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COUNCIL OF THE NORTHWEST TERRITORIES
CANADA

LETTER OF TRANSMITTAL

STUART M. HODGSON
COMMISSIONER OF THE
NORTHWEST TERRITORIES

Sir:

On behalf of the Special Committee of the Council of the Northwest Territories to Study the "Survey of Education - Northwest Territories", I have the honour to submit our Report.

Respectfully submitted,

Lena Pedersen
Lena Pedersen
Chairman

REPORT
OF THE
SPECIAL COMMITTEE
OF THE
COUNCIL OF THE NORTHWEST TERRITORIES
TO STUDY THE
"SURVEY OF EDUCATION - NORTHWEST TERRITORIES"

JANUARY, 1973

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SURVEY OF EDUCATION - NORTHWEST TERRITORIES

A Special Committee of the Council of the Northwest Territories was appointed by the Commissioner during the 47th Session held in October, 1972, at Frobisher Bay. The members are Mrs. Lena Pedersen (Chairman), Dr. Louis-Edmond Hamelin, Bryan Pearson, and James Rabesca. The Committee's main purpose is to examine the Recommendations of the Survey of Education and report back to the entire Council.

Meetings were held in Yellowknife on November 19, 20, 21, 22, 23, and 24, 1972, with Mrs. Pedersen, Mr. Pearson and Mr. Rabesca in attendance. Larry Elkin and Carolyn McCabe attended as Secretary and Recorder respectively. The Commissioner attended the first meeting on November 19 for a brief period and during the ensuing meetings the Deputy Commissioner and members of the Department of Education attended when called upon to discuss various aspects of the Survey and answer several questions. The comments and recommendations of Councillor Tom Butters on the Survey were also considered and discussed.

The views, comments and recommendations of the Committee (Mrs. Pedersen, Mr. Pearson and Mr. Rabesca only) are recorded on the following pages. Doctor Hamelin was unable to attend the meetings of the Committee. However, he was sent a copy of the first draft report of the proceedings and his comments are summarized in Appendix B.

GENERAL SUMMARY

Basic Aims of Education

- To equip northern residents to live in the ever-changing and rapidly developing North.
- To give everyone an opportunity to receive an education but in the area they are best suited for. However, the Committee does not believe education should be compulsory.
- To have the opportunity to adapt to the white man's way but without losing their traditional way of life, their own language, and their cultural heritage.
- To create good leaders and good citizens.

Communication

The emphasis on the teaching of the English language appears to be a common theme throughout the Survey. This is not desirable. Every effort possible must be made to ensure that the native people are given the opportunity to acquire fluency in their own language. The Government, whenever possible, in its dealings with the native peoples should endeavour to communicate with them in their own language. All government agencies should co-ordinate their activities in each community. This alone would make the process of education a lot easier.

Through giving the natives the opportunity to retain their mother tongue, the children will be able to communicate well with their parents and keep their respect for their own heritage. The whole educational process should be slowed down so that the adults can be brought along in the learning process with their children.

Standard languages are needed although it is realized that one dialect for all Indians is not possible. A standard Eskimo language (orthography) can only be achieved if all groups concerned are involved from the beginning in any attempt to establish one.

Native Teachers and Classroom Assistants and Counsellors

- The number of native northern teachers should be increased to as many as possible. They are of the greatest importance in achieving a healthy system. With greater emphasis being placed on native languages as recommended by the Committee, native teachers would be a necessity.
- Although a lowering of standards is not desirable, some compromise might be effected to certify as many as possible under the Territorial Teacher Education Programme but not for all of Canada.
- The Committee makes a major recommendation that the salaries of Classroom Assistants be increased to an acceptable level. This can best be achieved by making them permanent Territorial Public Servants and thus entitled to receive all benefits.
- Classroom Assistants should also participate in an annual teachers' conference. This would also be an appropriate time for them to receive additional training in northern-oriented courses.
- Greater consideration should also be given to the selection and training of older, more mature persons as Classroom Assistants.

The Importance of the Teacher

- The initial impact of the white man happens in the classroom and sets the pattern for the future.
- Therefore the teacher must be of the finest possible calibre, one who can communicate well with the students and the parents, one who willingly participates in community life. In this respect perhaps the role of a teacher in the community needs to be redefined.
- In order to attain the right type of teacher, greater incentives should be considered, such as a one-year sabbatical after a five-year term, tax-free income, etc.

Pre-School Education

The Department of Education was requested to prepare a paper outlining a complete approach on the question of Pre-School Education, the Departments' hopes and desires and its current method of operation in the field. The practice of forcing native children to learn English must cease and more emphasis must be placed on their own languages in the early grades. (Appendix C)

Secondary Education

Grade 9 should be provided in all communities in the Northwest Territories and at this level the future course of a student's education would be decided. It would also enable students to remain at home and cut down on the number of years they would have to live in hostels. High school technical and vocational programmes should be made available to other communities than Yellowknife and Frobisher Bay.

