba	- 19	7.45%
Ontario	- 39	15.29%
Quebec	- 6	2.35%
N.B.	- 7	2.74%
N.S.	- 16	6.27%
P.E.I.	- 2	.78%
Newfoundland	- 6	2.35%
N.W.T.	- 5	1.96%
U.S.A.	- 3	1.76%
United King.	- 23	9.02%
Australia	- 5	1.96%
New Zealand	- 2	.78%
Philippines	- 2	.78%
Europe	- 2	.78%
India	- 1	.39%

DEGREES - 93		
0 Degrees	- 162	63.53%
1 Degree	- 71	27.84%
2 Degrees	- 20	7.84%
3 Degrees	- 2	.78%

TRAINING

Jr. + 1	- 6	2.35%
Jr. + 2	- 59	23.13%
Jr. + 3	- 69	27.06%
Jr. + 4	- 38	14.90%
Jr. + 5	- 65	25.49%
Jr. + 6	- 14	5.49%
Jr. + 7	- 4	1.57%

Average Tr. 3.6. years

Types of Degrees

B.A.	- 47
B.Sc.	- 16
B.Ed.	- 47
B.Com.	- 1
B.L.S.	- 1
M.Ed.	- 2
A.K.C.	- 1
Ph.D.	- 1
M.A.	- 1

Total - 117

Religious Affiliation

R.C.	- 71	27.84%
Non R.C.	- 184	72.16%

EXPERIENCE - N.W.T.

1st year	109	42.74%
2nd	70	27.45%
3rd	26	10.19%
4th	20	7.84%
5th	8	3.14%
6th	4	1.57%
7th	4	1.57%
8th	3	1.17%
9th	4	1.57%
10th	0	0.00%
11th	2	.78%
12th	1	.39%
13th	2	.78%
14th	1	.39%
15th	1	.39%
16th	0	
17th	0	

Average - 2.54 years

SALARIES

\$6000	6	2.35%
6001-\$7000	26	10.19%
7001- 8000	42	16.47%
8001- 9000	66	25.88%
9001-10000	42	16.47%
10001-11000	24	9.41%
11001-12001	10	3.92%
12001-13000	9	3.53%
13001-14000	16	6.27%
14001-15000	10	3.92%
15001-16000	4	1.56%
16001-17000		

Average \$9343.13

EXPERIENCE - Total

1st year	- 12	4.70%
2nd	- 25	9.80%
3rd	- 31	12.16%
4th	- 26	10.19%
5th	- 22	8.62%
6th	- 19	7.45%
7th	- 18	7.05%
8th	- 21	8.23%
9th	- 12	4.70%
10th	- 9	3.53%
11th	- 4	1.57%
12th	- 8	3.13%
13th	- 12	4.70%
14th	- 4	1.57%
15th	- 3	1.17%
16th	- 5	1.96%
17th	- 1	.39%
18th	- 3	1.17%
19th	- 2	.78%
20th	- 4	1.57%
21st	- 0	
22nd	- 1	.39%
23rd	- 1	.39%
24th	- 5	1.96%
25th	- 1	.39%
26th	- 0	
27th	- 0	
28th	- 0	
29th	- 2	.78%
30th	- 0	
31st	- 1	.39%
32nd	- 0	
33rd	- 0	
34th	- 2	.78%
35th	- 0	
36th	- 0	
37th	- 1	.39%

Average -- 7.7 years

AGE

20	- 1	.39%
21	- 8	3.13%
22	- 16	6.27%
23	- 22	8.62%
24	- 29	11.37%
25	- 24	9.41%
26	- 19	7.45%
27	- 19	7.45%
28	- 16	6.27%
29	- 11	4.31%
30	- 10	3.92%
31	- 6	2.35%
32	- 7	2.74%
33	- 5	1.96%
34	- 8	3.13%
35	- 1	.39%
36	- 2	.78%
37	- 5	1.96%
38	- 3	1.17%
39	- 4	1.57%
40	- 1	.39%
41	- 2	.78%
42	- 1	.39%
43	- 1	.39%
44	- 1	.39%
45	- 6	2.35%
46	- 1	.39%
47	- 2	.78%
48	- 1	.39%
49	- 3	1.17%
50	- 2	.78%
51	- 2	.78%
52	- 2	.78%
53	- 1	.39%
54	- 2	.78%
55	- 3	1.17%
57	- 1	.39%
58	- 3	1.17%
59	- 1	.39%
60	- 1	.39%
62	- 1	.39%
63	- 1	.39%

Average age 30.54

TEACHING STAFF DATA 1970-71
(Excluding staff on Municipal Schools)

COMBINED POSITIONS 496

Marital Status			Females 255 51.83%	Males 237 48.17%	EXPERIENCE - N.W.T.		EXPERIENCE - Total		23 -	29	5.89%
Married	-	311 63.21%	DEGREES		1st year	- 177 35.97%	1st year	- 19 3.86%	24	36	7.31%
Single		152 30.89%	0 Degrees	- 259 52.64%	2nd year	126 25.61%	2nd year	- 36 7.31%	25	37	7.52%
Sisters		6 1.21%	1 Degree or +	166 33.74%	3rd year	67 13.61%	3rd year	48 9.75%	26	37	7.52%
Widowed		7 1.42%	2 Degrees or +	53 10.77%	4th year	43 8.74%	4th year	45 9.14%	27	45	9.15%
Sep. or Div.		16 6.75%	3 Degrees or +	13 2.64%	5th year	20 4.06%	5th year	46 9.34%	28	41	8.33%
CERTIFICATES			4 Degrees or +	1 .20%	6th year	10 2.03%	6th year	45 9.14%	29	27	5.48%
E.T.E.P.		5 1.01%	TRAINING		7th year	9 1.83%	7th year	39 7.92%	30	29	5.89%
Can. Interim	122	24.79%	Jr. +1	7 1.42%	8th year	8 1.62%	8th year	45 9.14%	31	22	4.47%
Can. Permanent	339	68.90%	Jr. +2	75 15.24%	9th year	10 2.03%	9th year	25 5.08%	32	23	4.67%
No Cert Prod.	4	.81%	Jr. +3	119 24.18%	10th year	5 1.01%	10th year	27 5.48%	33	17	3.45%
Letter of Auth.	4	.81%	Jr. +4	73 14.83%	11th year	4 .81%	11th year	13 2.64%	34	15	3.04%
United Kingdom	15	3.04%	Jr. +5	149 30.28%	12th year	6 1.22%	12th year	19 3.86%	35	8	1.62%
Australian	1	.20%	Jr. +6	50 10.16%	13th year	2 .40%	13th year	18 3.65%	36	8	1.62%
New Zealand	1	.20%	Jr. +7	19 3.86%	14th year	3 .61%	14th year	8 1.62%	37	15	3.04%
European	1	.20%	Types of Degrees		15th year	1 .20%	15th year	8 1.62%	38	6	1.22%
INITIAL TRAINING			B.A.	124	16th year	1 .20%	16th year	8 1.62%	39	11	2.23%
B.C.	43	8.74%	B.Sc.	40	Average 2.95 year		17th year	5 1.01%	40	5	1.01%
Alberta	70	14.22%	B.Ed.	125	SALARIES		18th year	5 1.01%	41	2	.40%
Saskatchewan	95	19.30%	B.Comm.	1	6000	6 1.22%	19th year	5 1.01%	42	1	.20%
Manitoba	38	7.23%	B.L.S.	1	6001-7000	31 6.30%	20th year	4 .81%	43	1	.20%
Ontario	92	18.70%	B.Paed.	1	7001-8000	54 10.97%	21st year	1 .20%	44	2	.40%
Quebec	10	2.03%	B.P.E.	2	8001-9000	104 21.13%	22nd year	4 .81%	45	9	1.83%
New Brunswick	18	3.65%	B.T.T.	1	9001-10000	94 19.10%	23rd year	1 .20%	46	1	.20%
Nova Scotia	33	6.70%	M.A.	4	10001-11000	59 11.99%	24th year	6 1.22%	47	2	.40%
P.E.I.	5	1.01%	M.Sc.	3	11001-12000	29 5.89%	25th year	2 .40%	48	1	.20%
U.S.A.	6	1.22%	M.Ed.	12	12001-13000	29 5.89%	26th year	2 .40%	49	4	.81%
Newfoundland	15	3.04%	A.K.C.	1	13001-14000	34 6.91%	27th year	1 .20%	50	2	.40%
N.W.T.	5	1.01%	Ph.D.	1	14001-15000	26 5.28%	28th year	2 .40%	51	3	.61%
United Kingdom	41	8.33%	Religious Affiliation		15001-16000	15 3.04%	29th year	2 .40%	52	4	.81%
Australia	9	1.83%	R.C.	152 30.89%	16001-17000	5 1.01%	30th year	1 .20%	53	1	.20%
New Zealand	4	.81%	Non R.C.	340 69.10%	17001-18000	1 .20%	31st year	1 .20%	54	3	.61%
Philippines	3	.61%	Average Salary -		18001-19000	2 .40%	32nd year	1 .20%	55	5	1.01%
India	3	.61%	\$10,182.92		19001-20000	1 .20%	33rd year	2 .40%	56	1	.20%
Europe	2	.40%	Average Age 30.91		20001-30000	2 .40%	34th year	2 .40%	57	1	.20%
TEACHING COUPLES 70							35th year	1 .20%	58	5	1.01%
							36th year	1 .20%	59	1	.20%
							37th year	1 .20%	60	2	.40%
							Average - 8.13 year		62	1	.20%
							AGE		63	1	.20%
							20	1 .20%			
							21	9 1.83%			
							22	18 3.65%			

AVERAGE AGE OF PUPILS IN LARGE HOSTELS IN THE NORTHWEST TERRITORIES

<u>YEAR</u>	<u>NO. OF HOSTELS SURVEYED</u>	<u>NO. OF STUDENTS</u>	<u>AVERAGE AGE</u>
1957	3	365	10.73
1958	2	244	11.84
1959	4	462	10.92
1960	5	807	11.28
1969	7	1019	14.04
1970	6	910	14.43
1971	5	798	14.98

AVERAGE AGE OF PUPILS IN SELECTED LARGE HOSTELS IN THE NORTHWEST TERRITORIES

	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
AKAITCHO HALL YELLOWKNIFE													
# of Students	-	-	-	119	107	167	166	182	-	-	189	158	187
Average Age	-	-	-	19.09	19.24	18.40	18.22	18.40	-	-	18.80	18.84	18.01
BREYNAT HALL FORT SMITH													
# of Students	191	201	-	-	-	-	-	-	-	177	165	144	144
Average Age	11.66	11.84	-	-	-	-	-	-	-	12.24	11.69	13.38	14.24
STRINGER HALL INUUVIK													
# of Students	-	238	272	-	-	-	-	-	-	-	201	208	209
Average Age	-	11.77	11.69	-	-	-	-	-	-	-	13.37	14.09	14.01
TURQUETEL HALL CHESTERFIELD													
# of Students	-	-	-	-	88	92	83	89	86	46	-	-	-
Average Age	-	-	-	-	11.30	10.69	10.87	10.86	10.86	13.24	-	-	-

SMALL HOSTEL ENROLMENT - MACKENZIE DISTRICT

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LOCATION	NUMBER	SIZE	ENROLMENT	
			MARCH 31, 1969	MARCH 31, 1971
Fort Liard	1	12 Beds	6	15
Fort Good Hope	3	12 Beds	8	12
Fort Franklin	1	8 Beds	8	1-Jan/12-Dec.
Fort Norman	1	8 Beds	6	3
Cambridge Bay	1	8 Beds	8	6
	2	12 Beds		10 + 8

Small hostel enrolment changes from day to day and may vary from being filled to capacity to being empty during the same school term. The most meaningful figures are the capacity rather than the enrolment on any given date.

HOSTEL ENROLMENT - ARCTIC DISTRICT - 1969

LOCATION	CAPACITY	ENROLMENT
Chesterfield Inlet	80	46
Churchill	250	220
Igloodik	2 x 8	6
Pond Inlet	3 x 12	26
Great Whale River	3 x 8	21
Port Harrison	3 x 8	24

All hostels in the Arctic District have now been closed. With the advent of low rental housing they are no longer necessary.

The hostel at Churchill, Manitoba, still operates under the Department of Indian Affairs and Northern Development auspices, but it is scheduled to close on June 30, 1973.

SMALL HOSTEL CAPACITY AND ENROLMENT - EASTERN ARCTIC

145

	1963-1964			1964-1965			1965-1966			1966-1967			1967-1968		
	No.	Cap.	Pupils	No.	Cap.	Pupils	No.	Cap.	Pupils	No.	Cap.	Pupils	No.	Cap.	Pupils
Eskimo Point	2	8	15	2	8	18	3	8	16	3	8	14	-	-	-
Belcher Is.	1	8	5	1	8	--	1	8	--	1	8	--	-	-	-
Baker Lake	2	8	18	2	8	16	2	8	16	2	8	20	-	-	-
Cape Dorset	1	8	4	1	8	6	3	8	--	3	8	--	-	-	-
Broughton Is.	2	8	16	2	8	14	3	8	--	3	8	--	-	-	-
Pond Inlet	1	8	10	2	8	18	2	8	16	2	8	29	3	12	26
Pangnirtung	-	-	--	2	8	16	2	8	16	3	8	7	-	-	-
Igloolik	3	8	26	3	8	24	3	8	16	2	8	17	2	8	6
TOTAL	12		94	15		112	19		80	19		87	5		32

A total of 28 pupil residences had been closed in the Arctic Education District - which included parts of Quebec - prior to the commencement of the 1968-69 school year. Twelve-pupil residences were being constructed at Clyde River, Lake Harbour and Igloolik. The closure of so many hostels can be directly attributed to the desire of parents to live in communities and become rental-housing tenants. Small hostels were not being operated by the Territorial Government in the Arctic District in 1971.

Hostel enrolment varies widely from day to day. Enrolment figures do not accurately reflect the amount of usage a hostel gets.

ENROLMENT IN HOSTELS AS OF DECEMBER 31

MACKENZIE DISTRICT

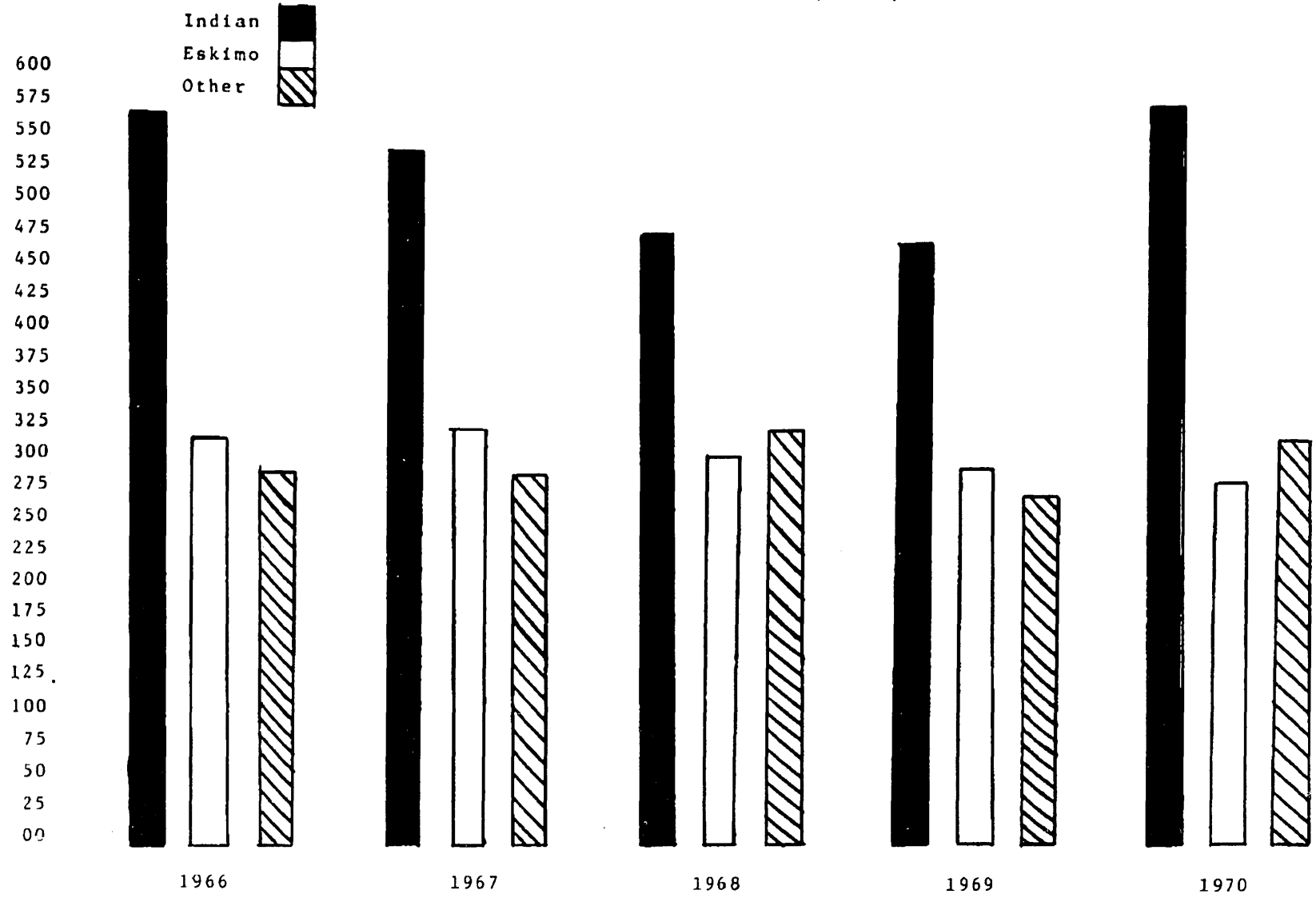
1966 - 1970

LOCATION	1 9 6 6				1 9 6 7				1 9 6 8				1 9 6 9				1 9 7 0			
	IND.	ESK.	OT.	TOT.	IND.	ESK.	OT.	TOT.	IND.	ESK.	OT.	TOT.	IND.	ESK.	OT.	TOT.	IND.	ESK.	OT.	TOT.
YELLOWKNIFE																				
- Akaitcho Hall	61	21	88	170	51	20	93	164	66	26	110	202	46	25	101	172	42	28	122	192
INUVIK																				
- Grollier Hall	89	69	77	235	95	77	58	230	76	79	54	209	47	78	46	171	63	77	57	197
- Stringer Hall	43	207	30	280	49	187	44	280	17	157	29	203	28	158	40	226	21	171	32	224
FORT SIMPSON																				
-LaPointe Hall	114	---	38	152	120	---	34	154	127	1	24	152	122	---	24	146	113	---	38	151
-Bompass Hall	30	8	8	46	20	28	14	62	19	33	20	72	17	24	15	56	40	---	19	59
FORT SMITH																				
-Breyndat Hall	167	---	27	194	144	---	32	176	134	--	31	165	137	---	31	168	127	1	31	159
FORT MCPHERSON																				
-Flemming Hall	69	3	16	88	60	3	11	74	31	--	47	78	67	---	11	78	61	---	9	70
	573	208	284	1165	539	315	286	1140	470	296	315	1017	464	285	268	1017	572	277	308	1052

IND.= INDIAN
 ESK.=ESKIMO
 OT. = OTHER
 TOT.= TOTAL

In 1968, operational costs per pupil in
 large hostels was \$1,156.00

ENROLMENT IN LARGE HOSTELS IN THE MACKENZIE
Dec. 31, 1966, 1967, 1968, 1969, 1970



HIGHER EDUCATION ASSISTANCE
STUDENT GRANTS

	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	Total	Indian	Eskimo	Other
1967-68	32	15	13	6	1	67	--	1	66
1968-69	43	25	15	12	2	97	--	1	96
1969-70	59	22	27	7	1	116	7	2	107
1970-71	43	34	19	11	-	109	3	1	105 *

STUDENT LOANS

1967-68	-	1
1968-69	-	8
1969-70	-	20
1970-71	-	15

BURSARIES

	I & E	Other	
1968-69	-	2	\$ 15,000
1969-70	-	1	15,000
1970-71	-	1	15,000

COST OF GRANTS

1967-68	-	\$ 83,387
1968-69	-	134,453
1969-70	-	159,200
1970-71	-	159,400 *

I = Indian

E = Eskimo

* Total only includes those who completed the year or were enrolled in May, 1971
Dropouts are excluded.

In 1969-70 the amount which was directly attributed to the cost of grade schools in the N.W.T. was \$8,454,200. This equals \$838 for every student enrolled in grade school. However, this amount does not include the cost of Administration, etc. which were related to the operation of day schools. Also, in schools such as Sir John Franklin in Yellowknife, costs such as power and heating which could be charged to Vocational shops is included in the day school budget. For these and many similar reasons, the figure of \$838 which is given as the cost of educating one grade school student for one year is only approximate.

In 1964-65 the same costs were approximately \$678 per student in the Northwest Territories and Arctic Quebec.

For the 1942-43 school year the total government expenditure on schools was \$1667.15 for the 55 students in day schools and \$31,558.00 for the 115 students in residential schools.

COSTS OF THE N.W.T. SCHOOL SYSTEM

	1964-65	1970-71
Administration	\$ 705,570	1,721,800
Schools	4,572,625	8,454,200
Vocational Education	781925	1,538,600
Adult Education	92,130	740,900
Pupil Residences	1,976,700	1,859,700
Number of students:	6,730	10,087

Expenditures since the transfer of Education from the Federal Government to the Territorial Government in 1970:

	1970-1971	1971-1972
Operation and Maintenance	\$ 14,335,200	18,035,900
Capital	4,111,000	9,995,800
TOTAL	18,446,200	28,031,700

SURVEY OF EDUCATION

APPENDIX B — SUBMITTED BRIEFS

AKLAVIK, N.W.T., MOOSE KERR TERRITORIAL SCHOOL	151
ARCTIC RED RIVER, N.W.T., TERRITORIAL SCHOOL	153
CLYDE RIVER, N.W.T., KALVAK TERRITORIAL SCHOOL	155
CORAL HARBOUR, N.W.T., TERRITORIAL SCHOOL	160
FORT RESOLUTION, N.W.T., PETER POND TERPITORIAL SCHOOL	164
FORT SMITH, N.W.T., JOSEPH BURR TYRRELL TERRITORIAL SCHOOL	168
GJOA HAVEN, N.W.T., TERRITORIAL SCHOOL	173
HAY RIVER, N.W.T., DIAMOND JENNESS SECONDARY SCHOOL	174
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RANKIN INLET, N.W.T., TERRITORIAL SCHOOL	197
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TUKTOYAKTUK, N.W.T., MANGILALUK TERRITORIAL SCHQOL	202
YELLOWKNIFE, N.W.T., NORTHWEST TERRITORIES TEACHERS' ASSOCIATION	205

Objectives of the Education Programme:

Behavioristic goals should be clearly set down and each teacher should have a copy.

If such goals exist at the present time we are not aware of them.

The objectives of education which are outlined in the Alberta Programme of Studies, while general enough to apply to education universally, do not really take into consideration the uniqueness of northern schools.

In setting down the goals the priorities should be clearly stated.

The Pre-School Programme:

It has been our experience that the inclusion of kindergarten has been invaluable.

The Government should strive to provide kindergarten facilities in all communities where at all feasible.

Once this is established an attempt should be made to offer Government support or at least assist primary school facilities which would get children into school still a year sooner.

Once available, television should be directed to a certain degree at the pre-school audience. Suitable programming has a tremendous impact on this age group. The programme "Sesame Street" is a case in point.

The Elementary Education Programme:

Any such programme should be an expansion and embodiment of the objectives of education.

There is a definite need for a programme of studies to be created especially for northern schools.

Such a programme should include a core curriculum to be taught to all pupils as well as a variety of alternative units to allow for flexibility.

It would be highly desirable if encouragement for individualized instruction and experience learning were built into the programme.

Continuing and Special Education Programme:Adult Education:

Our experience with Adult Education has been fairly frustrating. As it is, each year we try to find out who is interested in teaching any course that might be suitable. Then comes the problem of recruiting students. The classes are typically very small. Another problem is the fact that the teachers are to a very great degree responsible for drawing up their own course outlines.

- A handbook on Adult Education would be most useful.
- Course outlines would be invaluable for the more commonly offered programmes.
- In courses such as basic education, a series of uniform programmed lessons would facilitate both teaching and learning.

N.W.T. Curriculum Development:

Once the aims have been established and a programme of studies set down, it would be desirable to constantly refresh the curriculum by bringing out more comprehensive guides and materials for curriculum units.

While we are not in favour of definitive curriculum guides, there does appear to be a need for something fairly comprehensive in the northern situation since teachers come from many different school systems and

generally do not stay more than a couple of years. The latest practice of sending proposed curriculum materials to schools for evaluation has much merit especially when specific guides for evaluation accompany the materials.

Maintenance, Materials and Supply Procedure:

While maintenance of equipment is a perennial problem, it is difficult to think of any system which would be much better than the present one.

Teacher Training, In-Service Education, Teacher Recruitment, and Teaching Personnel:

When new methods, materials, or courses are to be introduced it would be very worthwhile to have qualified personnel visit the schools to generate interest, demonstrate, and get things going initially.

Another good way would be to have representatives from each school attend workshops, bring the materials back and implement their use.

Provision of Educational Resources:

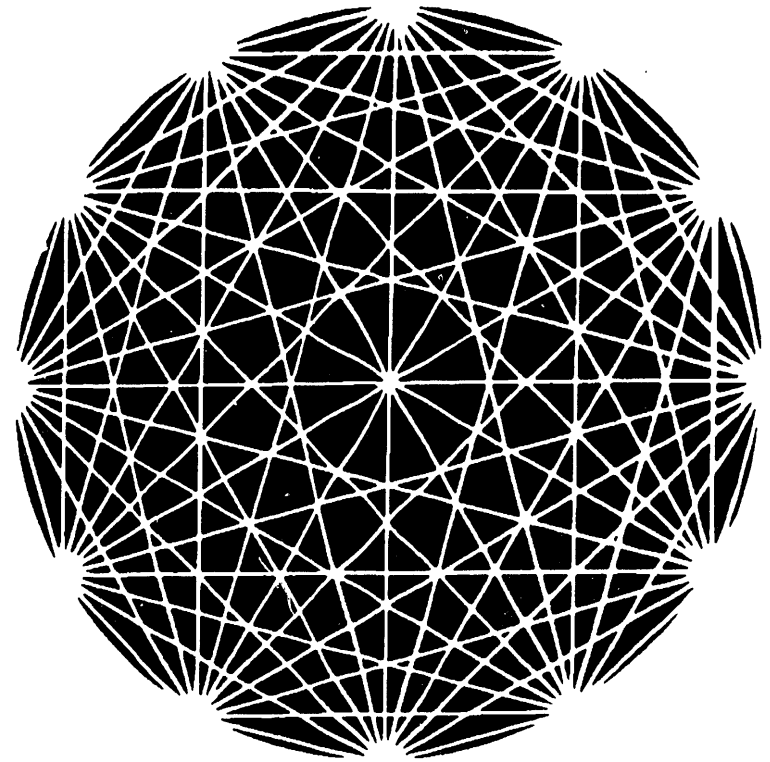
The service presently provided is excellent.

Perhaps this department could be enlarged to provide on a loan basis, other media and equipment.

- (i) L.P. records
- (ii) Film strips
- (iii) Multi media packages

Classroom Assistants Programme:

Where the assistant is reliable and continues in the same situation for several years she can be a real asset.



Objectives of the Education Programme:

Very clear. To prepare each child in the Territories in such a manner, that he will be able to make nearly maximum use of his talents and abilities in adult life, and make a valuable contribution to the progress of civilization on this globe. This individual potential, incidentally, is in no way less than that of southern children (which happens to be a popular myth).

The Pre-School Programme:

Very inadequate. Educating children between the ages of four years and six years carries with it such tremendous leverage, that to ignore it, immediately reduces the child's potential. Furthermore, I suspect that the child's attitudes suffer later on as well, and rather than being positive, confident, and bold, the child frequently becomes doubtful, negative and timid. I would suggest that even the smallest of settlements should immediately implement kindergarten programmes. I realize that it is just not practical to bring in a full-time teacher for perhaps four or five pre-school children (as we have here in Arctic Red) and obviously the answer must lie in a relaxation or modification of teacher qualifications (in special cases). In our settlement, the Bay Manager's wife, even though not a qualified teacher, could certainly have made a tremendous contribution to the small children. (Even my wife who is not employed in any way, and is not a certified teacher, but who has two years of northern teaching experience, could give valuable instruction to pre-school children). I am positive this same situation exists in many settlements and the children are being deprived of much more than commonly is believed.

Elementary Education Programme:

Presently suffering because of inadequate pre-school training. In our school, age-grade retardation is present in over 50% of the students. I cannot em-

phasize strongly enough the importance of early instruction. The soil must be well prepared for the seed to grow into its full potentiality. Much of the work I am doing presently with ten and eleven year old children should have been done when they were six or seven. High School teachers all over the country are lamenting that children are not ready for the prescribed programmes. We must attack the problem at its roots, which inevitably lead us to the pre-school days.

Continuing and Special Education Programmes:Adult Education:

Very necessary. Because of the influence of radio, T.V., newspapers, etc., plus the ever increasing, intermixing of peoples, many local native people have become painfully aware that education is an important aid to understanding the world around them. This is evident in the south as well, as people of all ages are returning to adult classes. Certainly, in Arctic Red River we have many adults who are anxious to learn. Last year a total of 23 adults attended night classes, of which about 12 were quite regular. For a settlement with a total population of about 95, this shows quite a desire to learn.

Yet there is a shortage of funds. It seems that when it comes to spending money on equipment or materials, there is plenty around (as an example, our old T-D9 "cat" has had approximately \$3,000 spent on it in the last five months, yet it is in worse condition now than ever). To say that expenditures on machines are more important than human development borders on the ridiculous, however, that appears to be the pattern.

It seems to me that the only consideration should be whether the people want to learn. If they demonstrate that they do, there should be sufficient

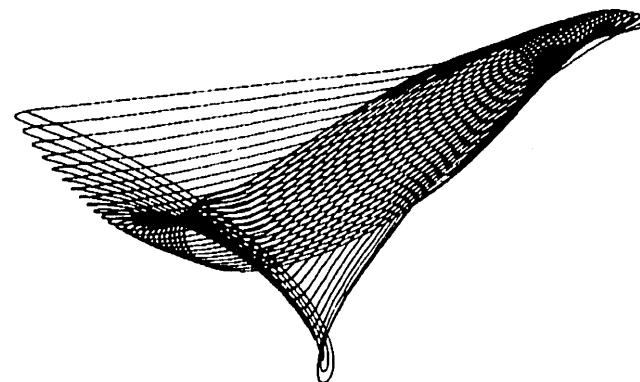
funds. In fact, next to the education of children, this should be the Government's highest priority.

Northwest Territories Curriculum Development:

No uniform curriculum can be followed until the pre-school programme is functioning effectively in all communities. Outside of heredity and environment, children will then start from the same points.

Local Involvement in Education:

Very necessary. Native people are slowly losing their fear of schools, teachers and education, but now, we must make them a part of the system. They have much to contribute in the way of crafts, skills and language, and children can benefit from the experiences and abilities of these hardened people of the north.



Objectives of the Education Programme:

Elementary:

The primary purpose at present should be to provide a sound course in English upon which all further education will be based.

The system should provide a general education as equal as possible to that offered within the provinces to enable:

- a) Northern students to become as qualified as southern students to gain admission to Canadian institutes of higher education.
- b) Northern residents to be qualified to obtain jobs both in the North and in other parts of Canada.
- c) Northern residents to supervise the development of the north and to prepare it for provincial status.

Adult:

- a) Adult education should provide education in specific areas to enable those northern residents with little or no elementary education to make the best use of the opportunities and materials available to them.
- b) It should provide for northern residents who wish to up-grade their standard of education so they might compete on the present day job market.

Cultural Inclusion:

It is felt that too great an emphasis is placed upon these programmes at times. This is not to say, however, that these programmes should not be carried out in some degree. However, it seems that these programmes are sometimes given a place in the educational system out of all proportion with the subject's importance in the development of well educated Canadians. It is not to be denied that the Eskimo and Indian cultures have much of interest and much from which we can benefit, however,

time devoted to their study must be carefully controlled. In southern systems time is usually devoted to a study of the locale, its history and other areas of interest. These studies may include talks by visitors and visits to points of interest during the school year. It is felt that the cultural inclusion programme should be planned with approximately similar time allocations.

It appears that these programmes are often initiated at the suggestions of parents. This is good. However, the argument used to back up requests for these programmes is that there is no time for parents to take children to camp and on hunting trips as the children are in school. This is, of course, true yet it often appears that these same parents are the ones who regularly leave for hunts on weekends and holidays without their children.

More effort, it is felt, should be made by teachers to help parents understand what we are trying to do in school and that just because the law requires a child to be in school it does not necessarily mean that the entire education is available within the school system. Education is, it would be hoped, a joint venture with both school and family having a part to play.

Pre-School Programme:

It is suggested that the pre-grade one programme consist of two years of kindergarten. The first year for children of four years of age should be on a half-day basis and the programme should be designed with the teaching of English as its primary purpose.

The five year old pupils' programme will continue with this basic English programme and will be similar in other areas to a southern kindergarten programme with time being spent in areas such as number readiness and reading readiness.

This will, it would be hoped, enable the pupil to enter grade one at six years of age ready to begin a normal grade one reading programme.

In order to carry out the type of programme suggested above, the teachers of these groups will require more in the way of materials than is presently in many schools. This will require additional financial allotments specifically for kindergarten materials. Additional furniture, concrete materials and classroom working materials will be required. Also materials featuring ideas, techniques and general teaching suggestions for the kindergarten level would be of value.

To this end, it might be suggested that at some point in the year each primary teacher be requested to submit a number of samples of materials or ideas used successfully in their teaching. These might easily be compiled into booklet form for distribution to interested teachers at that particular level.

Elementary Education Programme:

One of the primary requirements in elementary education is a standardized curriculum for the North. It should be prepared for the North but should not be too northern (see comments RE: Cultural Inclusion)

The present system of following the curriculum of the various provinces with the texts being unavailable on the annual requisition list seems rather poor planning. A standard curriculum for the North (which may, in fact, not be much different than that of any of the provinces) with suitable texts in adequate quantities will gradually produce a more uniform standard of education through the North. It would also enable the teaching staff to better prepare students who wish to continue their education in southern Canadian institutions. This is difficult when texts authorized to accompany courses taught in the south are not available for the same

course of study when used in the northern classroom.

One of the most important areas to be considered is that of the oral English programme. Various courses are in use and many more have been prepared. However, no one course is being used in all schools. In fact, it is quite possible that in many areas no formal programme of oral English is being followed at all. Without this programme little future can be foreseen for worthwhile education in the north. Superintendents could ensure that proper programmes are being carried out because this programme is the key to the whole system.

Superintendents and teachers-at-large could be a great help in many instances if a greater number of visits per year could be managed. Other agencies appear to find the necessary funds for many visits per year yet this is not true for education staff.

Planning & Provision of School Buildings, Residences, Staff Accommodation and Related Facilities:

Provision of buildings appears in many cases to suffer from a lack of advanced planning and facilities trail requirements in many instances the number of classrooms and available accommodation for education staff is out of balance and teachers are appointed more on a basis of available accommodation than on school requirements. Staff accommodation, in our experience, has been quite satisfactory and comfortable. It would be hoped that this might continue as comfortable accommodation which is well equipped can be a major factor in encouraging teachers to remain for longer periods in the North. This would do much to help improve the system.

In the planning of future schools it is hoped that thought will be given to needs of the community so that the school plant might be used in as many ways as possible for community activities. The first demand, of course, should be to build the most suitable

building for education possible, however, with planning, a valuable community centre can be produced which can serve in many different ways.

It is somewhat early perhaps, in some of the smaller settlements to consider the building of a separate community library, however, consideration may be given to the extending of the facilities of present school libraries to provide books and materials of interest to the adult residents of the community and the space to give library service.

Maintenance, Materials and Supply Procedures:

The general method of supply which has existed for the past years appears generally to have done a fairly good job. The problems which have arisen must be expected to happen at times, in as complicated a procedure as supplying schools in such an area. It had been hoped that the initiation of shipping school supplies by air this past year would have been another step toward efficiency, however, it appeared to be the opposite as well as being much more expensive.

In years past all supplies could be expected to arrive on the ship. All materials shipped would arrive at one time and the checking of goods received was a job which could be done once and for all. However, this past year materials started to arrive several months before the end of June and add items were continually appearing for the next several months causing a great deal of extra work checking and rechecking as missing items appeared.

Based on my experience with last year's air shipment and previous sea-lift shipments I would much prefer to have supplies sent by sea with the difference in freight charges added to the school's annual budget for purchase of teaching and other school materials. It is felt that the money would be better spent.