Continuing and Special Education

Adult Education is an important area and more programmes are needed. Greater teacher participation in community life is essential. Home Management programmes in the Eastern Arctic need to be brought up to the standards of the West and additional specialists are needed in the areas of drug and alcohol education. Many of the problems involved in relocating the head of a household and/or his family for job training or actual employment could be alleviated through their participation in Adult Education and Home Management programmes. This is also an area where proper counselling would be of great benefit.

The provision of video tape recording equipment and proper training in its use is considered a top priority item in developing skills in communication and other related fields.

Apprenticeship

The facilities in Frobisher Bay should be utilized in an apprenticeship training programme.

Higher Education

The matter of Higher Education is one of great importance and it was recommended that a group drawn from the academic community of Canada be requested to prepare a paper on the feasibility of establishing a university of the Northwest Territories.

Special Education

Special Education facilities must be provided in all communities

requiring them to look after the needs of exceptional people. Such people should only be sent outside where absolutely essential, i.e., blind persons.

Curriculum Development

The new curriculum programme would appear to be a step in the right direction mainly because it was specially developed for the Northern people and not wholly based on a southern-oriented system. It also does away with the grade system and thus allows the student to progress at his own speed. However in implementing a more northern-oriented system great care must be taken not to lower the quality of the educational process merely for the sake of change. High standards must be maintained.

The lack of good music programmes in most schools is considered a very serious matter and one which should be rectified at the earliest opportunity.

Student Residence Programme

This is an important matter and one of great concern. The entire hostel programme and policy should be examined thoroughly. The fewer hostels in existence, the better for all concerned. It is especially important that young children not be placed in these residences unless absolutely necessary. Or, if the parents believe a hostel is a necessity in their community due to their style of living, e.g., hunting and trapping, then such hostels should be operated by the community thus necessitating total local involvement.

School Buildings

Every effort should be made to use northern building materials where available instead of the prefabricated types imported from the south. In addition to reducing the cost this would result in more permanent type structures being built.

Teaching Personnel

A conference involving all N.W.T. teachers and Classroom Assistants should be held once a year preferably in southern Canada at a conference-oriented location or at an institution specializing in courses for northern teachers.

Principals and school boards should be involved in the actual recruiting of teachers.

A principal's main duty is to serve as chief educator. He must be allowed to carry this function out properly and not be hindered by administrative work. Adequate support staff must therefore be provided to attend to the details of administration. A principal must also be given sufficient funds to operate so that frequent referrals back to Regional Offices and Headquarters for additional funds or authority to spend insignificant amounts are not required.

Educational Resources

The establishment of a printing unit in Yellowknife independent of all government departments to handle all government printing was suggested.

Consideration should be given to making library services the responsibility of the Department of Education.

All activities involving the Department of Education and other departments must be co-ordinated to avoid duplication of services and confusion.

Local Involvement

Community involvement in education is of the utmost importance. Local school boards should be established in all communities and given full responsibility for the operation of the schools as has been done in Rac-Edzo.

SECONDARY EDUCATION

Recommendation 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.

The Committee recommends that grade 9 should be provided in all communities in the Territories. At this level it should be determined in what direction the student will proceed, academic or vocational. Taking into consideration the student's age, those continuing in academics could be sent to another community to attend high school and stay in a hostel; those wishing vocational training could attend courses in regional centres. Continuous progress is necessary and those obtaining grade 9 should not be allowed to wander off, they must be provided for, i.e., directed into a suitable course of further education.

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Recommendation 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.

The Committee recommends that such programmes should be made available in other locations than Frobisher Bay and Yellowknife, e.g., Keewatin communities, Central Arctic, etc.

Recommendations 36 - 37

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 Committee was informed by the Department of Education that they hope to have a northern junior high school programme under way by the fall of 1973 and a senior high school programme by the fall of 1974. The Committee agreed but recommended that quality not be sacrificed for the sake of speed in implementing such programmes.

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

Adult Basic Education

Recommendation 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.

The Committee expressed hope that there were plans to increase these adult education programmes, but were told that adult education is taught in local community adult education centres and that guidance and instruction are given to only those who ask, i.e., courses are started only if there is a demand. More effort must be made to explain adult education to the people in the settlements, to inform them of the programmes available, to ascertain the type of programmes they want, and to keep their interest once the programmes are underway. Adults must be brought along in the educational process with the children and this is one of the more important aspects of the Adult Education Programme.

Recommendation 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.

The Committee agreed but were concerned that there might be an overlapping of Education and Local Government programmes and this would be undesirable. A close check must be maintained to ensure that this does not happen.

As the comments in the Survey on this particular recommendation covered such areas as crafts and other skills relating to folk culture, drama, music, etc. the committee expressed its feeling that music did not play a big enough part in the education system, particularly voice, and that greater emphasis should be placed on developing a good programme in this area.

Recommendation 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.

The Committee considered this a top priority item and felt that the people in the communities must be educated in the use of V.T.R. and given the control of such programs.

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Recommendation 47

To develop programmes in basic literacy which will enable people to read, converse, write and articulate in the English language.