Generally it is difficult to obtain supplies during

the course of school year. There is always some item which does not appear when supplies arrive or which was overlooked on the requisition. If each school were permitted a small allocation of funds for the purchase and shipment of such goods this minor but irritating problem might be overcome.

Teacher Training, In-Service Education, Teacher Recruitment and Teaching Personnel:

Orientation:

It appears from past discussions that the present orientation course is not satisfactory to prepare new staff for work in the North. The courses are not long enough to teach methods of teaching and techniques required in the North, (e.g. language teaching) and can never be close enough to all settlements to give the new teachers the real feel of their settlement.

It is not possible to overcome this latter deficiency but if courses of longer duration were given by qualified personnel much could be done to prepare new staff for the problems of teaching non-English speaking students.

It must be recognized that more is required in the North than just "removed southern teachers". Special qualifications and training are required and it is rather expensive to the standard of the system for these to be obtained at the pupils' expense during the first (and often last) year in the North. I would suggest basic courses in Linguistics, Language Teaching and Primary Education given by lecturers well qualified in their fields as well as familiar with conditions to be met in the northern classroom. Such a course followed by one or possibly two days within the Regional office would better prepare new staff.

In-Service Education:

It would be desirable for summer courses to be planned

by the N.W.T. Department of Education for northern teachers. Of greatest value would be courses of equal calibre to those offered by many of the provinces for their teachers. Courses by well qualified lecturers in subjects such as Linguistics, Language Teaching, Audio-Visual Techniques in Language Teaching, Primary Education, etc. and designed with the northern teacher in mind would be of value.

Courses should be of such duration and intensity of study that they could be counted towards a teacher's training for salary purposes. They should be courses of high standard (university) but should be available to any interested northern teacher.

Consideration should also be given to granting credit to teachers who successfully complete courses provided by the provinces. Many worthwhile courses are taken by teachers in their home provinces yet salaries do not reflect this training. Possibly some arrangement might be negotiated between the Territorial and Provincial Departments of Education to allow northern teachers to be eligible to take summer courses in any of the provinces.

Teacher Recruitment:

Too much emphasis is placed upon gaining teachers with high qualifications and not sufficient regard is generally given to a teacher's past experience. Many teachers are still learning to teach when they come North instead of just modifying what they have already gained in previous experience.

Real efforts should be made to obtain teachers who are prepared to remain in the North for several years and those just wishing to see the North should not be given serious consideration.

One method might be to require new teachers to agree to an initial contract of more than one year (possibly two years) as many teachers remain only one year in the

North. Generally this is a year in which they contribute little to the system.

A long service bonus may be some incentive for teachers to remain in the North for longer periods. If awarded after three years or five years it might provide the motivation for staff to remain north a few more years. Careful consideration should be given to the placement of teachers. Generally married couples are better able to be comfortable and satisfied with conditions in smaller settlements yet often single female teachers find themselves in communities where there is little, if any, companionship.

New staff should be made well aware of the fact that rapid and frequent transfers are not to be expected and exceptions to this should not be made except in extreme circumstances.

It is suggested that the image of teaching in the North be modernized somewhat. We should no longer be thinking in terms of "Teach in Canada's Northland" with its pioneer over-tones but should be encouraging teachers to make their career and home in the North. The Northwest Territories, even the Eastern Arctic, is not a bad place to live. In other words northern teaching needs to be made more desirable as a career rather than just an experience.

The build up of an experienced staff with years of southern and northern experience will greatly improve the standard of northern education.

Provision of Education Resources:

Professional materials are often hard to obtain in the North. A great deal of assistance might be given to teachers if worthwhile materials were made available - books, magazines, etc. in addition to the magazines which presently come into the schools. This programme might be carried out on a loan or purchase basis so

that teachers might easily obtain materials to keep them up to date with the latest educational developments.

Films: Many of the films available in past years have been of no value whatsoever in the northern classroom. They filled time and wore out projectors. There is no shortage of good film material (just money) yet it seems that relatively few new films have been available to the schools in the past years.

Possibly each school might be provided with an N.F.B. catalogue and funds be provided for the shipment of National Film Board films if some arrangement could be made.

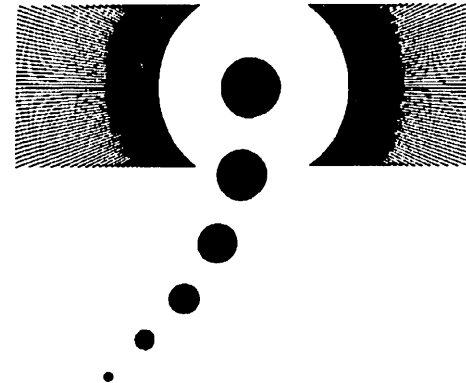
Projectors: It is suggested that projectors and other equipment be serviced on a regular basis (at least once per year) and not just when it finally breaks down. Often equipment is not available during school time because it is out for repairs which could have been avoided if service had been carried out during the preceding summer period.

Classroom Assistants:

Too often in the past assistants have been selected on the basis of the candidate being the best in town. In many instances the best in town was not very good. Additional courses should be planned to train assistants, however, admission requirements should be established at a high enough level to ensure that graduates will be of some value to the schools to which they are assigned. Those who continue to show promise and interest in education could then be considered for academic up-grading so that ultimately teacher training might be obtained. Courses for assistants should be training assistants and should not create the impression in the minds of the candidates that they will emerge as teachers. Stress should be placed upon the necessity for up-grading and a salary scale based on such could be devised.

Assistants who are not really prepared to continue their own education are little inspiration to young pupils and in the long run will likely have limited value as an assistant. The assistants position should be but a step towards teacher training and not just a means for young people around town to earn extra money.

The foregoing comments are the ideas and feelings of a very small fraction of the northern teachers. At times they are little more than the meanderings of the mind, however, it is hoped that when seen in the light of all other views they may somehow contribute to the future pattern of northern education.



Objectives of the Education Programme:

- a. To educate the Eskimo child to fit into and control the white orientated society of the North, while still retaining the respect for and appreciation of his own culture.
- b. To educate the child in order that he may be capable of making a choice as to whether he wishes to fit into his own society in his settlement or to adopt the Southern Canadian society.
- c. To teach the child the traditional values of his own culture.
- d. To assist the child in understanding the problems he would meet in a Southern society.
- e. It is our belief that with self-identity, a child could be equipped to overcome the problems which arise when that child must attempt to fit into another culture and society.

The Pre-School Programme:

We understand the pre-school programme to mean pre-kindergarten. In accordance with this, we feel that it would be more advantageous to the child to have the time in the home with his parents. To instil further 'white' orientated programmes on the child would be in conflict with our aim for providing a good Eskimo-orientated background and self-identity. We recognize that an advantage of this programme would be greater enrichment and earlier socialization of the child which would be of benefit when he reaches school age but we feel that the above is of more importance.

Elementary Education Programme: Grades 1 - VI

- a. We suggest that an Oral and Written programme in the Eskimo language should be taught in each school.

- b. We feel that it is important to provide more training in the areas such as Home Economics, Industrial Arts, Handicrafts, etc. We feel that facilities and trained teachers should be made available in each school.
- c. The Culture and Survival programmes which are being offered in the schools in the Keewatin are of the utmost importance and should receive adequate financial assistance.
- d. A reading programme more suited to the experience and background of the Eskimo children is necessary.
- e. Language of the mathematics programme needs adaptation to make it more meaningful to the Eskimo child.
- f. Available texts for the Health programmes are not suited to health problems we face in the Territories.
- g. A course in basic anthropology could be developed to relate to the suggested Social Studies programme.
- h. A well developed Guidance Programme is needed. This programme could be of assistance to teachers, who feel that they are often unaware of many of the difficulties involved in teaching in a cross-cultural situation.
- i. The Oral English Programme in our school is found to be fairly satisfactory. We use the New Let's Begin English programme and The Rose Colliou Oral English programme. This programme needs to be carried all the way through the system as it requires constant re-inforcement when English is not the language of the home. We feel that the L.B.E. programme should be developed through Grade six as pupils sometimes experience difficulties in changing to a different programme.

- j. The texts for the Spelling programme need to be more orientated to the North.
- k. In settlements where there are no high school facilities, the Elementary programme should include Grades VII and VIII.
- l. We would recommend that the grade system be done away with in our schools because of its rigidity. In its place we would recommend a system of grouping which would provide a continuous progress, each group progressing at its own speed in each subject.

Secondary Education Programme:

- a. A Social Studies programme should be offered similar to that in Saskatchewan where Indian students have a choice of studying either the standard programme or the special programme on Indian Affairs.
- b. We recommend that a High School be provided in the Keewatin Region. Many of our students will be going to High School in the near future.
- c. Oral English, Eskimo Language, Anthropology and Guidance should be continued through the High School system if the Eskimo youth are to be equipped to handle their problems when they go south.

Continuing and Special Education Programmes:

a. Adult Education:

Qualified Adult Education personnel should be provided in each settlement.

The Eskimo people should be encouraged through their Advisory Boards to decide the type of courses offered in each settlement.

The Oral English programme is very necessary but other programmes such as basic arithmetic should be taught in the Eskimo language. Special courses, such as the PUDAK programme should be taught through Eskimo as this results in better understanding.

More effort should be made to enable Eskimos to understand "white" beliefs, values and traditions, and also vice versa.

We recommend the practice begun last year in the Region, which allowed employees to take time off each week to attend upgrading classes.

In small settlements an arrangement could be made whereby a teacher could be released part-time to conduct Adult classes.

b. Vocational Training:

We recommend that more courses be provided for Eskimos so that they can take over jobs such as Power Plant Operators, etc. in their own settlements. Where possible training should take place in the home settlement under an experienced and capable person.

c. University Education:

We recommend that a study be made with selected universities to investigate the possibility of setting up special programmes for young Eskimos which would enable them to obtain academic qualifications in fields related to the North.

d. Education of the Handicapped:

The whole problem of physically and mentally handicapped children needs to be carefully studied. At the present time we have not the facilities for educating these children in our schools. We feel that this is an urgent requirement.

e. Housing Education:

The Education programme that accompanied housing in our area was well planned and executed. We recommend it where necessary.

N.W.T. Curriculum Development:

We recommend that policy of the Curriculum Branch in supporting teachers in the development of their own Curriculum. We ask that the possibility of providing a Curriculum specialist in each Region be investigated. This person would work with the teachers in the different schools and co-ordinate the work being done between schools and between the Region as a whole and the Curriculum Branch. We feel that this is not the work of the teacher-consultant who is too busy providing much needed assistance to the teachers. We also recommend the policy of releasing teachers from their teaching duties to work on Curriculum development.

Student Residence Programme:

We recognize the necessity under the present conditions for the existence of residences. However we would recommend that better qualified persons be appointed as supervisors. It is imperative that these persons have a knowledge of the background of their charges, and a sympathetic understanding of the difficulties experienced by these children when adapting to a completely alien environment.

We would like to see as an experiment, students sent to smaller southern communities for secondary education. This might help to eliminate some of the problems they have to encounter when they are deposited in a large city. It is felt that the transition from settlement life is too great for these young people to deal with effectively.

Planning and Provision of School Buildings, Residences, Staff Accommodations and Related Facilities:

We feel that adequate classroom space should be provided when it is required and not after it has become a necessity. All schools should have a gymnasium. Schools should be designed with a view to expansion, rather than in separate units.

The number of staff houses provided should be relevant to the anticipated enrolment. We would like to see staff houses built solely for education personnel. This would mean that a school would not suffer from being under staffed because personnel from other departments were occupying houses required for education personnel. We feel that staff houses should be fully furnished.

Maintenance, Materials and Supply Procedures:

All educational supplies should be ordered through the Principal, including cleaning materials. We have experienced difficulties through the latter being ordered through Administration.

We would recommend that we could order as the need arises, rather than through annual requisition.

We would prefer to be able to order supplies for co-curricular activities directly from the school rather than going through central supply office with its resultant delays.

Teacher Training, In-Service Education, Teacher Recruitment and Teaching Personnel:

We recommend continuation and extension of the Indian/Eskimo Teacher Training Programme.

A course in Eskimo culture and language should be given to all teachers.

The Eskimo language course in Rankin Inlet should be made available to all teachers.

In-service training is most beneficial. Specialists are required to run these programmes.

We recommend the continuation of Teachers' Conferences each year. These conferences provide an opportunity for interchange of ideas and experiences, as well as being of psychological benefit to staff.

Specific training can be given to new teachers at orientation programmes by interested and qualified people and by experienced northern teachers.

We would like to see experienced teachers and Eskimo personnel included in the recruiting teams.

Provision of Educational Resources:

We recommend that a teacher-consultant be provided for each Region, each year. We would like to see the duties of the consultant to be solely teacher orientated, i.e. relieve them of administrative duties.

A list of professional reference books should be made available to each school. Resources should be made available for each school to provide themselves with professional magazines and periodicals of their own choosing.

Classroom Assistants Programme:

The policy of employing Classroom Assistants should definitely be continued. The Kindergarten and Basic English programmes could not function effectively without them. More training is required for the Classroom Assistants.

Financial Resources and Financial Administration:

This topic has been covered previously under: "Maintenance, Materials and Supply Procedures".

We would like to add that we feel teachers' salaries should be paid into the bank of the employees choice.

General Administration of the Education Programme:

It would appear that this is adequate at this time.

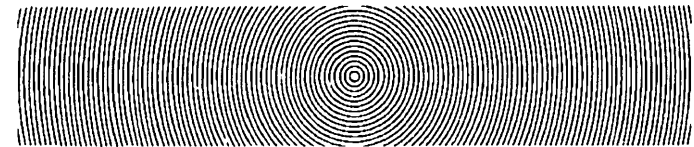
Local Involvement in Education:

We believe that it is most important that Local Advisory Boards in each community be developed and that these committees be given more responsibility in all aspects relating to education in their communities. There is definite need for more financial assistance for the Advisory Boards for involvement in Community Development, Cultural Programmes, Extra-curricular activities and Adult Education Programmes in their communities.

We recommend the inclusion of the Advisory Boards in deciding Educational policy at all levels.

More attention should be given to the opinions of Eskimo parents in the education of their children.

We recommend that a study of the progress made by the Navajo Indians in the administration of their own educational facilities be made.



Continuing and Special Education Programme:

Generally it was felt that the person in charge of Continuing and Special Education Programme should have been in our midst before a profitable discussion could take place on this topic, however an attempt was made to get the views on each of the sub-topics.

Adult Education:

- a. A negative factor was insufficient continuity; most of the courses being for a few months of teaching skills with a dead end being offered to those who might want to progress to something else.
- b. Motivation was found to be very difficult and immediate cash payment were not considered to be a proper incentive. Self-motivation on the part of the participants was thought to be the best, though probably the most difficult way. More practical courses could solve part of the motivation factor. Immediate tangible benefits seemed to be the best reward.
- c. A different approach might be to train some of the employers - mining, drilling, service industries, to have a greater understanding of the problems and dilemmas faced by the employees and encouraged a more patient employer attitude in the initial stages of training; also employers should be encouraged to see the long range benefits and not be so dollar-exploitive.

University Education:

The question was asked "why"? and if sufficient numbers of students are reaching the university level, and the costs of building and maintaining a university should probably be a multi-campus construction. Each community would have their special areas in addition to a number of basics for the general populace. It was also suggested that a further application of "Parkinson's Law" should not be encouraged or promoted.

Housing Education:

Past experience in the Housing Education in Fort Resolution has been something of a shocking experience and it is understood that Housing Education is now at a standstill. Maybe we should first approach the candidates to see if there is going to be any need, receptivity and/or co-operation.

Education of the Handicapped:

The general concensus of opinion was that we must move away from the graded system. This we are attempting to do over the course of the present academic year.

A survey of the Handicapped - physical, mental and cultural - should be carried out now and a long range plan be executed for diminishing the handicaps. The presence of handicapped children in the Northwest Territories is undoubtedly causing concern and considerable problems in the school system. Handicapped children in this sense are not the usual problem children with physical deformity, hearing and sight defects etc; or the mentally retarded; but the socially deprived: children with lack of parental interest or help, none of the usual mass media aids at home and the like. These children and parents unquestionably need help.

To begin: Webster defines an anachronism as anything incongruous in point of time with its surroundings. It seems to me therefore, that our graded system school organization should long ago have been declared anachronistic and relegated to the annals of Canadian Educational History.

Because of the wide variation in the abilities of children within a grade in our school, the rigid lock-step nature of the grade system makes it difficult, if not impossible to cope adequately with this wide range of abilities in our students. The traditional grade system presumes a uniformity in learning amongst children. Custom and tradition

have tailored Curricula to the "Average majority". This has resulted in unrealistic demands upon slower pupils, while, at the same time, not providing adequate stimulus and challenge to those of superior ability. Classification of students into grades necessitated the designation of minimum standards for each grade. Curricular areas were designated such that specific subject-matter and skills could be predetermined and graded in sequential fashion. Non promotion was the device used in an attempt to adhere to the grade requirements, any students not meeting the minimum standard were required to repeat the grade. Many problems are created from the failure of these children.

- a. Cost of education increase sharply.
- b. Achievement of the repeater is not always going to increase with repetition of the grade.

The notion of rigid, minimum essentials, does not fit the reality of human individuality; individual differences must be taken into account in dealing with children in our educational system. The ideal situation is to keep pupils proceeding at a maximum level of efficiency in keeping with their abilities; hence, an organizational device created with the intention of trying to solve the problems of these individual differences, is that of the non-graded, ungraded or continuous progress classroom. Here the idea of grade barriers is eliminated and in their place a child advances by work levels composed of tasks suited to the individual readiness, instead of grade levels made up of arbitrary subject matter limits.

With this organizational device is another device; placement of children by use of grouping techniques such as:

- a. Ability grouping based on standardized tests.
- b. Achievement grouping based on previous work.

- c. Interest grouping with such subjects as science or history.
- d. Work-study grouping, here better students, since they are more self-motivating, can work along, while slower students can obtain more of the teachers help.
- e. Team teaching moving classes and teachers into larger work areas or smaller seminar groups.

The idea behind the uninterrupted pupil progress is a very good one. Unfortunately, the plan seldom works in the way in which it should. What is needed for a continuous promotion policy to work?

- a. A superintendent, supervisor or principal, or some combination to be the driving force behind this change; to realize that it is in the best interest of the children in the community.
- b. Principals must be willing to work together and iron out possible defects as well as actual defects that will arise.
- c. Teachers must be in favour of such a change because it is they who will be working under it; the teachers are the key in this new plan and they must exhibit a strong interest in and desire for this idea.
- d. There must be an interested and open-minded Government agency (who controls the money) willing to accept this change. This agency must have faith in its administrators and teachers, faith that such a change is in the best interest of the children and ultimately of the community as a whole.
- e. The people of the community must be made aware of these changes, the purposes of such changes and the possible and expected outcomes of these changes in the school.