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Again, the Committee expressed strong disagreement with the major emphasis placed on the teaching of the English language. The mother tongue of the native people must be retained and English should not be the first priority especially during a child's first few years of school. The emphasis must be on his own language during this period. After a solid background in his mother tongue is developed, English can then be given more emphasis. The involvement of the residents of a community in the overall operation of the school would be of great value in placing additional emphasis on the use of the students' mother tongues.

Recommendation 48, 49, and 50

- 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.
- 50 To develop the Home Management programme and make it available to any individual who wishes to take part in it.

The Committee agrees with these recommendations.

Recommendation 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.

The Committee was in general agreement with this recommendation but felt that the Home Management Programme in the Eastern Arctic needed to be brought up to the equivalent of that in the Western Arctic and that more staff was needed. Additional specialists in the areas of drugs and alcohol education are required in all regions.

VOCATIONAL EDUCATION

Recommendation 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.

The Committee felt this was a very important area and that the whole matter should be closely studied. The Department of Education has provided complete figures on the total costs involved. (Appendix D).

Recommendation 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 and Northern Affairs in the Provinces.

The Committee agrees with this recommendation.

Recommendation 54

That the Territorial Government continue to participate with the Federal Department of Manpower in the Occupational Training Act.

The Committee agreed with this recommendation but felt that information concerning job training programmes was not being adequately communicated to the settlements and must be vastly improved. Likewise, job opportunities must be more widely advertised.

Recommendation 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.

The Committee felt that this was a very critical point and expressed great concern over the difficulties arising from relocation. This is one area in particular where adult education courses could assist families in adjusting to different life styles and new surroundings. As well adequate and proper counselling services must be available for the entire family.

Recommendation 56

That pre-employment training for northern citizens be expanded to include all established occupations presently found in the Northwest Territories.

The Committee agreed but felt that one training centre in Fort Smith was not sufficient. Vocational training programmes must be set up in more centres. This would not only provide additional facilities which are greatly needed but would cut down on the number of people having to be relocated for training.

Recommendation 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.

The Committee agreed with this recommendation.

Recommendation 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.

The greatest concern of the Committee was how this recommendation could be carried out successfully.

Recommendation 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.

The Committee expressed approval that such a placement service has been set up in the Department of Local Government and also that Canada Manpower has expanded in the Northwest Territories (earlier indications had been that this latter move would not take place).

Recommendation 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.

The Committee agreed with this recommendation and suggested that a plan should be instituted whereby each employee would have an apprentice. The apprentice would work half days and go to school half days or, in some positions in smaller communities where the people hunt and fish, three or four people could be placed in one position and work on a rotating basis, three months on - three months off, etc.

Recommendation 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.

The Committee would not like to see a general lowering of standards but felt that some compromise might be effected as it is most important that the number of native northern teachers be increased. It is also unlikely that such teachers would want to move to the south to work anyway.

Recommendation 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.

The Committee agrees with this recommendation.

Recommendation 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.

The Committee agrees with this recommendation.

Recommendation 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 Committee agrees but recommends that the counsellor's role should not be over-emphasized. If there is over-emphasis confusion rather than assistance of any benefit could arise. A sufficient number of native counsellors must be provided for the native students and likewise, white counsellors for the white students.

Recommendation 66, 67 and 68

- 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.

The Committee felt that these recommendations required rewriting in plainer language before any consideration could be given to them.

CONTINUING AND SPECIAL EDUCATION

Apprenticeship

Recommendation 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.

The Committee agreed with this recommendation and in particular approved the Grandfather Clause.

Recommendations 70, 71 and 72

- 70 2. To expand the Board under the Apprenticeship Act to include:
- (b) five members - (three from Government and two from private enterprise), 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 province.
- 72 4 That Apprenticeship positions be added to the Civil Service at the rate of at least eight per year.

The Committee was in general agreement with these recommendations. They did feel, however, that the facilities in Frobisher Bay could be extensively utilized in the area of Apprenticeship Training. The trade and communications facilities of the high school, the accommodation available, the number of qualified tradesmen in Frobisher Bay and the engineering garages where practical training could take place would provide an excellent location for an Apprenticeship Programme.

Higher Education

Recommendations 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.

The Committee agreed with this recommendation.

Recommendation 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.

The Committee while not opposed to the establishment of a community college service did not agree with the assumption that Fort Smith would be the logical location. Such a college or colleges should be established in the area or areas where most needed and where they could best serve the native population.

CURRICULUM DEVELOPMENT

Recommendation 95

The school ordinances be amended to remove compulsory attendance regulations.

The Committee does not feel education should be compulsory, and if it were not teachers would be forced to make school programs and classes so attractive that children would attend with enthusiasm.

Recommendation 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.

The Committee agreed with this recommendation as it would mean the elimination of the grade system.

Recommendation 97

Learning experiences should be so arranged as to emphasize the integrated nature of knowledge.

(a) In the kindergarten through grade six programmes 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.

The Committee believes that the key word in this recommendation is "integrated". Greater benefit and understanding could be achieved if subjects related in any way were taught together and not treated as completely separate topics.

Recommendation 97

(b) In keeping with adolescent patterns of development in general, and the importance of the 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.

The Committee agreed that specialization should only take place after a basic background has been established.

Recommendation 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.

(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.

The Committee agreed with this recommendation. A member of the Committee in considering this recommendation and changes in the school year suggested that schools and other buildings should be used to a greater extent when not being utilized for their main purpose. Hydroponics, the growing of plants for food in water without soil, should be investigated as to its practical application in such buildings. If feasible, the buildings could be more fully utilized and fresh food could be produced for communities suffering a lack due to climate, distance and cost.

Recommendation 99

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

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;
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.

The Committee in considering this recommendation stated that they did not believe the present system of education was "making it". They agreed, in general, however, with the system being put into use this

year. They also studied various types of reading material being offered to the students and although approving some of it found a lot not up to the standard they would like to see. The material must reflect the northern way of life realistically so that the student can relate to what he is being taught but, at the same time, such material must be of a high quality in contents and presentation.

Recommendation 100

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

(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.

(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.

The Committee agreed with this recommendation and again stressed the point that music should assume a much greater role in the school programme.

STUDENT RESIDENCES PROGRAMME

Recommendations 101 - 134

This section is not quoted here as the Committee dealt generally with the whole section and not clause by clause. In addition, this subject arose continually during the Committee's discussions of other areas. Please refer to the Survey of Education for the actual recommendations.

The Committee does not agree with the existence of large hostels or small ones but realizes that the latter are sometimes absolutely necessary. They feel that all aspects of sending children to "artificial communities" such as Probysher Bay and Inuvik to continue their education and live in the large hostels must be closely examined. Larger hostels should be phased out and smaller hostels built in the smaller communities. The latter would provide family-type environment, encourage local involvement, and provide an industry for the community. For this type of hostel, preference should be given to married couples for the supervisory positions. Salaries are far too low at this time and in order to obtain the right type of people with the proper qualifications, they should be raised.

Serious concern was expressed over the fact that there are quite a large number of young children still being placed in the hostels. The government's policy is to phase this practice out with the building of local schools but the Committee does not feel this is being done fast enough. These children should be in child care homes and receiving homes where a family-like atmosphere can be retained.

Wherever possible students should be kept in their own communities or in their own area instead of being sent to the larger hostels. In order to reduce the number being sent to the large hostels, Grade 9 should be taught in every settlement. The terms of reference should be changed entirely - in sending children to the large hostels age should be considered as well as the academic level. The minimum age of 13 was suggested but may have to be reconsidered in the light of the new curriculum system of "no grades".

When parents must leave a settlement to earn their living on the land, they should be encouraged to take their children with them whenever possible. This could be considered part of the child's education. Often the reason they leave their children behind is because of the system of compulsory education. It is far more beneficial for children to go with their parents than to stay in school to be taught by white teachers.

In Israel the children in a kibbutz are taken from their homes and placed together to live and to receive their education from Israeli teachers. They are usually free to visit with their parents for a short period each day. The native children in the North may be removed from their homes and placed in hostels but as a rule are not taught by native teachers. Indian and Eskimo children should be taught by Indian and Eskimo teachers and looked after in the hostels by their own people.

The Committee does not approve of hostels. However, if they must exist, the Committee recommends that they be small units and everything possible done to create a family-type atmosphere. In those communities where the parents express their need and desire for a hostel, the actual operation should be made their responsibility.

SCHOOL BUILDINGS - CONSTRUCTION, MANAGEMENT AND MAINTENANCE

Recommendations 135 - 141

- 135 Inventories of Department of Education holdings of furnishings and equipment be compiled (or collected) and maintained by School Services Division.
- 136 Inventories of existing school buildings: (a) permanent and (b) temporary should be established and maintained.
- 137 Introduce planning based on building system and project management procedures.
- 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.

In general, the Committee agreed with these recommendations. However, several points of concern were raised with reference to construction. It was suggested that because of the many difficulties encountered with the seallift of materials that whenever possible they should be airlifted into the communities. The structures that are being built in the north look very temporary and the Committee felt that we should be building more permanent type units. Prefabricated material being shipped into the North must of necessity be very sturdy to withstand the banging around it usually gets during shipment. Because of this the cost of shipping is very high. The use of northern materials in those areas where available would greatly reduce this expense.

TEACHING PERSONNEL AND STAFF TRAINING

Teacher Recruitment

Recommendation 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).

The Committee is in general agreement with this recommendation but stressed that experience must be credited and over-emphasis not placed on the number of degrees an applicant has.

Recommendation 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.

The Committee felt that a two-year probationary period would give greater protection to management.

Recommendation 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.

The Committee felt that consideration should be given to changing this probationary period to two years as recommended for teachers under Recommendation 143.

Recommendation 145

Elementary and secondary principals and vice-principals should be appointed for renewable term periods of from three to five years.