- f. Different reporting methods must be used. A child's accomplishment is measured in terms of his own capacity, not in terms of somebody else's.

There must be evaluation devices, based on instructional objectives, that will provide clear evidence of pupil attainment and thus facilitate decisions on grouping and progress. Possible techniques of evaluation are those of:

- a. Preparation of cumulative record cards.
- b. Faculty study conference on child development.
- c. More frequent evaluation of pupils' work throughout the year.
- d. Modification of existing report cards.
- e. Conferences amongst teachers on pupil placement.
- f. Again, conferences with parents are essential.
- g. Relationship of child and his group; evaluate their capacities - here a knowledge of group dynamics is essential.
- h. Any combination of the above would be far more feasible than using any one of them alone.

All of these devices would be useless if the curriculum had not changed. Goals and instructional objectives must be clearly defined and organized in a realistic sequence and covering the entire span of the programme.

Instructional materials must be present on different levels of sophistication so that teachers can adjust teaching to the range of abilities found in each classroom.

Concern for basic concepts, skills and values must replace concern for mastering specific graded chunks of subject matter. This point is essential to modern education. We are not as interested in what a child learns but how he learns it. Possibly, in the future a child will be taught how to learn, not what to learn.

The previous section presents what are the basic essentials in implementing continuous pupil progress in the school. There are, however, several problems that can mar such an implementation in school programmes.

The teachers themselves are a major stumbling block.

- a. The teachers have grade level expectation levels.
- b. Reluctance of traditional teachers to try something new or different.
- c. Problems of retaining or orientating new teachers to the plan.
- d. General lack of in-service training may create many problems in the area, particularly on something new.

Grade level expectations of parents.

As previously mentioned, problems of designing an appropriate report-card or a reporting procedure.

Child (parents) moving out of the district. Teachers, then hold the key to success of this organizational device and it is they, the teachers, who must change teaching styles in a non-graded arrangement.

It would be interesting to mention the "goodness" or "badness" of this system. From what can be obtained from the reading, nobody is too convinced of the actual usefulness of a non-graded programme in a school or school district.

Anderson & Goodlad are keenly interested in this form or organizational device; but an article by Robert F. Carbone stated as his hypotheses the following:

- a. "There are no significant differences in the achievement of comparable groups of pupils who have attended graded and non-graded schools.
- b. There are no significant differences in the mental health of comparable groups who have attended graded and non-graded primary schools.
- c. There are no identifiable differences in the instructional practices of teachers in graded and non-graded schools".

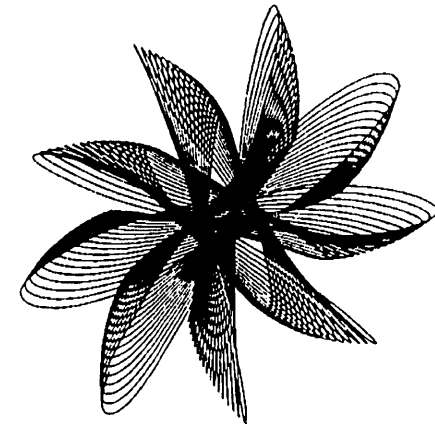
These statements are absolutely fascinating because it would seem that, from his study anyway, non-graded schools are ineffectual. The latter statement is excellent; if the principals and teachers do not change the style of teaching, then this study would collaborate the contention of Goodlad & Anderson that the non-graded school is a system of organization and nothing more, it definitely is not a panacea for all the ills in the classroom.

I think that it could be said about this form of plan that there are three organizational advantages over the traditional graded system:

- a. The non-graded school provides a single unbroken continuum through pupil progress. There are no grade barriers each with its own requirements to be met.
- b. The non-graded plan encourages continuous, individual progress of the pupil. Each child is given the opportunity to work according to his own capabilities.
- c. The non-graded school encourages planned flexibility in pupil grouping. A child is placed in a particular group out of respect for the child, not out of respect for the system in which the child is placed. He is moved when it would suit his own personal needs.

I feel that the continuous pupil progress is a good idea, if implemented very carefully. Research, study

and correction are absolutely necessary in the adoption of a non-graded programme in the school.



Objectives of the Education Programme:

In keeping with our definition of education and our philosophy of education, we propose the following as objectives of the education programme:

- a. To develop a continuing desire for knowledge and an inquiring mind; learning to learn; becoming one's teachers.
- b. To develop a habit of weighing facts and imaginatively applying them to the solution of problems. New solutions may be better.
- c. To provide the basic skills in Reading, Writing and Mathematics and their efficient and wise use.
- d. To develop a sense of right and wrong - a moral standard of behaviour for the betterment of mankind.
- e. To develop a feeling and understanding for other people and the ability to live and work with others in harmony.
- f. To impart information and guidance which will lead to wise occupational choices.
- g. To develop an emotionally stable person; one who is prepared for life's realities
- h. To know well and to practice one's religion.
- i. To impart knowledge of world affairs and inter-relationships among peoples.
- j. To develop an understanding of government and a sense of civic responsibility.
- k. To develop loyalty to our country and its way of life.
- l. To provide specialized training for placement in a specific job.
- m. To provide each student with a fund of information about many things.

- n. To use money wisely.
- o. To understand and enjoy cultural activities.
- p. To help appreciate and develop a well cared for and well developed body.
- q. To develop a realistic concern for wholesome environmental conditions.

The above general objectives need to be broken into specific objectives, as applicable at the different stages of a child's development. Every school or education staff, working as a team, unafraid of criticism, should develop these specific objectives. This could be done in conjunction with an extensive and intensive study of the needs of the community or society and the needs of the child at different stages.

After this study has been completed, it is necessary to make a detailed study of the behavioural objectives and learning experiences required to meet the needs. Those behavioural objectives and learning experiences then have to be organized in the best possible way for understanding, efficiency, suitability, etc. Finally, a well thought out evaluation should be made for two reasons. First, to find how well was the objective met, and second, what else has to be done to assure mastery of the set objective.

The over-riding objective which makes the above all the more important and relevant is the fact that democracy in education demands a high standard of education for all learners. "What ever might have been the case previously, highly developed nations must seek to find ways to increase the proportion of the age group that can successfully complete both secondary and higher education. The problem is no longer one of finding the few who can succeed. The basic problem is to determine how the largest proportion of the age group can learn effectively those skills and subject matter regarded as essential for their own development in a complex society". (Bloom, 1968).

Northwest Territories Curriculum Development:

"believe that there are two needs so pressing that they place absolutely over-riding demands on us to produce curriculum that does what it is meant to do. One is for programmes deliberately designed to offer maximum effective help to each young person in his personal becoming. The other is for programmes designed to go straight to the great social agenda of the here and now". (Fred T. Wilhelms)

In the N.W.T. there should be a group or groups actively engaged in curriculum development.

I define curriculum as all the experiences, formal and informal that a learner has under the guidance of the school. These experiences should be relevant and meaningful to the group or individual concerned. These experiences should be very intimately allied with the general objectives formally stated. Curriculum experiences need not be the same in all communities. However, they should be in keeping with the world of scholarship in the various subject areas; with the psychology of learning and teaching; with the field of sociology and philosophy.

The learning experiences should be administratively feasible. Although, theoretically speaking, administration is supposed to facilitate learning and teaching, one finds, in practice, that learning experiences not amenable to relatively simple administrative solution, have little hope of taking place. The learning experiences should also be acceptable to classroom teachers. It is also important that learning experiences should be effectively articulated in conjunction with post-secondary institutions, business and industry.

To implement the above, only well qualified persons should be on curriculum boards and committees. In connection with this, I would strongly suggest out

standing classroom teachers, educational administrators, representatives from the universities and representatives from organizations, if any, closely connected with schools.

It would appear to me that we in the Northwest Territories have a curriculum development structure which could be most amenable to the above suggestion. However, nothing seems to be happening in developing curriculum. I would suggest that work be done immediately.

In curriculum discussions, the totality of the group would be concerned with such matters as:

- a. content for specific courses
- b. recommended textbooks, if any, or reference materials
- c. the detail suggested outline of content (listing and organizing learning experiences)
- d. methodology
- e. teaching aids
- f. equipment
- g. facilities
- h. evaluation, etc.

We must always bear in mind that the population of the N.W.T. is not the same in all localities of the N.W.T., nor is there necessarily great similarity between the population of those localities. And this is also very true in relation to the population of any province. In no way can we buy a curriculum package or approach and apply it here unchanged or undeveloped, to meet the needs of the particular group of students.

It would be of utmost importance that people dealing with curriculum development specify explicitly their stand on the following:

- a. philosophy of education
- b. theory of learning
- c. basic principles of curriculum and instruction
- d. general and specific objectives

Teacher Training, In-Service Education, Teacher Recruitment, Teaching Personnel:

I feel very strongly that the teaching profession in the N.W.T. is lacking seriously in many ways.

- a. many teachers, 50% or more, do not have the most basic university training recommended by leading educators
- b. most teachers do not attempt to better their qualifications or keep up their own general academic development
- c. most teachers do not attempt seriously to implement meaningful and relevant curriculum, or to implement newer methods to develop learning for mastery
- d. most staffs never care much about stating a philosophy or objectives of a school

In order to help remedy the above, I would make it mandatory that every teacher in the N.W.T. be given specific instructions to obtain a minimum of four years of teacher training, and that no new teacher be hired unless he meets this criterion. Further, I would suggest:

- a. that summer school allowances (tuition fees only) be made more liberally
- b. that self betterment be taken into consideration for granting increment pay
- c. that the above applies to all teachers regardless of origin

- d. that any four or five university courses be considered as constituting one year of teacher training beyond four years of official teacher training
- e. that guidance be provided by the Department in having each school develop meaningful and relevant curriculum
- f. that guidance be provided by the Department to help each school staff develop a philosophy of education and general objectives of education for their school

Further in-service education should be provided to help teachers keep up to date with what is being done, what could be done, and how it could be done, in terms of more modern education. Here are some examples:

- a. use of IMC (Intercultural Materials Centre)
- b. team teaching
- c. creativity
- d. developing independent study
- e. curriculum development or implementation
- f. theories of learning, etc.

Society at large will be the biggest stumbling block for teachers to climb and we must make the first step. Teachers are a vulnerable target for criticism. People say that the teachers should be professional; they should be alert to new knowledge, new insights, new content and new material. Teachers in many cases are perhaps deserving of this criticism; even for the professional it is difficult to realize the best for the student.

The daily load is often unbearable, the school environment is not always pleasing. A high school teacher is but a "baby sitter", as long as he is expected to think and feel deeply about individual

learners; to innovate, fundamentally and creatively in his subject matter - to reach for the stars - as long as he has to teach seven classes a day, meeting a new group every forty minutes at the sound of a bell, with maybe ten to fifteen minutes to prepare each lesson. The system grinds him down; he goes home bone-tired; all the wearier because he knows in his heart that much of what was done has again been futile.

Teachers should be relieved of clerical work; they should have offices where they can confer privately with small groups of students. There should be a greater number of aides and clerical help and fewer real teachers. Much more could be said. Unless teachers are provided by society with a breakaway from the stultifying school life which is now forced upon them, they will remain virtually inaccessible to new ideas and new insights.

Needless to say only the very best teachers should be hired, bearing in mind qualifications rather than experience. No teacher should be appointed to a principalship, vice-principalship, or department head, unless he has proven qualities of team leadership with teachers. Anything smelling of dictatorship and unilateralism in decision making, should be banned outright. There can be no professionally invigorating climate unless there is an air of freedom permeating the spirit of a staff. On the contrary, there results a spirit of stultification, petrification, stratification, and professional isolationism.

Innovation, change, deviation, exploration, are the red corpuscles of education's lifeblood, keeping it healthy and pulsating with renewed energy. If an administration makes the teacher timid; if it keeps him and his students marching in serried unbroken ranks, then there is something very wrong with it, or something very much lacking in the teachers that they deserve such treatment. There must be no threat of, "like it or

leave it". An administration guilty of the above does not deserve professional teachers, but so many puppets which it can manipulate.

A teaching staff working as a team, with good administration to lead it, makes for a situation with the most pregnant and interesting possibilities. This team work should be maintained above all.

Teachers not competent to perform their professional duties do not deserve to continue dealing with students and they should be repositioned according to ability or dismissed. However, no teacher should be dismissed unless he has had ample warning and help. The professional organization should always be informed so it can also help the teacher in any way possible.

Provision of Educational Resources:

There are many educational resources available to help the learner meet whatever cognitive or effective behavioural objectives we set.

Burner categorized the devices or resources very well. There are devices for vicarious experience. Some examples are films, T.V., filmstrips, sound recordings, books, etc. Another educational resource could be classified as the model devices. These enable the student to grasp the underlying structure of a phenomenon. The dramatizing devices enable one to identify more with a phenomenon or an idea. The past decade has brought many automatizing devices. These are mainly teaching machines of many types.

With the above there can be tremendous benefit for the learner when used properly.

However, if we want to individualize education to a greater degree; if we want to allow the learner to develop a continuing desire for knowledge, an inquiring mind, we will have to provide a centre in our school where he can carry this out effectively and

efficiently. If we want the learner to become more responsible for his learning; if we want him to quest independently in areas of his own interest, our schools will have to provide opportunities, so this may be done effectively. I have in mind one or more locales called, Instructional Materials Centre. In these one would find a library, filmstrip, pictures, sound recordings, etc., all classified under subject and level headings. We should ban the use of the Dewey decimal system. In addition, one would find dozens of carrels where students could do independent or small group study.

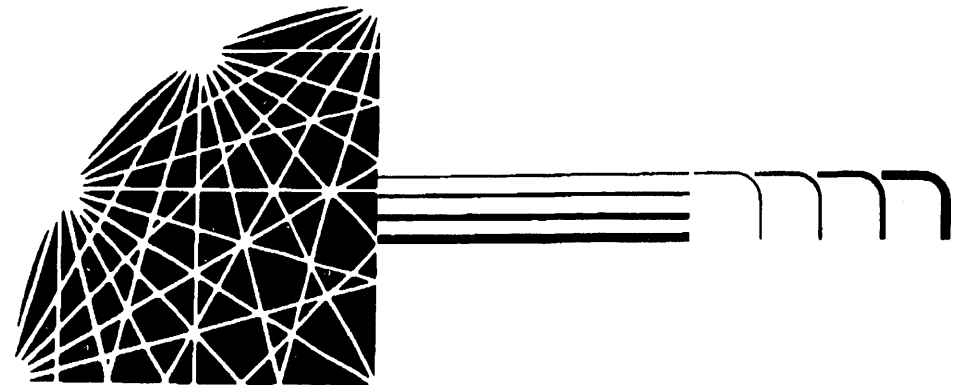
These IMC should not have the traditional librarian in charge, but a teacher who is well versed in IMC utilization.

The community should have a reading library; not the school.

The students should learn to use the facilities of the community. The school should specialize in the field of developing a quest and love of learning and have specific resources for that purpose.

As wide a use as possible should be made of resource people, such as employees of meteorological stations, fish and game wardens, etc.

Most schools should have specialized psychologists who would know how to help students, rather than guidance personnel, who cannot assist in remedial situations.

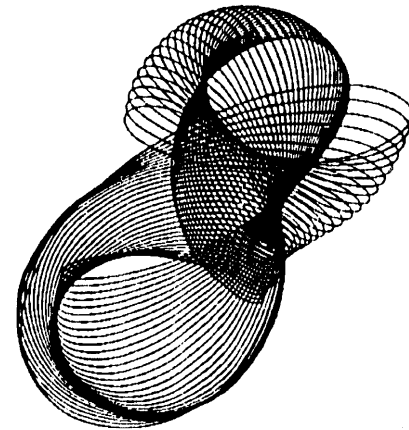


Classroom Assistants Programme:

Our teacher taking the beginning English class has found the Classroom Assistant to be invaluable, particularly in her capacity as translator. However, she has also proved to be a great asset generally around the classroom. I would imagine that her capability in the classroom is probably partially due to the fact that our Classroom Assistant last year attended the training programme.

General Administration of the Education Programme:

Under this particular item I am concerned with my particular dual roll as school principal and assistant area administrator. Although I realize that my duty should be primarily to the school, I find that my duties as government representative for this community of 276 people are so time consuming that my prime purpose as educator tends to become neglected. At this stage I feel that I am doing neither, positive justice. If there were a full time area administrator appointed in this case, I am sure that it would be for the betterment of both the school students and the community as a whole. I don't know whether other more experienced in this dual role are of the same opinion or not.



Objectives of the Education Programme:

The basic aim of the programme is to stimulate in every student a desire to learn by creating a continuing interest in his environment, so that he or she can be a meaningful contributor to the betterment of the community.

Pre-School Programmes:

The objectives should include:

- the orientation of the child to the school
- the development in the child of listening and speaking abilities
- increase of the child's attention span
- the development of the basic manual skills, i.e. eye and hand co-ordination
- beginning of definite social and emotional development in the child.

The programme itself should include:

- a definite routine with a specific time for each activity (This point was not agreed to by many teachers)
- ample audio-visual aids including films, filmstrips, tapes
- choral speaking and parts
- active participation of the student in stories, poem, etc.
- a programme of physical education in such areas as games, etc.

Elementary Education Programme Grade I - VI:

There should be an adequate library with a good supply of resource materials, especially in Social Studies and Science.

The School should strive to establish a reading centre and to provide teachers for remedial reading to work in

co-operation with the librarians.

There should be available for the student extra readers with primary vocabulary, sufficient classroom aids and supply of phonics books and workbooks.

The readers available should be the best of all the provinces not just of Alberta.

An attempt should be made to use the community library to the fullest possible degree.

Concerning the curriculum, there should be a correlation of subjects from Grade I - VI.

Secondary Education Programme Grade VII - XII:

Each individual should be provided with a varied programme of studies in order to expose him to all fields of learning that later in his educational life he may select those areas of study which will satisfy his particular needs.

Continuing and Special Education Programmes:Adult Education:

It is resolved that Adult Education should become an integral part of the school system.

School personnel should be involved in this training programme.

It is recommended that each school staff include trained personnel to supervise the Adult Education programme in that locale and that these people not be required to carry out a daytime teaching load.

Vocational Education:

It is recommended that vocational education should not be tied as closely to academic education as it has in the past.

University Education:

It is recommended that financial assistance be given to students with University entrance requirements to any accredited University in or outside of Canada (e.g. the University of Alaska)

In view of the necessity of junior colleges as a stepping stone between the Territorial Curriculum and the University or Technical Programme, and in view of the central location of Hay River in the South Mackenzie area and its accessibility by road, it is recommended that a junior college be located in Hay River.

Education of the Handicapped:

It is recommended that there be a central school for the education of the mentally and physically handicapped persons in the N.W.T., staffed by trained personnel and available to all centres in the N.W.T.

There is no recommendations on Housing Education or Community Development.

Vocational Counselling and Job Placement:

It is recommended that government job placement officers be more readily available to the schools.

Better communication should be established between the vocational schools and the other schools' staff in the N.W.T.

Planning & Provision of School Buildings, Residences, Staff Accommodations and Related Facilities:

Staff Quarters - Housing of Teachers

It is recommended that the N.W.T. Government and the Department of Education continue its policy of supplying completely furnished houses or apartments to

married and single male or female teachers throughout the Territories, including the teachers along the Mackenzie Highway system.

It is recommended that the Government continue to subsidize all utilities for teacher housing at the present rate. The housing policy should be more uniform throughout the N.W.T. and should be on par with Federal Housing.

There should be a local Housing Co-ordinator who would assume responsibility for allocation, maintenance and supervision in every settlement for twelve months a year.

The N.W.T. Government should discontinue its policy of not paying isolation allowances during the summer holidays. Also, the Government should not charge rental on housing during July and August when teachers are not living in the assigned accommodation. Further, it should become standard policy that the Territorial Government shall not sublet housing which is already assigned to continuing teaching staff members.

School Facilities:

It is recommended that outdoor playground and recreational areas of adequate and regulation size should be an integral part of the total design and construction and should be included in the tender for construction of new schools.

Because the northern school is usually one of the centres of activity in the settlement, it is strongly recommended that the construction of school facilities take into consideration and future needs and size of the community and allow the community to play a more active part in the design of schools.

Since there appears to be no equitable distribution of funds according to population for the construction of school facilities, it is recommended that the

Government adopt a policy that will encompass the allocation of funds on a per capita basis and on the basis of future possible developments and growth of the community.

Due to the serious lack of cultural activities in the schools and communities of the N.W.T., it is recommended that fine art facilities, such as choral and instructional music, art, and drama, be included in the policy for the design of all schools in the larger centres.

Maintenance, Materials and Supply Procedures:

Maintenance of school equipment should be looked after either by a qualified service man who would come in annually or the equipment should be sent out for repair by competent repair men.

In regard to the maintenance of school facilities, engineering should be charged with the responsibilities of cleaning and maintaining the school plant and other school facilities. Contracts should be made with local tradesmen so that work can be done as soon as possible instead of waiting for Departmental personnel who may be far from the scene.

It is recommended that a complete evaluation or check be made of present janitorial services in all settlements.

Budgetary control should be exercised by each school and neither charges nor transfer of funds should be permitted without the written permission of the proper school authority. The other alternative is the present arrangement where a school does not know what has been charged against it, the amount of such charges, and the budget balance.

Budgets for schools should be established on a school year basis: September 1 to August 31. At present, there is a purchasing gap near the end of one fiscal year and the beginning of the new fiscal year.

Realistic per pupil and per classroom allotments are required. Some provision for annual increase in prices should be built into the formula.

Open purchase orders should be established for virtually all purchases so that we can use the money for items we require instead of trying to anticipate what may be required one year hence.

Purchasing should honour the request of the person making up the requisition as to type of item, supplier, etc. Recent procedures used by the purchasing authorities have not only resulted in undue delays in obtaining textbooks but also at prices which are substantially higher than from the designated source.

Teacher Training, In-Service Education, Teacher Recruitment and Teaching Personnel:

The Territories should be working more closely with the Alberta curriculum, particularly as far as the High School is concerned.

There should be a definite programme of assistance for summer session work; a definite system of leave for further education; provision for attendance at specialty workshops in the south and provision for importing resource people for workshops in the north.

Present recruitment policies seem adequate as they allow a variety of teachers to come to the north. However, principals should be involved in the selection of teachers. The working conditions and conditions of living in the north should be presented honestly.

Provision of Educational Resources:

There should be established autonomy between settlements so that an adjustment to the needs of each be made.

There should be trained personnel in the area of the library, audio-visual material and resource centres to ensure proper use and maintenance of equipment.

There should be established between the teachers and the librarian a correlation of the curriculum and the material in the library.

Materials and equipment should be available to the schools without question and without interference from Yellowknife in the requisitioning and supply of said materials.

There should be an equalization of resources between the schools of the Territories and experimental programmes should also be divided equally among the schools.

Proper equipment should be available to each classroom including radio, record player, tape and overhead projector. Teachers should not have to supply their own equipment. Also, in each major centre there should be language laboratory facilities.

General Administration of the Education Programme:

Co-ordination of Senior High School Programmes among the schools should be provided for.

The Department should investigate the possibility of setting up timetables which incorporate more flexibility by using computer facilities in Yellowknife or Edmonton.

There should be more local decisions at school level concerning programmes, e.g. driver training.

There should be more visits by Superintendents of Education to talk to teachers and visit classrooms. This means that an Assistant Superintendent should be appointed to each region who would be primarily concerned with either the supervision of education programmes by doing a lot of travelling and visiting schools or the administration in the Regional office in order to free the Superintendent to do this travelling.

Local Involvement in Education:

Parents should be encouraged to participate in educational decisions as long as they also have the responsibility to see these programmes through.

Schools can foster good school-community relationships by having special days set aside for parent-teacher interviews, visitation days, and by encouraging parents to come at other convenient times to discuss programmes or progress of their children.

Operation of Local School Boards:

The establishment of local boards in the provinces is quickly becoming a thing of the past. Larger administration units are more economical to operate and lend themselves to a co-ordination of programmes and administrative practices.

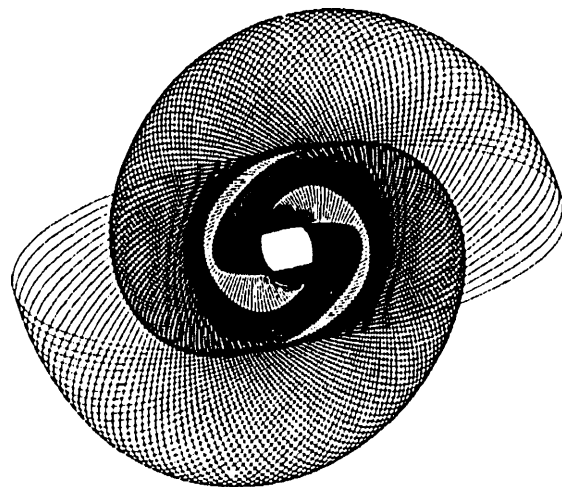
The N.W.T. may consider establishing boards on a regional basis. These boards could have specific authority and responsibilities in financing new programmes, planning or expanding facilities, and could serve as the forum for discussions regarding the present and future trends in education.

It is felt that a rigid control by local boards is not only obsolete but would not serve the best interests of the children because a few vocal people can dominate such meetings and a lack of direction would then be apparent. Sound educational practices and philosophies should guide decision-making rather than personal whims of certain individuals.

Rewriting of the School Ordinance:

A revision should be undertaken which would establish kindergartens as an integral part of the schooling process.

The compulsory attendance stipulation should be re-examined. While we wish everybody to be literate, can we best bring this about by compulsion?



Financial Resources and Financial Administration:

The principle behind this recommendation is that schools and principals should have greater autonomy in the financial sphere. The current method of requisitioning and purchasing supplies is far from adequate, as it makes no allowance for local conditions and peculiarities. It tacitly assumes that all schools, based on current enrolments, will require proportionately the same amounts of money for supplies.

It is recommended that each school be given a yearly operating budget, and that the school principal be held accountable for the wise and judicious expenditures of funds allotted to his school. It is felt that, if this is done, schools will be able to purchase supplies in the quantities required. The adoption of this system will also alleviate the extensive use of local purchasing and its unavoidable higher prices.

Attached are spread sheets received from Regional office, showing amounts allowable to Igloolik for the 1970-1971 school year. The following comments are particularly pertinent.

(a) Enrolment figures are incorrect. Our enrolment this year is 187 not 175.

(b) The only transfer of funds permitted is to lunch supplies, and then there is a limitation. On account of this no transfer policy, many allowances were not expended, while in other areas there was a dearth of funds. For instance, Igloolik purchased all audio-visual parts required for \$79.00, while on the other hand not enough funds were available to purchase textbooks. Other examples can be cited, but need not be, as a single case serves to illustrate the point.

SETTLEMENT	Playground equipment Audio-Visual Machines	Classroom Furniture Desks and Chairs	Furniture Gym or Act. Room - Benches etc.	Casual Labour	Cultural Inclusion
Pond Inlet			300	600	400
Resolute Bay			300	400	300
Arctic Bay			300	500	300
Grise Fiord			300	400	300
** Igloolik			300	600	400
Hall Beach			300	400	300
Lake Harbour			300	400	300
Clyde River			300	600	300
Cape Dorset			300	600	400
Frobisher Bay			500	1000	1000
Pangnirtung			300	700	500
Broughton Island			300	500	300
High School				150	
			3800	6700	4800

**

Entertained as per request only after considering inventory, state of repair present equipment diverse location of school building, etc.

According to per pupil increase in enrolment and replacement needs. Teachers' desks and chairs according to need

NB No transfer of money allowed this page.

SETTLEMENT	Number of pupils September 1970	Classroom Supplies	Additional Classroom Supplies	Texts and Text Workbooks	Library Books	Home Economics and Industrial Arts	Science Equipment	Recreation and/or Sports Equipment	Medical Supplies	Cleaning and Sanitary Supplies	School Lunch Supplies	Audio-Visual Parts	Co-Curricular Fund	Filmstrips and Records
Pond Inlet														
Resolute Bay														
Arctic Bay														
Grise Fiord														
** Igloolik	175	1200	350	600	700	500	200	300	---	840	550	200	300	200
Hall Beach														
Lake Harbour														
Clyde River														
Cape Dorset														
Frobisher Bay														
Pangnirtung														
Broughton Island														
High School														

NB Only transfer of money on this page
can be to "Lunch Supplies"... then
only to a maximum of \$5.00 per pupil.

Local Involvement in Education:

This report is based on the principle that the time has arrived for the Eskimo people to take a more active role in the educational process. So that participation in the educational process will not be sporadic and incidental, it is recommended that school committees be established in all communities and that definite functions be assigned these committees so that they will not merely become the tools of the staffs of the various schools. It is recommended that school principals take the initiative in having these committees organized. Further, it is recommended that regional educational Advisory Boards be set up in all regions, composed of representatives from the local committees, and that the superintendents be responsible for the creation of such Boards.

It is felt that at this point in time the school committees will be able to work in the following areas: cultural inclusion; school attendance; adult education; school planning and teacher selection; general school administration and school procedure.

Cultural Inclusion:

Programmes of this nature would be totally organized, administered and supervised by the committees. School staffs would provide general direction only.

School Attendance:

In this area, for example, school attendance officers can be appointed, and any problems with attendance can then be referred to these officers through the committee.

Adult Education:

In this area would be included advice on the type of adult programmes needed in the settlements, as well as the organizing by the committee of specific programmes taught by Eskimos to Eskimos.

School Planning and Teacher Selection:

Committees should be consulted during the planning of educational facilities, and also as to the type of teachers they want their children to have.

General School Administration and Procedure:

This would include such things as arranging times for school visits by parents and recommending changes in the school year to suit local conditions.

Nothing will be said of functions of the regional educational Advisory Boards, other than that it is expected that they will comment on and advise about education at the regional level.

Elementary Education Programme:

This discussion pre-supposes two basic aims of education. These are not unique to the North, but are applicable to education everywhere. Firstly, education is to produce happy individuals with well adjusted personalities. (the key words being well adjusted personalities). Secondly, education must attempt to produce people who are able to meet the demands made upon them by society. In the case of Northern education, we must attempt to produce graduates who will be able to meet the increasing demands made upon them as a consequence of the increasingly rapid intrusion of technology etc. from the south, (the key words being this time, demands of society.)

The Northern situation is much complicated because, in effect there are two societies in Northern settlements, each making demands that are at many times at odds with one another.

Of the two aims, the first, of course, is the most essential. Simply because a person not well adjusted and happy could never be able to meet any demands.

This is true in our own culture and its significance increases many fold when considering the Eskimo - being in the state of conflict and psychological stress that he finds himself. Much, of course, which has been inevitable, but then again, much of which is due to the Northern educational system and of general attitudes regarding culture.

With these two objectives in mind we consider several points which we felt were essential topics when considering elementary education.

First we concern ourselves with the purpose of primary education. We consequently came to the conclusion that the primary grades introduce a child to a structured learning situation in which he learns to formulate and express his ideas about himself and his world. This is done through the medium of language because that is the child's first tool. With the framework of a structured learning situation and language a child begins to interpret reality. His interpretation of reality influences the structuring of his personality.

The language of the children in Igloodik is Eskimo. The language used in school is English. To ask a child to express himself in a foreign language even before his powers of self expression in his mother tongue are completely developed will surely produce a person that is unable to achieve adequate self expression in either language. Furthermore, the child's interpretation of reality is bound to be distorted.

For people developing in an age of such rapid change, a distorted view of reality is disastrous. Therefore, subject areas such as Social Studies and Health, in fact, the whole curriculum must be relevant to the situation and fully comprehensible.

It is a basic pedagogical rule that the unknown is always introduced through the known. Therefore, we feel that the language of instruction in Igloodik should be Eskimo.

The points which we recommend are as follows:

1. All instruction should be in Eskimo from grades 1 to the end of 3.
2. English should be taught as a subject only, until the end of grade 3.

It would include: (a) oral language
(b) reading
(c) written work

A 25% portion of the time-table should be given to instruction in English.

3. A standardized English language curriculum should be accepted.
4. Eskimo language should be taught also as a subject (as in English in the earliest grades in southern schools). Therefore, an appropriate programme must be developed. The Eskimo language as a subject should be taught to as high a level as possible. This includes high school levels.
5. In grade 4 there should be a gradual change to English as the language of instruction. Perhaps in grade 4 English should have 50% of the time-table. But, areas of Social Studies and Health should remain in Eskimo.
6. Eskimo teachers should be used in all areas where the Eskimo language is used. An unqualified Eskimo teacher would work under the tutelage of a qualified teacher.
7. All teachers coming to the North should be given as much encouragement and aid as possible to learn the native language of his area.

The Pre-School Programme:

The pre-school programme should consist primarily of providing the children with a variety of experience within their environment in Eskimo which will provide a basis for learning situations as the

child progresses. There should be no stress regarding oral English, as this should be a time, short as it may seem, to familiarize the child with the sound of the English language, rather than the drill which is required to master it. When the child has gained a certain amount of confidence he or she will express himself or herself in the simple sentence patterns used by the teacher. Advantage to the fullest degree should be taken of every situation as it arises and numerous learning activities can evolve from them.

Teachers would gain if a programme were offered to familiarize themselves with the cultural environment of the people and especially methods and suggestions as to the approach to be used in the classroom situation. Especially in the pre-school situation it would also be very worthwhile to have a summer Eskimo language course which would prove to be an invaluable asset in the teaching of these children.

As it appears to be presently, we are trying to force the southern methods of teaching and teaching materials onto a unique people due to sheer ignorance of a better way. When will this gap be at least shortened.

Teacher Education, In-Service Education, Teacher Recruitment and Teaching Personnel:

Teacher Training:

This discussion will deal with three items:

- (a) Use of and training of native teachers
- (b) Revamping of the orientation programme
- (c) Eskimo language instruction for teachers

Native Teachers:

In the report on topic three, The Elementary Education Programme, it was outlined that Elementary Education in settlements such as Igloodik, where very little English is spoken by pre-school children, would receive maximum

results if instruction was in the Eskimo language. To provide the necessary teachers to implement such a programme the following has been proposed:

(a) The establishment of a teacher training centre to train native people. As there is an insufficient number of native people with grade twelve qualifications, persons with lower academic standing (i.e. grade 10) be accepted for a limited period of time perhaps five years.

Those native persons who become qualified teachers with lower academic standing shall be permitted to teach only below grade three. They shall be required to attend upgrading courses provided by the teacher training centre during the summer months. A maximum time limit shall be established for completion of a year's work. (i.e. three summer sessions to complete on year's upgrading). Pay increases for these employees will be determined by the progress made towards acquiring grade twelve standing.

In summation, it was felt that a shortage of native teachers in the elementary grades can be overcome by reducing qualifications for native teacher certification. This programme could be phased out as the supply of higher qualified native people increases.

Furthermore, to facilitate present instruction in the lower grades and until native teachers become available, each teacher should have a full time native classroom assistant.

Orientation Programme:

It is believed by the teachers in Igloodik that it would be to a new teacher's advantage to receive a meaningful orientation course before commencing teaching in the Northwest Territories. However, it

has been the case in the past several years that information gained has been of little value for new teachers coming to this settlement. Therefore, we believe the orientation programme should be more meaningful or eliminated altogether.

Eskimo Language Instruction:

It is believed that the teachers working with native peoples in the North would benefit greatly by receiving some instruction in the Eskimo language. Courses now exist at Rankin Inlet and various universities in the south. Therefore, the Department of Education should encourage teachers to learn the language of the native people they are teaching by:

- (1) supplying financial aid to all teachers to enroll in an Eskimo language course during the summer months.
- (2) permitting teachers to leave the settlement during the school year to take a course in the Eskimo language if there is a replacement teacher available.

(b) In-Service Education:

This discussion will deal with two areas:

- (1) District workshops
- (2) Administrative and In-Service allotment for individual schools.

District Workshops:

During the school year 1969-70 two district workshops were held in the Baffin Region to produce an English guideline for each grade and to produce testing material for each grade. The teachers of Igloolik believe these were productive workshops and should be held annually at least in the Baffin Region.

Administrative and In-Service Allotment:

It is felt that during the course of a year there are certain situations or occurrences within a large school which require more time for discussion or implementation

than is available after school hours. Therefore, administrative time or in-service time should be allotted for individual school use at the discretion of the principal to a maximum of three days per year.

(c) Teacher Recruitment:

This discussion will deal with teachers recruitment in three areas:

- (1) Northwest Territories Government taking initiative in teacher recruitment.
- (2) More frequent communication between the N.W.T. Government, newly hired teachers and the settlement the teachers are assigned to.
- (3) Continuation of DIAND salary and housing policies.