In considering this recommendation, the Committee had considerable discussion on the role of principals. They felt that principals should be allowed to function unhampered in their main role of chief educator. The Committee recommended that wherever necessary principals be given sufficient support staff to handle administrative functions thus freeing the former for his proper role.

Recommendation 146

Continue present practice of recruiting teachers across Canada.

The matter of personality tests was discussed and it is understood they are not used in the recruitment of teachers at this time. The Committee felt that these were very important and necessary and that they should be given to all prospective teachers.

Recommendations 147 - 154

- 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.

Recommendations 147 - 154 (cont')

- 150 Teachers trained in the Northwest Territories Teacher Education Programme should be given preference of positions appropriate to their training.
- 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.
- 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.
- 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.
- 154 Other things being equal preference should be given to teachers who have intercultural Northern Teachers Training or who have experience teaching in intercultural situations.

The Committee agreed with these recommendations.

Recommendation 155

Study of possible methods for including school principals in teacher selection procedures and on teacher interview teams.

The Committee agreed with this recommendation. In Rae-Edzo the School Board and the Principal do participate in recruitment and the Committee favours this type of involvement.

Teacher Welfare

Recommendation 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.

The Committee agreed with this recommendation but felt that any time inadequate accommodation was reported it should be investigated. One example was given, that of 8' x 36' trailers being used in Coppermine.

Recommendation 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.

The Committee agreed with this recommendation but stressed that improvements must be made in every community in the Northwest Territories where needed.

Recommendation 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.

The Committee agreed with this recommendation.

Recommendation 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.

The Committee recommends that rations be completely eliminated. Teachers should receive full information on what is available in their assigned community before proceeding to their destination so that they may purchase what is required.

Recommendation 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.

The Committee agreed with this recommendation. Some very unhappy situations exist at this time in several communities. More one or two bedroom houses and/or apartments must be made available so that larger houses can be put to better use than is the case in some instances now, i.e., one married couple, no children, living in a three or four bedroom house.

Teacher Retention

Recommendations 161 - 164

- 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
- 162 The Department of Education must increase the amount of professional support given to teachers in the schools of the Northwest Territories.
- 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.
- 164 The Northwest Territories Department of Education should revise its present removal policy in such a way as to place a greater responsibility on the teacher, including an increased share of financial responsibility for such removal.

The Committee agreed with these recommendations.

Northwest Territories Teachers Association

Recommendation 166

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

The Committee, while not opposed to teachers' conferences, disagrees strongly with holding them during the school year, requiring teachers to be absent from their classrooms and thereby causing the pupils to miss school days. The Committee recommends that all teachers should meet once a year at a set area in southern Canada to discuss educational matters. Classroom assistants should also be included. At this time, there are no conferences which include all the teachers from the North at one time. The logical time for such a conference would be during the summer and it should be held in a conference area such as Mont Gabriel or Montebello in Quebec or at a University which specializes in courses for northern teachers.

Recommendation 167

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

The Committee was divided on this recommendation. The matter will undoubtedly be raised again in Council and, at the same time, the position of all territorial public servants insofar as political activity is concerned.

Recommendation 168

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

The Committee agreed with this recommendation.

Recommendation 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.

The Committee agreed with this recommendation.

Recommendation 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.

The Committee was in general agreement with this recommendation. They felt that small local classes should be established in various communities so that Teachers could attend and not be absent for the six weeks during the school year as is required now if they take the course at Rankin Inlet.

Recommendations 171 - 175

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.

172 The Department of Education should adopt a policy encouraging the staff of every school to engage in in-service workshops.

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.

Recommendations 171 - 175 (cont')

- 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.

The Committee did not discuss these recommendations at any great length. However, they reiterated their strong opinions that teachers must not miss school days because of workshops or conferences. These must be held at a time which does not interfere with the regular school period.

Recommendation 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.

The Committee agreed with this recommendation but felt that consideration should be given to bringing teachers into the North before they are actually hired thus enabling them to see at first hand the conditions under which they would be teaching.

CLASSROOM ASSISTANTS PROGRAMME

Recommendations 177 - 179

- 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.

The Committee agreed with these recommendations.

Recommendation 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.

The Committee is in complete agreement with this recommendation and made a major recommendation that the pay must be increased for classroom assistants.

Recommendation 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 Committee agreed with this recommendation.

Recommendation 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.

The Committee suggested that the minimum age of sixteen might be too low and perhaps should be reconsidered.

Recommendation 183

Selection procedures should be directed toward more mature, stable persons in the community than seems to be the case at the present.

The Committee expressed approval of this recommendation.

Recommendation 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.

The Committee agreed with this recommendation and believes that this should also be the case for as many teachers as possible.

Recommendation 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.

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The Committee agrees but feels that the classroom assistants should also attend a main teachers conference as suggested in their comments on Recommendation 166. It was felt that the classroom assistants could take applicable courses at this time if the conference were to be held at a university that has a northern-oriented training programme.

Recommendation 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 Committee's comments on Recommendation 185 also apply to this recommendation.

Recommendations 187 - 189

- 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 Committee agreed with these recommendations.