Government Initiative in Teacher Recruitment:

It is felt by the teachers of Igloolik that the quality of personnel within the Department of Education could be raised to a higher level. To raise the level of teachers and administrators we believe the initiative for replacing teachers should be taken by the N.W.T. Government. This might involve:

- (1) the appointment of a permanent recruiting officer who will spend the majority of year's work pursuing highly qualified persons and offering them positions with Education. This might be especially significant for filling administrative positions, from principal up, where vigorous leadership qualities are needed. Men who share the aims and goals of the Education hierarchy could be selected and a solid system of education could exist in each settlement in the N.W.T.
- (2) Undertaking an extensive advertising campaign through southern teachers societies, newspapers and magazines in an effort to attract the highest qualified teachers possible.

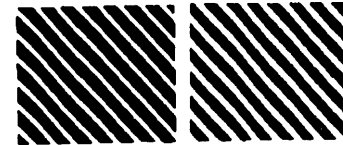
(3) Making a stronger effort to eliminate teachers whose personalities may not be suitable for furtherance of educational aims in the N.W.T.

More Frequent Communication Between Newly Hired Teachers, N.W.T. Government and Settlement:

In the past years it has often been the case where upon acceptance of a position in the north an employee has had little further communication with his new employers. This often results in a new teacher being uninformed about many facets of his new environment. Therefore, it is suggested that there must be more personal contact between newly hired personnel and the employers. After an employee has indicated acceptance of a position he should be contacted at regular intervals until his departure for the north. Contact should come by telephone perhaps every two weeks from the principal or the school they are assigned to, if possible, as well as from a designated counsellor from the Department of Education in Yellowknife. An employee should receive early counselling on local conditions in his settlement, ordering of food, personal effects to send north etc. A new employee should also be free to contact the designated person within the Department for advice at any time. First contact by both the Department and the Principal should take place not later than the middle of June.

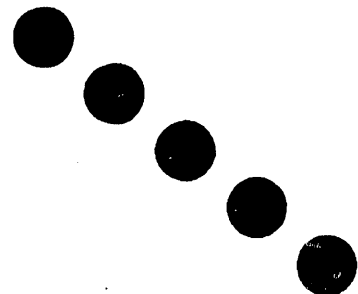

Continuation of DIAND Salary and Housing Policies:

It was also proposed that the Government of the N.W.T. should continue to make it lucrative financially for teachers in the N.W.T. in order to attract mature, highly educated teachers and leaders. Salary increases should not only keep pace but exceed those offered in the south. Household effects policies, rent policies, and northern allowance policies should continue as under DIAND.



The teachers have been teaching for a while now so they know what they are doing. If the Eskimo ways could be written down and used as school books, maybe it would be good. The stuff could be picked from the people (the older people) who know how they used to live long time ago.

This is my thought. Yes, the children will have to learn the Eskimo ways if they are going to live in the North. If they know what to do then they could be able to survive in the North. If he doesn't know what to do and he is left alone, he will not live very long. And the people who never hunt through aglus (seal breathing holes) do not know what to do. And the girls who never made caribou clothing don't know how. Same with girls who never made skin boots. The whiteman's clothes are good but once the person is in cold weather they get cold easily. But wearing Eskimo clothing without any whiteman's clothes to go with it is very warm. And the adults who know about these things could learn how to speak and write English. Also, to cook food and learn how to handle machinery. School is very useful so I want the children and the adults to have a good education. The adults could learn arithmetic and sizes of clothes and how to tell time and the amount of money. I think the school children should start school at the age of six. And when the roads get better, maybe they could start school at the age of five.



Objectives of the Education Programme:

- a. To develop the capabilities and understanding of each child to the point where he has an intelligent understanding of his place in the work and what is required of him and what he requires of himself as a Canadian.
- b. For employment; to educate the pupil to be able to make an intelligent choice of career, etc., to allow for mobility of employment anywhere in Canada.
- c. To foster a deeper understanding of native culture and "Southern Canadian" culture.
- d. To provide a realistic picture of Canadian life.
- e. To open up new fields of enjoyment, endeavour, aesthetic appreciation, etc., while maintaining a full awareness of these qualities that the child already possesses.
- f. To make the child fluent in English language so as to enable the child to communicate in one of the official languages of his country.
- g. To provide a stimulus for the children to push on and achieve more when they see what can be accomplished.

N.W.T. Curriculum Development:

- a. If the publication of northern-oriented texts (readers, etc.) is too costly because of the relatively small number of schools in which they would be used, then the southern series of readers, spellers, etc., should be standardized either regionally or Territorially, and complete up-to-date sets be provided to the schools.
- b. The publication of northern materials would not be so expensive if there was a wider market for

the products. Part of the high price could be offset by offering the northern oriented books (which our curriculum section may produce) to southern boards of education to be used as a supplement to their programmes.

- c. Could the Arctic Reading Series be expanded? In its present form, it is excellent supplementary material, but does not have enough content to be used as a basic reader around which to develop the reading programme.
- d. The curriculum section should develop broad curriculum guides to provide a wide range of subject topics at various grade levels, and to prevent repetition from year to year by different teachers.
- e. A survey should be made of all present curriculum materials for the purpose of deciding if they are useful and appropriate. Useless materials should be removed from the school.
- f. A system should be devised for the evaluation of all available resource materials. E.g. questionnaires, etc.
- g. A study should be made of all the texts (series) available for the teaching of English as a second language and a few (perhaps three) chosen and provided in all schools for the teachers to make their individual choices from.
- h. We recommend the quick publication of the results be made available to all schools in the N.W.T.
- i. A standardized test should be devised whereby a child's English level can be readily ascertained.

Planning and Provision of School Buildings, Residences, Staff Accommodation and Related Facilities:

School Buildings:

School buildings should be planned and built to meet the estimated requirements of the following years. Although the Education office has a five year prediction of student enrolment, in many cases when a new school or addition is built in a settlement it only serves for the present time and no provision is made for the needs of the following year.

Before building any new school in a settlement, the local Education staff should be consulted for their recommendations and suggestions.

One or more multi-purpose rooms should be included in plans for a school. These rooms could be used for such things as: local use, community involvement, a small museum, etc.

Proper playground facilities of a suitable size should be planned well in advance of any school building to be constructed.

A school should be pleasant in appearance as well as functional, both inside and out. Therefore, such things as murals, should be planned for the exterior and interior.

Staff Accommodations:

Although an effort has been made to present a more realistic picture of housing to new teachers, there is still room for improvement.

A much more accurate survey of information and requirements for each settlement should be made to allow for more accurate planning and building. Much of this information should come from the Education staff in the settlements.

Discrimination in housing should be done away with and the same type of houses should be provided for all people of a settlement for whom the Territorial Government provides housing.

Teacher Training, In-Service Education, Teacher Recruitment and Teaching Personnel:

Training and In-Service Education:

Recommendations: That a teacher training centre be set up in the North where a variety of northern oriented courses would be taught both as summer courses, in-service courses and orientation pre-service courses. Prior to coming North, attendance at a summer session would be compulsory.

Resource personnel could visit settlements to give in-service courses during the year.

Financial assistance should be given to the teachers who wish to attend appropriate northern oriented courses at Universities outside of Canada, a specific example being the University of Alaska.

Recruitment and Personnel:

Recommendations: Get accurate information on positions available in each school. As soon as teachers are recruited, all pertinent information on these recruits should be relayed to the principal so that planning for the next school year can be well underway by the end of June. Principals should be consulted as to the type of teachers needed, people with special talents required, etc.

Education staff on recruitment should provide a realistic picture of life in the settlements, approximate grade level to expect, housing to expect, etc.

When recruiting married male teachers, their wives should always be interviewed too.

New recruits should be given the impression that they should stay at least two years in the North.

Canadians should be hired to fill Canadian jobs wherever possible.

The majority of teacher recruits should have previous teaching experience.

People with heavy foreign accents should not be recruited to teach in school where one of the main purposes of the children is to learn English.

Provision of Educational Resources:

Recommendations: An amendment to the method of distributing films so that, while most of the films will be ordered from Frobisher Bay and Yellowknife, other films would be circulated through the settlements of the region without the necessity of being returned to Headquarters each time. These would be films thought to be of general interest to the region.

Necessary materials should be able to be requisitioned at various times of the year.

People in the Educational Resource Centre in Yellowknife should spend part of their time in the field familiarizing themselves with the problems of the smaller settlements of the East and West. These visits should not be one day visits, but should last for a week or so.

Resource Centres could be set up in each school. This could be done by the local staff with the help of the central Educational Resource Centre.

A sub-educational resource centre should be set up in Frobisher Bay which contains most everything that the Yellowknife centre does, only on a smaller scale.

Local Involvement in Education:

Get the parents involved with the school, its facilities and staff so that they understand what the school is for and how it works.

Cultural content: The main purpose here is to promote pride of race through such cultural programmes as having local people coming to the school on a regular basis to teach the children about their own history, legends and songs. School projects could also be included in such areas as hunting, sewing, cooking, carving and the making of equipment in the Industrial Arts and Home Economics rooms.

Local help should be used in the school wherever possible. (e.g. classroom assistants, supply teaching, teaching of syllabics, etc.)

Attendance: Should there be some consideration given as to whether a child hunting for an extended period of time with his father or at camp be credited with full or part time attendance, as he is presumably learning hunting skills?

Local people should be trained as Scout, Brownie, Cub and Guide leaders so as there will be more continuity to these programmes each year.

Reporting to parents: Suggest that parental interest in pupil progress be fostered through uses of a variety of reporting systems such as: parents returning report cards to school, teachers returning report cards to parents, personal interviews, etc.

Uses of gymnasium: Local people planning activities in the gym such as Eskimo games, supervision of regular games, dances, concerts, general meetings, etc.

Meetings with parents to explain: Churchill school, Frobisher' new school, Higher Education, etc.

Meeting with parents to receive local opinions and recommendations on the above.

Open house held frequently using a variety of approaches.

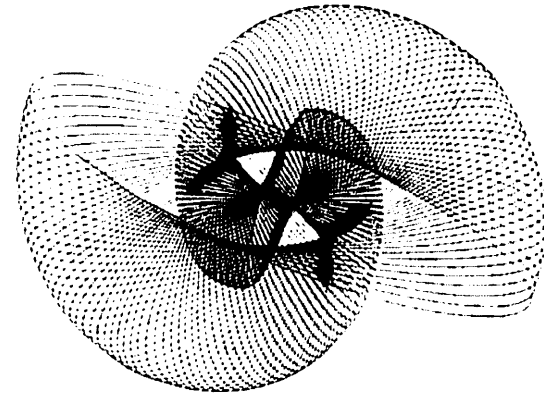
School committees should be formed with the purpose of linking the school more closely with the community. School programmes can be explained through the committee and the committee can act as a media for recommendations and suggestions of the residents.

Use of School: Where the school is located in a community with a limited number of resources, the school should be used to its maximum during the day and evening with both children and adults taking part in the activities.

The purpose of the committee should be well explained to the members when it is first organized so as to prevent this body from developing into a committee of an unconstructive nature.

Studies (recommended): Study the method and effectiveness of the Rough Rock Navajo School entirely operated by Navajos.

Investigate how local involvement is carried out among Eskimo population in Greenland, Labrador, Alaska, and Russia.



Objectives of the Education Programme:

There seems to be some confusion even among teachers themselves as to what are the real objectives of the Education Programme; the accumulation of knowledge, a tool to get a job which will lead to making more money and buying two cars or two skidoos or something much broader and in most cases less tangible. As far as the native northerners are concerned the decision must be made whether to submerge them with our white southern oriented philosophy or endeavour to retain their own culture. It would seem that extremes must be avoided and that a form of the so-called "happy medium" must be worked out. In carrying out the programme, it is important to make the process as enjoyable, within limits, as possible. Students should be encouraged to make their own discoveries with a wide variety of materials and information. Author, Charles Silberman, is convinced that schools can help "create and maintain a humane society" by making their first priority the production of "sensitive, autonomous, thinking, humane, individuals". This is an ideal but it is one that is hard to fault.

Pre-School Programme:

The pre-school programme should definitely be included in the school as part of the education system. Pine Point has been allotted a teacher and resources to operate a pre-school programme. As far as any pre-school programme is concerned, it is important that it not be purely a baby-sitting job and that constructive preparation be made for entry into the regular school programme.

Secondary Education Programme:

In the fields of elementary and secondary education the cart-before-the-horse technique is being followed. The resources available to the secondary schools are practically unlimited. Specialists in academic

subjects, counsellors, librarians, physical education specialists, Home Economics and Industrial Arts specialists and Art specialists are part of the secondary school. The pupil-teacher ratio is generally in the teens; e.g. 12:1 and 17:1, classes of less than a dozen are found. Yet often teachers of secondary schools complain that students are inadequately prepared to cope with level of work required in the higher grades. For example, students have difficulty with higher mathematics or literature because they have missed some of the fundamentals along the way. The attitude exists that "What is the need for a physical education specialist in the elementary school?" They are not getting involved in any competitive team sports.

Elementary Education Programme:

The elementary teacher must be all things to his or her class. Pupil teacher ratios in this area of 35:1 are not uncommon. This does not mean that the secondary school should eliminate its specialists or that the elementary teachers are not doing good work. The contention is that how much better would be the progress and achievement, with a lower casualty rate, if the students in the elementary grades were better prepared to handle the secondary work. With proper training in the elementary grades by the time the student reaches senior high school he should be able to take the initiative and perform a considerable portion of the work with a minimum of guidance. There is a great need for specialist rooms, for example, science, social studies, mathematics, and modern languages, especially French, which is one of the official languages of Canada, should not be relegated to passing an exam in Grade XII for entrance into university. To really become effective it should be encouraged in the lower elementary grades. With reference to the physical education regulations of June 12, 1969, it would help avoid such troubles and at the same time give students better preparation if

classes were conducted by a properly qualified physical education instructor. The lack of such a person in a school of 240 students must be seriously considered.

Continuing and Special Education Programme:

Briefly, in the field of Continuing and Special Education programmes, the evaluation and follow-up are too often given, at best, only limited attention. Statistics sometimes quoted given an unreal picture when compared with the picture given by those people more intimately familiar with the situation. This does not mean that the people involved do not have the highest motives but that more care and consideration should be taken in getting at the core of the situation.

N.W.T. Curriculum Development:

In the field of curriculum, teachers are encouraged to be involved, to innovate, and to take the initiative. There seems to be not just a little incompatibility when Section 114 of the Ordinance Respecting School N.W.T. states:

"114. A teacher, trustee or other person who uses or causes to be used an unauthorized text book or reference book, either in the place of or to supplement an authorized text book or reference book upon the same subject, shall be guilty of an offence and liable on summary conviction to a fine not exceeding Twenty-five dollars and costs, provided, however, that no prosecution under this section except by order of the Commissioner."

There seems to be widespread agreement that any N.W.T. curriculum should be very flexible. It is self-evident that a curriculum for Pine Point could not be applicable for Belcher Island. It is extremely important to balance these two extremes so that each one is aware of the other type of community. One serious problem to be overcome in some northern communities, and Pine point is

a good example of this, is the sense of impermanence; many parents view their stay in the North as a term to be served and they are very concerned how their children will fit into southern schools both in terms of programmes and standards when they return south. This is something we must live with and something we must give careful consideration when examining a N.W.T. Curriculum. The development of a non-graded or continuous progress programme should be further encouraged with more information and resource persons in this area made available to the schools. This would enable a principal and staff to develop a programme best suited to their school. Specialist programmes as well, for example, Home Economics, could be better graduated for the degree of difficulty.

Planning and Provision of School Buildings, Residences, Staff Accommodations and Related Facilities:

In the planning and provision of school buildings and facilities there is little dispute that teachers are not engineers and architects. One thing is too often ignored; they are the people who have to work in these buildings and make use of the facilities and they have valuable advice to offer. It is commendable that the school administration were asked for advice in the planning of the new Hay River High School.

Undoubtedly there will be a wide variety of suggestions from other areas as far as staff housing and related facilities are concerned. One problem that has been overlooked, perhaps is the problem of housing and removal expenses for married women teachers. There should be some positive policy on this and these things provided if required. The indecision and lack of a clear policy on the arrangement between Federal and Territorial housing officials should be resolved immediately. The people who suffer are the tenants, mainly because of the problem of maintenance. The obligations of the contractors who lease houses to

government agencies should be looked into as well.

Maintenance, Materials and Supply Procedures:

The maintenance of school buildings is an area which needs some investigation and revision. In Pine Point, for example, the janitorial work for the past three years has been done by one then two casual women. Any repair or maintenance work sometimes took months to get done or went undone. Work started has been often uncompleted. Last April work orders were submitted for several jobs, including the installation of some playground equipment. After several reminders from both the Principal and Superintendent, workmen appeared on the scene early in October. They poured cement, it froze, became useless, had to be done again; the job is still uncompleted. Regular preventive maintenance is a necessity especially with school heating and air conditioning systems.

One visitor to the school last year mentioned that he would refuse to work in a building the size of this school with the heating system, especially the boiler room, unattended.

The school now has two full-time male janitors who combine some minor maintenance work with their cleaning work. This brings out another point that these people who do work which requires a little extra training, for example, maintenance of machinery, should receive some extra pay. One big question asked by many people is that, given the difficulties of getting things into the north, is there no way the process can be improved and speeded up?

Theoretically, the procedure for getting materials and supplies is a standard one, hence it should be re-examined and re-evaluated. Schools are required to have their annual requisitions completed usually not later than January 31. Why then do purchase orders for many of these items not come through until the end of August?

Why are many requisitions not even approved until this date? As far as annual supply and maintenance are concerned there should be definite aims to (1) get all supplies and material in the schools before September 1, (July 1 - would be a much more convenient date on the Mackenzie Highway). (2) have all regular maintenance completed before September 1.

Teacher Training, In-Service Education, Teacher Recruitment and Teaching Personnel:

In the field of teacher training it is very important that teachers be encouraged to advance their training and keep their methods and ideas up-to-date. Additional incentives and opportunities would be helpful. Opportunities should be presented, in fact it should be stipulated that teachers with minimum training and much experience take educational leave to advance their qualifications. Specialists conventions and workshops could be held regularly. School, especially the larger ones, should be more involved in the recruiting and hiring of teachers. There is need for improvement in communication between the schools, the region and Headquarters and vice-versa.

Provision of Educational Resources:

Most schools seem to be quite reasonably equipped in the A-V and similar resources. A diversified reference library is an important section of each school. This is essential for students doing research projects and in teaching them to make their own discoveries. Related to this is that there should be a qualified person to organize and see that the library is used effectively. This might only mean the freeing of an interested teacher for short periods of time. There is a tremendous amount of work for a remedial teacher. Students on the lower end of the curve in a class of 30 plus students are in a very difficult position. A teacher who could work with similar groups in different grades would be a great asset to a school.

Classroom Assistants Programme:

The role of classroom assistants seems to be viewed to some extent with mixed emotions. Some teachers feel that they could be of value in the classroom while others feel only for clerical and routine work outside the classroom. However, there seems to be a consensus of opinion that they could be used in some ways which would allow a classroom teacher more time to prepare her lessons and therefore be more efficient.

1	box and pan brake	350.00
1	metal punch set	19.45
	soldering iron	25.00
1	miscell-machine & sheet metal tools	75.00
		<hr/>
Total -		3471.95
		<hr/>

Financial Resources and Financial Administration:

One big question which bothers some school administrators is that they are given a specific amount of money to work with but even when their figures show a considerable surplus of remaining funds they are told that they are "broke". In setting up the Industrial Arts shop at the Matonabee School there was an allotment of \$10,000. The original requisition covered \$8,250. but only \$6,000. worth was ordered. A smaller amount was allowed for the new gymnasium; \$439.50 worth of equipment was not ordered. Below is a partial list of items for which no purchase orders were approved:

Requisitions not received - 1969 - 1970:

	desk pad covers	11.00
1	table radio	52.75
2	microphones	30.00
	library books	1100.00
	transparencies	12.25
1	vaulting box	165.00
1	chinning bar	45.00
1	set wall bars	160.00
1	gymnastic bench	69.50
1	lathe	900.00
	lathe accessories	300.00
1	4-drawer cabinet	100.00
1	bender	57.00

It is obvious that deletion of this quantity of funds can impair the operation of a school and cause considerable frustration on the non-receiving end.

Local Involvement in Education:

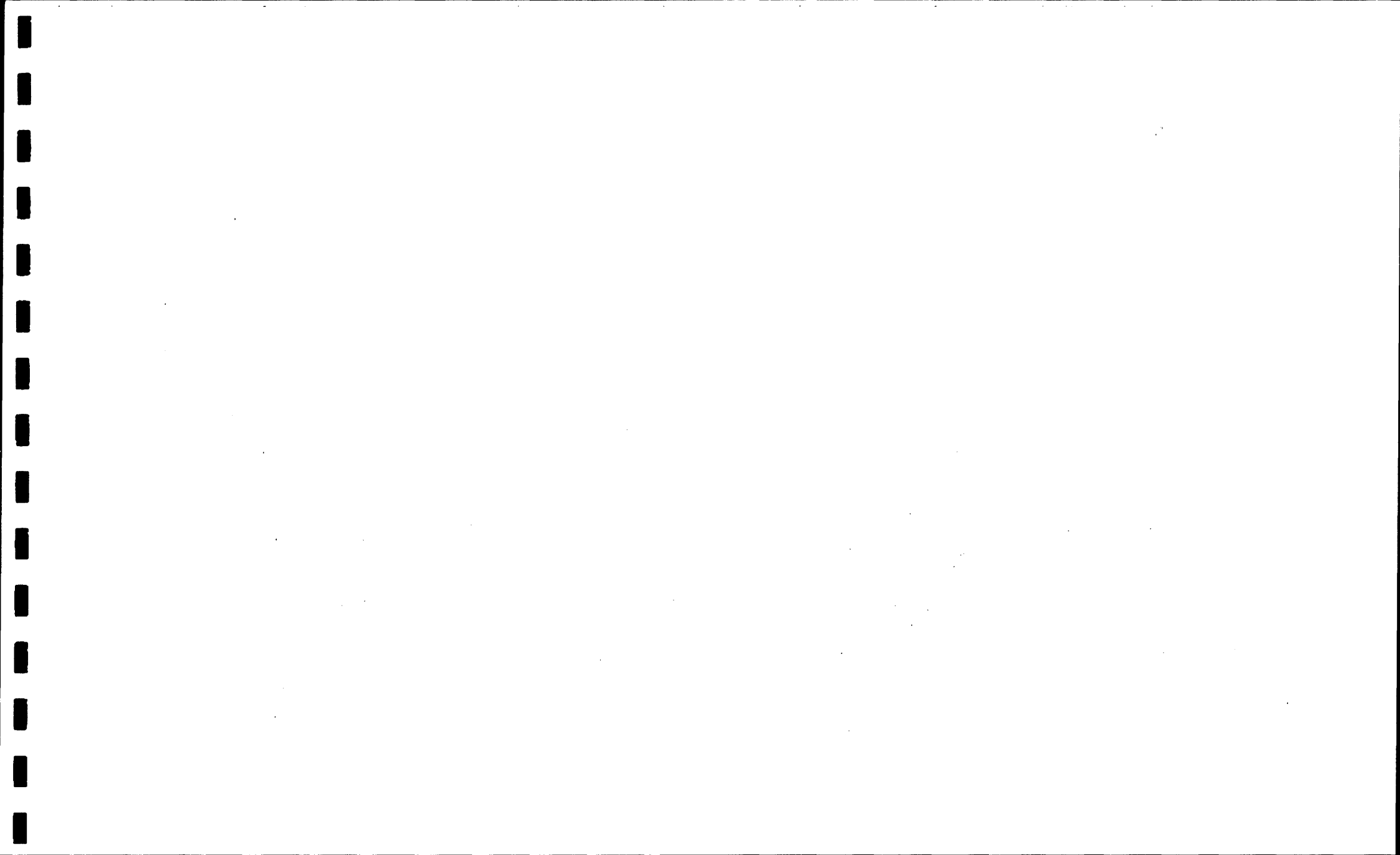
As far as local involvement in education is concerned there is little to add to a report submitted last term. There was an informal parent teacher meeting held in October in the school where a Home and School Association was discussed. Very little real interest was demonstrated. Some parents felt it involved too much time and questioned the value of it anyway. However, there are some concerned responsible parents who have much to contribute and can serve as an informal liaison between the school and the community. Such a group might help through the local committee. Regardless of the type of community it is good policy to draw upon the local resources.

In summarizing the foregoing discussion the following recommendations can be noted:

1. The humanity of the individual, regardless of culture, must not be submerged by the programmes themselves.
2. The provision of resources for a pre-school programme at Pine Point.

3. Specialists in the lower grades would give better preparation for high school.
4. Modern languages started in the lower grades.
5. Close scrutiny at the grass roots of Continuing and Special Education would yield valuable information.
6. Making the Territorial Ordinance more relevant.
7. Balance between a purely northern (N.W.T.) and southern (provincial) curriculum.
8. Encouragement and help in developing continuous progress plans.
9. Educators more involved in planning of school facilities.
10. Improved maintenance services for staff housing.
11. Definition of Territorial and Federal role in housing.
12. Close scrutiny of the obligations of housing contractors and leaseholders.
13. Provision of housing to married female staff if required.
14. Regular maintenance schedules for school buildings carried out under strict supervision.
15. Investigation of legal requirements with relation to the operation of boilers.
16. Extra remuneration for custodial workers who operate and maintain machinery.
17. Investigation of materials and supply procedures.
18. Have all schools supplied and maintained by September 1, (schools on Mackenzie Highway should be largely supplied by July 1.)
19. Incentives for teachers to further their training.
20. More teacher workshops.
21. Closer liaison with schools for hiring of teachers.
22. More emphasis on development of good libraries.
23. Provision for a teacher to do remedial work.
24. Use of classroom assistants in a limited role, even in communities where the people are mainly OTHERS.
25. Investigation into the non-availability of approved school funds.
26. Continued encouragement to involve local people in education.





Objectives of the Education Programme:

- a) Philosophy:
That every child be able to acquire knowledge in order to operate successfully within our Democratic Canadian society.
- b) Purpose:
Preserve the minority culture but at the same time prepare the pupils to face and fit in the majority culture with the minimum of difficulty.
- c) Objectives:
To achieve the highest possible standard of educational skills according to age and ability with a feeling of pride for being what I am.
- d) Goals:
To adapt and modify the Curriculum to fit the classroom situation and the learning of local culture by having cultural inclusion programmes taught by local people.

The Pre-School Programme:

Nursery schools once a week - 1/2 day.
Kindergarten to be in the native language.
Beginners, to be a year of Oral English. There should be better preparation of teachers in teaching Oral English and working with Classroom Assistants.

Elementary Education Programme:

Some instruction needed for native cultures and languages.
Special classes with special teachers to teach slow learners, as English for a second language is very difficult for them.
More material to be made available for the dull-normal who can't follow the regular school programme.
Breaking down the age-grade barrier retardation.

Secondary Education Programme: Grade 7 - 12

Student exchange programmes within the Eastern and Western Arctic. Continuing of native language and culture to be taught. Pupils sent down south for Secondary Education should never be sent to large centers, but to small rural areas where the adaptation to a new southern culture would be much easier.

Continuing and Special Education Programmes:a) Adult Education:

Someone in each settlement to carry on the Adult Education Programme (not teachers who are already teaching full time in a school.)
The Adult Education programmes should run six weeks in the fall and six weeks in the winter.
Programmes should be useful and practical to the community (not only upgrading).

b) Vocational Education:

Every school should have an Industrial Shop and Home Economic classroom for students 12 years and up.
After grade eight there should be two streams, one vocational and one academic. The vocation course should be divided into three streams: Home Economics, General Shop and Commercial, which should be job preparatory.
This is impossible in a small settlement, so the Keewatin would need a Regional School in the Arctic, (not Churchill).

c) Apprenticeship Programmes:

Follow Canadian southern standards, there is only one right way to do a job (ex. building a house).
If we have substandards, this will affect the whole settlements for the worse.

d) University Education:

Look at the possibility of sending some students to the University of Fairbanks.
More areas of Northern studies needed.

e) Education of the Handicapped:

A regional person for speech, hearing and seeing defects to travel around the Region to provide guidance and help.

f) Housing Education:

Should remain under the Adult Education Programmes.

g) Community Development Programme:

Should be under Adult Education Programmes with emphasis on Civics classes for the older residents.

h) Vocational Counselling and Job Placement:

A regional position needed to help motivate apprentices and other persons interested in higher education. Should rotate among the settlements for longer periods of time. More care should be exercised in selecting working places students are sent for on job training.

N.W.T. Curriculum Department:

Should be more northern oriented, and adapted for the N.W.T. Arctic reading series books are a start in the right direction but the content is weak. (It is not a core reader). It has no pre-primer series, no guide books, no work books for ideas. Too much is left to the imagination and willingness of the teacher to do long hours of preparation to adapt the Southern books used for the classrooms. More material needed to increase the skill of English comprehension.

Student Residence Programme:

Hire and pay competent people to supervise the hostels.
Residences should be an integrated part of the school programme.

Planning and Provision of School Buildings, Residences, Staff Accommodation and Related Facilities:

Limited by facilities already in the settlements. More long term planning and consultation with the permanent residents needed.

Maintenance, Materials and Supply Procedures:

Supplies should be addressed to Principals of schools, not Area Administrators. It should be stated more clearly on school requisition pads what exactly the material is. Materials and supplies should be ordered when needed if possible. More control on funds spent by D.P.W. for so called maintenance of schools. Generally maintenance of schools and staff housing in the north is very poor.

Teacher Training, In-Service Education, Teacher Recruitment and Teaching Personnel:

Grade eleven requirement leaves very few candidates from the Eastern Arctic at the present time, but a high standard for teacher education must be maintained.

In-Service Education: Orientation - a day or so in Churchill or some other place where everyone is together and it should take place at least a week before school. The beginning week of school in the settlement should be (without pupils), for

discussing; (a) School programmes in the Arctic, (b) Setting up classrooms, (c) Oriented to Community responsibilities, services and supplies etc. Another in-service should be held two days during the 1st week of December (a few schools together for exchange of ideas and common problems). Regional or Inter Regional Teacher Conference to be held around the 1st week of March.

Teacher Recruitment: Superintendent should be on recruitment board with a member of the Regional Advisory Board.

Inform local school as soon as possible which teacher will be on staff the following year. Teaching personnel should be hired more promptly. The teachers interviewed should be told exactly what conditions exist in the Settlement they are interested in and other terms of employment.

Provision of Educational Resources:

Films, tapes and other Audio Visual aid material to be available for schools when needed. This would require a Regional Storehouse for such materials.

Classroom Assistants Programme:

Classroom assistants are absolutely necessary in the Eastern Arctic because of the language barrier. The first year pupils need someone of their own culture and language to identify with. Assistants form an important link between pupils and teachers and in many cases with the community. They require in-service training to be used more effectively.

Financial Resources and Financial Administration:

A special rotary capital fund to be provided (e.g. every four years to schools) for new textbooks or

other badly needed equipment.

A small cash fund for schools would be very useful. Teachers often see good material in the South which would be very useful for their classroom and should be allowed to buy approximately \$30.00 worth and be refunded in September upon bringing receipts, goods and explanations to the Principal.

General Administration of the Education Programmes:

This should be done on a joint consultation basis between the Superintendents and Principals.

Local Involvement in Education:

Parents should be encouraged to contribute more to their children's education in practical ways. If parents want school lunches in small communities they should make the lunch, using school facilities and supplies, and supervise it.

Contracts should be awarded to competent local people to teach the Eskimo culture and language. Local handicrafts should be included in our school programmes.

Operation of Local School Boards:

They should be elected at the same time as the local community Councils as to have better representation. They should make a general school policy. They should decide on choice of teacher recruitment, and have a say at the end of one year of probation as to whether a teacher is to continue on a permanent basis or not. They should advise the Superintendent of schools on the acceptability of teachers transferred within the Northwest Territories.

Rewriting of the Schools' Ordinances:

Change of school year so that required number of days does not necessarily fall between September 1st and June 30th.

This should be a Regional and local decision. Easter holidays in the Eastern Arctic should be discontinued and replaced by a few days in May when the winter ends.



Objectives of the Education Programme:

- a. To help Indians in transition phase from Indian work culture.
- b. To gear education to the concept of Indians as competing for jobs in the North rather than in the South.

The Pre-School Programme:

Extend on a regular basis kindergarten-type summer school as conducted during the summer of 1970 by Ingrid Heeley in Snowdrift.

(Sample curriculum: Oral English experiences
Colours
Numerals
Cutting and drawing activities)

Elementary Education Programme:

- a. Education in home settlement as far as possible.
- b. Social studies based on Northern problems (e.g. treaty, Indian-white prejudice, conversant knowledge of other settlements, fauna and flora of N.W.T.)
- c. Opposing opinion which feels that units on southern animals, etc., are as valuable.

Continuing and Special Education Programmes:

- a. Adult Education: aims are not widely known by the people.
- b. Vocational Education: on-the-job training imperative following completion of any course.
- c. Housing Education: can be very effective when held in settlement and further courses given at intervals.
- d. Community Development Programme: should turn money over to the Indian Brotherhood.

Northwest Territories Curriculum Development:

Rewrite arithmetic text "Seeing Through Arithmetic" with controlled vocabulary involving Northern problems. Eliminate esoteric measuring systems (e.g. pecks, bushels, Roman numerals, etc.)

Student Residence Programme:

Inevitable. The role of the settlement teachers in the selection procedures should be more clearly defined.

Planning and Provision of School Buildings, Residences, Staff Accommodation and Related Facilities:

A thorough briefing on the structure of education in the N.W.T. for new teachers, realizing their various origins. (Some provinces insist their teachers take the provincial school act and manual of the Teachers' Association as a requisite course in their University studies). Let teachers know they may have to rough it, compared to southern standards. De-emphasize vague cultural orientation as most educated teachers have taken some sociology and are aware.

Provision of Educational Resources:

- a. Wider scope for teacher initiative by enabling him personally to purchase up to \$50. at his own discretion.
- b. Centralizing 16 mm films in Yellowknife is an excellent step.
- c. Preview plan of selected northern materials initiated by Paul Robinson an excellent idea.

Classroom Assistants Programme:

- a. Work hours should be more clearly defined.
- b. More clerical emphasis (reproducing materials, stencils, charts, etc.)

Objectives of the Education Programme:

It is felt that in order to have the children prepared to live successfully in the north or elsewhere in the future, we must teach them for the world tomorrow with sufficient concern for their present culture. Due to our lack of concern for their culture in the past, many of the young adults today appear to be ill-equipped for the environment in which they are living. It is felt that a Northern curriculum is a definite need to help reduce the problems that young people encounter once their formal education is terminated. Emphasis must be placed on instilling a desire for learning that will not stop outside the classroom.

The Pre-School Programme:

It is necessary to receive our students at an earlier age to facilitate our work of up-grading the present level of education. It is recommended that steps be taken to initiate another level - the nursery school level (four year olds) in order to develop a greater command of the language of instruction. Emphasis should be on oral English programmes with Language-Arts Specialists being in greater access to the teaching staff.

Elementary Education Programme:

Some of the teachers feel that there should be a Territorial criteria for grade or level promotion, consisting of a specific listing of skills to be achieved before promotion. There is definite need for more seminars and workshops to plan and evaluate new or existing programmes.

Secondary Education Programme:

There is a need in the larger institutions for a guidance counsellor that would be solely at the disposal of the students. This person should act

as a mediator to convey the wishes of the students. He should be there to involve himself in the problems that students have with the residence life, the school programme, and personal problems. This person should be a government employee, as well as being a person that has had adequate experience in working with young people.

Continuing and Special Education Programme:(a) Vocational Education -

More time must be spent analyzing the vocational opportunities in the north as well as determining the vocational interests of the applicants. Many appear to be taking training without being genuinely interested in pursuing that vocation in the future. Many of the vocations require highly skilled people so it may be necessary to extend the technical training period.

(b) Education of the Handicapped -

Special classes should be established in schools where there are sufficient students that are identified as emotionally disturbed or slow learners. Such classes must be taught by qualified and experienced teachers that have taken special instruction in this area.

(c) Vocational Counselling and Job Placement -

Individuals must be trained so that they are better equipped with skills for jobs here or new jobs must be created for the skills that they already possess.

N.W.T. Curriculum Development:

In addition to receiving information on the materials available to schools, plus the recommended material to be taught, there should be a special service department added that is operated by specialists in different subject fields who would research material,

provide schools with copies of materials, make teaching suggestions, and in general keep us informed with new ideas which can be applied in our classrooms.

There should be more workshops or seminars where teachers can discuss, evaluate and plan curriculum. There should be periodic in-service training opportunities for teachers to equip them with the necessary skills to present prescribed programmes.

Student Residence Programme:

Considering the number of capable students that have lived in student residences and have discontinued their education to an inability to cope with residence life and those that are forced to leave due to their undesirable behaviour, it is felt that a counsellor living within the institution would be a great benefit to all concerned. A person acting in this capacity would likely be able to reduce many of the problems that could arise.