EDUCATIONAL RESOURCES

Recommendations 190 and 191

- 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.

Recommendation 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.

The Committee in considering this recommendation felt that proper co-ordination of all activities must be carried out in order to avoid duplication. The establishment of a printing unit in Yellowknife to handle all government printing but independent of all government departments was suggested. The creation of such a unit would also provide a number of employment opportunities.

Recommendation 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, 16 MM film and video tape library to serve the needs of government departments, schools and community organizations.

The Committee realizes that library services are now the responsibility of the Department of Local Government but in considering this recommendation and the points set out, felt that this proposal should perhaps receive some consideration, that is, the transfer of the responsibility for libraries to the Department of Education.

Recommendation 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.

The comments made on Recommendation 192 would also apply here, if a printing unit were established as suggested, it would be able to handle any material required by the Department of Education.

Recommendation 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 Committee agreed with this recommendation. However, insofar as the Committee is aware there has been little or no success in obtaining assistance from C.H.C. in these areas thus far.

Recommendations 196, 197 and 198

- 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.

The Committee agreed with these recommendations.

LOCAL INVOLVEMENT IN EDUCATION

Recommendations 214 - 219

- 214 That communities having achieved Town status be encouraged to establish school districts within their corporate boundaries.
- 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.
- 216 That existing policies which encourage the establishment and development of local and regional school committees be promoted more extensively.
- 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.
- 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.
- 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.

The Committee had a general discussion on local involvement in education. The responsibility for education must be given to the community. Every school should have its own local school board as has been established in Rae-Edzo. School boards should have full powers, including responsibility for the financial area as without this their powers are meaningless. In addition to the schools being locally run they should be operated on a twelve-month basis and active parent participation should be encouraged.

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Recommendation 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.

A Detailed Report on the Actual Costs which would be Involved
in Carrying Out This Recommendation

The following data is based on estimated costs derived from a consideration of the existing Higher Education and Vocational programme. There are actually 145 students in the Higher Education programme receiving grants and 149 students receiving Vocational Education assistance. The report is based on a consideration of 300 students. As it is impossible to determine exactly which of these students would "qualify for Family Allowance payments under the new criteria at present being developed by the Federal Government"; the bases for consideration for eligibility for grants were:

- 10% of the 300 (30 students) would qualify for full support or grant
- 20% of the 300 (60 students) would qualify for 75% support or grant
- 20% of the 300 (60 students) would qualify for 50% support or grant
- 20% of the 300 (60 students) would qualify for 25% support or grant
- 30% of the 300 (90 students) would qualify for no support or grant

Correspondingly,

- 10% of the 300 (30 students) could not be eligible for loans
- 20% of the 300 (60 students) could be eligible for a loan for 25% of the costs
- 20% of the 300 (60 students) could be eligible for a loan for 50% of the costs
- 20% of the 300 (60 students) could be eligible for a loan for 25% of the costs
- 30% of the 300 (90 students) could be eligible for a loan for full costs

Figures are provided for two considerations:

In computing the costs for board and lodging, clothing and local transportation, Higher Education students are allowed \$4.00 per day or \$880.00 per year but the Vocational students are allowed \$43.00 per week and using the average 35 week year used by Canada Student Loans, it would be \$1,505 per year. The first plan keeps this distinction, the second allows for \$1,505 for all 300 students. The second plan appears more realistic.

In calculating the interest, 10 per cent was used for the first year of operation. When the programme is fully in operation the cost of interest would be much higher due to the accumulated loans. This is shown. The percentage was based on a conversation with a local bank regarding Canada Student Loans.

It would seem to be safe to say that there would be at least a 10% increase each year in overall costs as in 1968 higher education grants increased 45%, in 1969 increased 20%, in 1970 decreased, in 1971 increased 31%, and in 1972 increased 11%.

The cost of transportation is based on a random sample of 40 students in Higher Education and their actual transportation costs. The average cost of the sample is \$145.00 per student.

The cost of tuition for Higher Education is based on the actual invoices received to date from the universities and averaged to \$458.97, rounded to \$460. The cost of tuition for Vocational students is based on a sampling of approximately 100 students presently taking vocational training. This cost averaged \$173.00 and has been rounded to \$175.00.

ESTIMATED COST OF IMPLEMENTING RECOMMENDATION 52

Based on present grant to Higher Education Student

Individual Cost

| | <u>Higher Education</u> | <u>Vocational</u> |
|--|-------------------------|-----------------------|
| Tuition & Fees | \$460.00 | \$175.00 |
| Books & Supplies | 150.00 | 150.00 |
| Board, Lodging, Clothing and Local Transportation | 880.00 | 1,505.00 |
| Return Transportation to Residence | <u>145.00</u> | <u>145.00</u> |
| Total Cost excluding last item | <u>\$1,490.00</u> | <u>\$1,830.00</u> |

Section (a)

| | |
|----------------------------------|---------------------|
| 10% of 300 students full support | \$ 49,800.00 |
| 20% of 300 students 75% support | 74,700.00 |
| 20% of 300 students 50% support | 49,800.00 |
| 20% of 300 students 25% support | 24,900.00 |
| 30% of 300 students no support | -- |
| Total Cost | <u>\$199,200.00</u> |

Section (b)

| | <u>1st Yr. Interest</u> | <u>Interest*</u> |
|-------------------------|-------------------------|--------------------|
| 10% no loan | - | - |
| 20% loan of 25% cost | \$24,900 | \$ 6,164.70 |
| 20% loan of 50% cost | 49,800 | 12,450.00 |
| 20% loan of 75% cost | 74,700 | 18,674.70 |
| 30% loan for full costs | <u>149,400</u> | <u>37,350.00</u> |
| Total | <u>\$298,800</u> | <u>\$74,639.40</u> |

Section (c)

Total for return transportation to residence \$43,500.

Estimated total cost for grants, interest on loans and transportation based on 1972 costs and enrolment for first year of operation equals \$272,580.00

* Note Interest after programme in operation for four years based on 1972 costs.

ESTIMATED COST OF IMPLEMENTING RECOMMENDATION 52

Based on Weekly Allowance equal to Vocational Student Allowance

Individual Cost

| | <u>Higher Education</u> | <u>Vocational</u> |
|--|-------------------------|-------------------|
| Tuition and Fees | \$460.00 | \$175.00 |
| Books and Supplies | 150.00 | 150.00 |
| Board, Lodging, Clothing and Local Transportation | <u>1,505.00</u> | <u>1,505.00</u> |
| Sub Total | 2,115.00 | 1,830.00 |
| Return Transportation to Residence | <u>145.00</u> | <u>145.00</u> |
| Total | <u>\$2,260.00</u> | <u>\$1,975.00</u> |

Section (a)

| | |
|----------------------------------|---------------------|
| 10% of 300 students full support | \$59,175.00 |
| 20% of 300 students 75% support | 88,762.50 |
| 20% of 300 students 50% support | 59,175.00 |
| 20% of 300 students 25% support | 29,587.50 |
| 30% of 300 students no support | - |
| Total Cost | <u>\$236,700.00</u> |

Section (b)

| | <u>1st Yr. Interest</u> | <u>Interest*</u> |
|--------------------------------------|-------------------------|--------------------|
| 10% no loan | - | - |
| 20% loan for 25% cost \$29,587.50 | \$ 2,958.75 | \$ 8,583.90 |
| 20% loan for 50% cost 59,175.00 | 5,917.50 | 14,793.60 |
| 20% loan for 75% cost 88,762.50 | 8,876.25 | 22,190.40 |
| 30% loan for costs <u>177,525.00</u> | <u>17,752.50</u> | <u>44,381.25</u> |
| Total | <u>\$355,050.00</u> | <u>\$89,949.15</u> |

Section (c)

Total for return transportation to residence \$43,500.00

GRAND TOTAL ** \$315,705.00

Notes

* Interest after programme in operation for four years based on 1972 costs.

** Estimated total cost for grants, interest on loans and transportation only based on 1972 costs and enrolment for first year of operation.

COST COMPARISON OF HIGHER AND VOCATIONAL EDUCATION
AS PER RECOMMENDATION 52 IN THE SURVEY OF EDUCATION

| | | |
|-------|----------------------------|---------------------|
| A. | Cost of Present Method | \$541,500.00 |
| | Cost of Method Per Table 1 | <u>272,580.00</u> |
| | Saving | <u>\$268,920.00</u> |
| <hr/> | | |
| B. | Cost of Present Method | \$541,500.00 |
| | Cost of Method Per Table 2 | <u>315,705.00</u> |
| | Saving | <u>\$225,795.00</u> |

Dr. Louis-Edmond Hamelin was unable to attend the meetings of the Committee held in Yellowknife November 19 - 24, 1972. The following is a summary of his comments after reading the first draft report of the Committee's proceedings.

The opinions of the native peoples as to the kind of education system they want must be sought as they form the major part of the population in the North. This, however, presents a problem as the questions seeking these opinions are formulated by the white people and also because the latter are not accustomed to actually listening to what the natives have to say, nor do they understand. This does not necessarily mean though that the white people do not want whatever is best for the native people.

The Survey of Education is a great document but reflects the white views much more than an integrated white-native approach. It is more sympathetic to the natives than previous reports, however.

We must realize that the native people are in a transitional state, that is, they are between two cultural ages. The education system must reflect this situation and a full-fledged sophisticated Southern system should not be in use now.

Adult education is a necessity but requires teachers with special qualifications and a special adaptation to the regular system.

The superior native students must be given the opportunity to attend the best Canadian institutions if they so desire.

As stated in Council, a special system for the native students will not be the ideal system for the white students. A system in the North similar to that in the South is advantageous for the whites as they are often up here for only a short period and this means continuity in their educational training. However, despite the cost and the complicated structure required, it may be necessary to have two systems in order to provide equality among the set of Canadian cultures. If, on the other hand, the indigenous people want to receive this instruction and education in the dominant language in Canada, i.e., English, only one system is necessary.