Planning and Provision of School Buildings, Residences, Staff Accommodations, and Related Facilities:

As well as the immediate need for more classrooms in most areas, it is felt that the provision of more storage space must also be considered when extending the size of the schools. This becomes quite a problem if you are to concern yourself with fire regulations.

The general feeling regarding teachers' accommodations is that it be recommended that the government not build any of the miniature apartment complexes which seem to be so popular in larger towns. The preference is for small, single dwellings which allows more privacy and atmosphere of home.

Teacher Training, In-Service Education, Teacher Recruitment and Teaching Personnel:

Considering the success of the teacher-assistant in our own school, it is recommended that more teacher-assistants be made available in each school to aid with the primary programme. It is felt that more contact with specialists in the language-arts field would benefit the education programme at all grade levels. One teacher-at-large for each region applied due to the expanse of the area.

Classroom Assistants Programme:

The programme should be expanded so that there is one classroom assistant available for every primary classroom.

Financial Resources and Financial Administration:

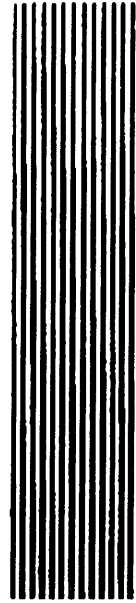
A larger financial allotment per pupil for classroom materials which would provide additional stimulation in the learning process is necessary. The O & M allotment must be increased.

General Administration of the Education Programme:

It would likely benefit the educational programme if those involved in general administration were able to visit each settlement in order to not specific problems that are not general in all areas. Also, those in general administration should occasionally involve themselves with what is taking place within the classrooms so that they do not run the danger of complete dissociation.

Local Involvement in Education:

A school committee consisting of community representatives, would be of great value in our own particular settlement. At present, efforts are being made to form such a committee, though nothing final has been established. It is to be hoped that such a committee would involve itself in our present problems, as well as being given an opportunity to familiarize itself with our educational objectives.



Objectives of the Education Programme:

The role of the Government of the Northwest Territories in Education encompasses:

Pre-school Education

In-school Education

Adult Education

All these phases are important and interrelated.

Adult Education should receive as much emphasis as the In-school programme.

Many northern social problems and the alarming generation gap can be traced to the lack of an adequate Adult Education programme. This is as important as Pre-school Education is in the north; Adult Education programmes should take precedence in the establishment of the new programmes.

The Pre-School Programme:

Educational programmes whether in the Pre-school, In-school or Adult area must:

- build on the existing person's cultural background
- promote cultural identity
- be shaped by parents, teachers and administrators
- provide as much opportunity as possible for local option, i.e. native languages, vocational options, etc.
- aim at developing educated Canadians who are competent to live and make their way in any part of Canada if they wish
- provide equality of opportunity by directing more resources to areas that require them, i.e. small settlement schools, pre-school classes for culturally different and

- provide extensive vocational and occupational opportunities.

Parental Role:

Parents have a right to a voice in the education of their children regardless of whether or not they make a tax contribution to the education system.

Educational Advisory councils should be encouraged in all communities that do not have school boards. Parents could advise on local options in school programme, community use of school facilities, school hours, noon lunch programmes, religious instruction in the schools, Adult Education programmes.

Schools and Attendance:

Children should attend school in their home community until age 12 or to the end of grade 6.

Lower pupil teacher ratios, teacher aides, teachers trained in basic English instruction are required in small settlement schools to provide equality of education opportunity.

Because of the need for more specialized teaching and special facilities, grades 7-12 should be offered only at larger regional or area centres.

Role of Churches:

The churches have made a valuable contribution to education beyond that of an interested group in the northern community.

Professional qualifications and personal suitability should determine the appointment of teachers.

Religious affiliation should be used only as a guide unless the local community indicates a clear preference in this area.

Role of Teachers:

Callibre of teachers is extremely important in a system with so much variation, need to adapt, etc.

Idea of a community teacher is good.

Since local conditions vary so widely within the Territories, curricula should be general guidelines. Teachers should have freedom to interpret and adapt curricula to fit the local situation and to select suitable texts and course materials. Professional freedom for teachers should be granted only after satisfactory northern experience or through orientation.

Teachers should have a voice in policy making and curriculum development.

Teachers require assistance and advice from resource personnel rather than supervision.

N.W.T. Curriculum Development:

General

Curriculum may be simply defined as teacher-pupil purposeful activities. These activities must be pre-planned, and the pre-planning is done to find ways in which the interaction of purpose, teacher, and pupil can be most effective. To plan a curriculum for the Northwest Territories, we must (1) find some agreement as to purpose, (2) understand what the pupil brings to the activity, and (3) estimate what the teacher will have to bring so that he or she and the pupil may realize the purpose.

The purpose of schooling may vary considerably when viewed from different points of view. Two of the more common statements of purpose are the social point of view and the personal point of view. At the social level, the student is seen as a potential, fully-participating member of a society and, as such,

must acquire attitudes and skills that will make him an acceptable and useful member. Viewed as a person, a student has a claim to develop an individual style in keeping with his capabilities, interests, and opportunities.

Schooling, in social terms, is seen as a set of processes designed to equip students to become a successful member of society. In this view, schooling, and therefore the curricula, should generate adaptive abilities. Those personality traits, skills, and values that will be helpful in adapting to the society that soon will dominate the North are put forward as curricular goals.

And as it is likely that the domination mentioned will be of the form of a common technology pervading an otherwise quite pluralistic society, adaptive abilities will be at a premium and should thus have some priority in the planning of curriculum.

While acknowledging adaptive ability as a goal, teachers regard it as one of many and find that, by itself, it is inadequate for determining the day to day programme. Here it must be secondary to the view that schooling is a process of growth and development. Teachers may aim at adaptability but, in trying to reach that goal, they must enumerate sequences of sub-goals, each being a stepping-stone for the next. This view requires that the past history of the child be considered in determining what future development is possible and desirable. The aim for adaptability can influence our idea as to what development may be desirable but the pre-school and extra-school experience of the child establish expectation and set certain developmental directions that must be accounted for. These prior commitments of the child are most evident in his interests, attitudes and values and least evident in subject areas such as arithmetic and science. If the

school ignores these commitments or attempts to inculcate "adaptations" that are inconsistent with the enduring pattern in these areas, it assumes the almost impossible task of trying to establish the new patterns upon a non-existent or hastily improvised foundation. Change and adaptation seem to occur under two conditions:

(1) if the present situational factors are strong enough to induce and sustain it, or (2) as new positions are reached in the course of development.

Adult Education can be based primarily on the former;

In-school Education must be based on the latter.

The foregoing argument points to certain curricular inclusions which, at the time, may not seem to be compatible with the aim of adaptability. If development continuity (in knowledge, personality, culture) is pre-requisite to later adaptive learnings, the curriculum must reflect the individual and cultural differences of students. By actively promoting students' growth in areas where they are culturally or personally committed, the school can assure that adaptations and new developmental directions will occur. In later adult life, it will be the mature who are adaptive, the immature un-adaptable.

Native Languages Instruction:

It is recommended that instruction in native languages be instituted in those communities that request it.

Two types of programmes are possible in elementary schools:

- (1) The native language taught for a period each day in an otherwise English-speaking classroom.
- (2) English taught for a period each day in an otherwise Native-speaking classroom. This type should probably be restricted to the first one or two years of schooling, and might then be replaced by a type one programme.

Promoting development in Native languages may be justified as:

- (1) Increasing the child's estimate of the acceptability of his native culture.
- (2) Insuring possibility of dialogue between old and young generations.
- (3) Increasing the area in which school and community have common commitments, and
- (4) Fostering community acceptance and identification with the school.

It would seem that the only "good" reason for excluding native languages from school is the lack of instructors proficient in the native language required.

Northern Readers:

It is recommended that a reading programme be produced which recognizes the problems in learning to read in a second language.

This reading programme should also further the aims of cultural respect and be an introduction to the larger world.

It is likely that this "reading programme" will include sets of printed readers. These readers must be designed for use in conjunction with the developing oral language abilities of the second language (English). The vocabulary, sentence structure, and content, will be controlled primarily to facilitate learning to read. These readers should integrate at many points with a basic reading series to allow students to use these for further reading practice.

The primary purpose of "Northern Readers" does not pre-empt broader educational objectives. On the contrary, goals such as personal satisfaction and

cultural respect form the context in which learning to read can be seen as desirable and necessary. These ends are usually achieved in the content of readers. The content of any new reading series should reflect these in a deliberate manner.

Social Sciences in the School:

It is considered that units (in elementary) and electives (in high school) in a variety of social sciences are desirable, e.g. Anthropology, Sociology, Psychology, Economics, Linguistics.

Recommendations:

These courses should be primarily "scholarly" and only secondarily "action-oriented". The concepts and terms of these sciences now form the context in which any meaningful discussion of the north takes place. They offer systems for conceptualizing and ordering the developments occurring in the north. They also promote tolerance and understanding of groups that differ from one's own.

These studies can make us aware that interpersonal social forces greatly influence our behaviour and personality. Each science has its particular competence. The linguistics might be a study of the native language at a university entrance level. Studies of the above social sciences may require an additional year of high school for university entrance requirements.

Material relevant to these fields could be incorporated in present courses in History, Literature, Science, etc.

Secondary Education Programme:

The following remarks are pertinent to the secondary level:

- a. Provincial curricula on which Northwest Territories programmes are based, are oriented to needs of provincial students.
- b. Academic training and pursuit of long-range goals unrealistic to northern students.
- c. Educators agree in recognizing that an individual progresses at a speed determined by individual interests, abilities and motivations.
- d. Provision is made in the provinces to provide for entry of foreign students and wage earners, taking into consideration language difficulties and variations in training.
- e. Recognized standards must be maintained but there well could be a number of routes toward final achievement.

Recommendations:

- a. Implementation of a continuous progress programme with variation to meet individual needs.
- b. The Government of the Northwest Territories builds its own curricula for all grades, with some emphasis on vocational electives at the secondary level.
- c. Basic academic programmes be available for those desirous and capable of undertaking them.
- d. Introduction of courses in Anthropology, Linguistics, Sociology, and comparative cultures.
- e. Greater emphasis on guidance and counselling services, at all levels, with follow-up of drop-outs, graduates, trainees, and beginning wage-earners.

Continuing & Special Education Programmes:

Adult Education

It is a fact that:

- a. All societies suffer from a gap between students and their parents.
- b. The day school programme has created a gulf between students and their non-schooled parents.
- c. Lack of understanding between age groups creates a lack of respect and appreciation.
- d. To assume a self-reliant role as parents and citizens, northern adults must be able to compete favourably in the job market.
- e. To compete in the southern oriented wage economy, northern adults require an opportunity to meet "paper qualifications" resulting from education.
- f. A mutual educational experience of parents and children would greatly assist parents in giving the necessary guidance and encouragement to their school age children.
- g. Continuing education is recognized in all societies as essential and desirable.

Recommendations:

- a. Adult education services be greatly expanded.
- b. Provisions be made for adult participants to improve their qualifications while continuing to support their families.
- c. Full-time qualified adult education personnel are necessary to conduct a realistic, comprehensive programme.
- d. Emphasis on local options - to provide for the interests and needs of individuals.

- e. Industries operating in north to assume greater responsibility for adult education in the north.
- f. Instruction in "social" areas of home economy, hygiene, housing, civics, family-education, alcohol, etc.
- g. Instruction in basic academics.
- h. Instruction in vocational classes.
- i. Facilities, equipment and supplies must be readily available.

Special Services:

At present the Government of the Northwest Territories has few of the special services that are an accepted part of any modern educational system. If the government is to have its own programme, many new services must be provided. The following recommendations are considered basic for a successful programme. Others will be necessary as the system expands.

Recommendations:

Curriculum

To develop a northern curriculum and to carry out necessary revision of existing curricula.

Correspondence

Courses not locally available to be provided, including adult education courses.

Pre-School

To institute and maintain a special northern programme.

Psychological

To provide guidance, counselling and treatment for emotionally disturbed.

Testing and Statistics

To establish a standardized testing programme wherever advisable; to compile, maintain, and distribute essential educational statistics.

Auxiliary Education

To provide special training for the mentally retarded and physically handicapped.

Provision of Educational Resources

A great deal of money has been devoted to research into the development of the resources of the Northwest Territories.

Only a small proportion of this research has been concerned with education and the development of the human resources.

This appears to be a weakness in our present system.

Recommendations:

- a. Research into the language problem which greatly hinders native children throughout their school careers.
- b. Constant research into better methods, materials, facilities and changing educational needs of the Northwest Territories.
- c. Research into the social and cultural problems in the Northwest Territories and an educational programme structured to include methods for overcoming these problems.

Teacher Training, In-Service Education, Teacher Recruitment and Teaching Personnel:

With the many unique problems involved in education in

The Northwest Territories, it is imperative that northern teachers be specially trained to deal with these problems. The Northwest Territories should make a special effort to retain these teachers when they have proved their value to the system.

Recommendations:

- a. That every new teacher be given a special orientation course prior to teaching in the Northwest Territories. The first part of this course would familiarize the new teacher with the many problems (cultural, educational, etc.) involved in northern education. It would be most desirable if a university would provide this section of the orientation. The remainder of the orientation should be provided in the community or region where the teacher is to be located. This section of the orientation would familiarize the new teacher with the local and regional problems and the programme and materials he or she will be using. A very brief district orientation could be used to familiarize the new teacher with terms of employment, previous to the local orientation. The new teacher should be given sufficient time to settle in new accommodation previous to the local orientation. The whole orientation process would require at least a month.
- b. That the Northwest Territories make every effort to hire teachers who have received their training from a university which offers a northern oriented teacher training programme such as that offered by the University of Saskatchewan.
- c. That there be more government subsidization of northern oriented teacher training courses.
- d. That the Northwest Territories develop more contact with the University of Alaska.

- e. That a comprehensive In-service training programme be developed to provide special training which cannot be obtained through normal sources. That school time be provided for this type of training.
- f. That the "professional isolation" which a teacher faces in the Northwest Territories be overcome through frequent trips to conferences and workshops both in and outside the Northwest Territories.
- g. That retention of successful teachers be improved through higher salary increments for longer experience, generous assistance to improve qualifications after a probationary period, promotion from staff and special training courses to facilitate this type of promotion.
- h. That accommodation and training be provided for classroom assistants for as long as they are needed.
- i. That pre-service bursaries be available to prospective teachers to take their teacher training in northern oriented courses such as that offered by the University of Saskatchewan. These bursaries could be offered under the condition that they teach for at least two (2) years in the Northwest Territories.

Elementary Education Programme:

We recognize the right and sincere desire of parents to have their children educated in their own community, at least during the early grades. On the other hand, we recognize the many problems involved in educating children in small schools, particularly native children with their many unique problems.

Recommendations:

Equality of educational opportunity must be provided in the small school. To ensure this equality in small schools, the government must be prepared to meet

the additional cost of education in terms of special equipment, materials and a very low teacher-pupil ratio.

Planning & Provision of School Buildings, Residences, Staff, Accommodation and Related Facilities:

School buildings in the Northwest Territories are prototypes of traditional southern schools in architecture. Not always taken into consideration are the particular functions of school rooms. In most northern communities the school building serves as a community centre for all educational, social and recreational activities, for all age and interest groups. Such pertinent details as window area, lighting, heating, floor area and floor plans, play an important role in the overall effectiveness of the building. The northern climate creates a long season of indoor activities; activities demanding space for freedom of action. The school population is increasing rapidly. It is more economical to build a large structure initially than to add to a building at a later date.

Recommendations:

- a. An educational advisory committee work with architects in all future building plans.
- b. Prime consideration be given to larger classrooms permitting work-study areas.
- c. Inclusion in all school buildings of a playroom, gymnasium, art room, adequate storage space for any special services to be offered such as guidance.
- d. Careful consideration of the building site to best serve the community, taking into consideration factors such as prevailing winds, exposure to sunlight and drainage.

- e. Provision for, and preparation of, adequate outdoor playground space and equipment adjacent to the school building.
- f. If at all possible, a swimming pool should be included in all large school plants.

Student Residence Programme:

Since many Northwest Territories parents still lead a nomadic existence, hostels will be necessary for some time to come. Up to the present time, most hostels have been large and supervised by religious groups. Considering facilities and budget they have performed a very satisfactory service.

Recommendations:

- a. That parents be consulted on a local and regional basis concerning the continuation of religious supervision in the hostels. Parents should be well informed on all aspects of the question before they are asked to reach any decision.
- b. That any large hostel in the future be built on the basis of a number of small units for living and sleeping, with common facilities for eating, administration and recreation. That each small unit be under the supervision of a well-qualified, personally suitable supervisor. The supervisor should be in close communication with the school and its aim. The small units would control the student-supervisor ratio and would tend to promote a family-type relationship, where the students could be motivated to assume a larger role in the maintenance of the unit.
- c. That the present, large hostels be renovated to incorporate as many of these features as possible.

- d. That small hostels be made available in the small settlements and that they be supervised by well qualified persons, preferably a family unit.
- e. That the students be motivated to share in the care and maintenance of the hostel in order to develop a sense of pride and responsibility.
- f. That all supervisors receive special training in child care and orientation similar to that given to new teachers.

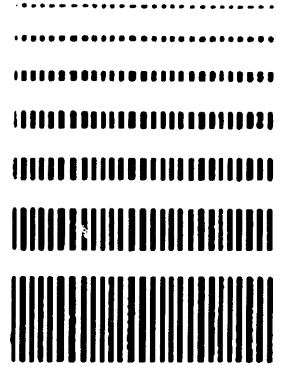
Northwest Territories Teachers' Association:

The N.W.T.T.A. is the official representative of the teachers of the North who wish to play an active and significant part in the total northern educational process.

The conditions necessary for the N.W.T.T.A. to play an expanding role in northern education and the areas in which the N.W.T.T.A. feels it can play a significant role may be summarized as follows:

- a. Membership in the N.W.T.T.A. be automatic and compulsory when a teacher joins the teaching profession in the Northwest Territories.
- b. The N.W.T.T.A. be responsible for promoting professional conduct among its members and disciplining its members.
- c. The N.W.T.T.A. plays a role in promoting in-service training and professional development.
- d. The N.W.T.T.A. assist in orientation of new teachers.
- e. Due to limitations of size and budget, some projects should be carried out on a co-operative, cost-sharing basis by the N.W.T.T.A. and the Government of the Northwest Territories.

- f. The N.W.T.T.A. should be represented on any committees or commissions that are formed to deal with education.
- g. The N.W.T.T.A. plays a large part in the development of curricula suitable to northern schools.
- h. The president of the N.W.T.T.A. be placed on a released time basis when participating in professional development activities.



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