PRE-SCHOOL PROGRAMS

The major concern of pre-school education is planning for each child's development through a program of experiences which is based upon and extended from his first years of life within the family and the community.

When a group of parents, through their school committee, settlement council, education personnel, or other community agencies express a desire to implement a pre-school program, certain basic planning procedures are to be instituted:

- a. A program of "parent education" should be established so that the adults of a community may gain an insight into the many different types and possibilities of pre-school education.
- b. Informing the community of present programs and of possible choices is essential to provide a basic frame of reference on which a program appropriate to the pre-school needs and reflecting something of the aspirations of the community can be evolved.
- c. Once the local people have gained information on possible programs, they may wish to have appointed a co-ordinator who they can advise in the actual development of the program.
- d. The pre-school program should be conducted on a co-operative basis, by the co-ordinator, classroom assistants, and mothers employed on a contract basis by the school committee or possibly as volunteers working on a rotational basis.
- e. In developing the program the following factors are regarded as being of essential consideration: child-rearing practices, motivational and disciplinary approaches commonly used by the community; the expectations of the adults for their young children; child health patterns; the young child's activities prior to entering the pre-school program.

The pre-school building and its design should reflect the needs of the young child, provide a clean, safe, spacious, and comfortable environment - with adequate provision for physical activities. Health considerations may require that dining and sleeping facilities are provided, showers and bathing facilities, and a medical room.

Such a building should be flexible in its uses: adult education, youth club activities, and the like.

The funding and construction of such a facility could be an inter-departmental venture with appropriate N.E.T. Government agencies participating and contributing, together with other agencies as for example Northern Health Services.

PRE-SCHOOL PROGRAMS ARE BASED UPON AND CONCERNED WITH:

- a. Determining the needs of the pre-school child.
- b. Developing programs appropriate to children between the ages of two and six years of age according to their needs.
- c. The aims and aspirations of the community in relation to its young children.
- d. Providing an attractive and stimulating environment.
- e. Balancing the emphasis in all aspects of development and giving equal consideration to all needs: providing space, opportunity, and equipment for physical activities, exploration, movement and dramatic activity; ~~providing~~ providing a wide variety of experiences, promoting creative and constructive expression; wise utilization of the young child's natural curiosity; developing the child's interests, abilities, and his enjoyment through satisfying learning experiences; promoting parent participation and co-operation; assisting both the parent and the child in their adjustment to the pre-school program; the development of unique programs which are appropriate to local circumstances and situations.
- f. Setting up and maintaining comprehensive records of relevant information and observation on each child.

BASIC ACTIVITIES FOR PRE-SCHOOL PROGRAMS

- a. Health and physical education
- b. Block building
- c. Construction apparatus - as an extension to block building
- d. Sand, water and soil activities
- e. Woodwork
- f. Painting
- g. Collage and scraps for making objects
- h. Clay modeling
- i. Sound exploration
- j. Science interests
- k. Play-house activities
- l. Small apparatus
- m. Library activities
- n. Mathematics activities

SUMMARY

A good pre-school program is one that reflects most completely the highest values of the surrounding society; offers "adequacy plus" at every stage of development; and is concerned with the well being of the child and his family.

Kindergartens in Operation 1972-73

Fort Smith Region

| <u>School</u> | <u>Enrollment</u> |
|---------------------------|-------------------|
| Cambridge Bay | 24 |
| Coppermine | 22 |
| Fort Providence | 22 |
| Fort Resolution | 16 |
| Fort Simpson | 23 |
| Fort Smith | 63 |
| Hay River | 61 |
| Pelly Bay | 12 |
| Pine Point | 32 |
| Spence Bay | 26 |
| Detah | 5 |
| Rae-Edzo | 14 |
| St. Patricks, Yellowknife | 19 |
| Yellowknife Public School | 95 |
| Tree of Peace | 23 |

Inuvik Region

| <u>School</u> | <u>Enrollment</u> |
|----------------|-------------------|
| Aklavik | 20 |
| Fort Franklin | 11 |
| Fort Good Hope | 9 |
| Fort McPherson | 16 |
| Inuvik | 74 |
| Tuktoyaktuk | 9 |

Keewatin Region

| <u>School</u> | <u>Enrollment</u> |
|--------------------|-------------------|
| Baker Lake | 21 |
| Chesterfield Inlet | 12 |
| Coral Harbour | 18 |
| Eskimo Point | 23 |
| Rankin Inlet | 28 |
| Repulse Bay | 13 |
| Sanikiluaq | 11 |
| Whale Cove | 14 |

Baffin Region

| <u>School</u> | <u>Enrollment</u> |
|---------------|-------------------|
| Cape Dorset | 28 |
| Clyde River | 15 |
| Frobisher Bay | 72 |
| Grise Fiord | 6 |
| Hall Beach | 10 |
| Igloodik | 22 |
| Pangnirtang | 21 |
| Pond Inlet | 27 |
| Port Burwell | 5 |

Communities without Kindergartens in Operation

| Fort Smith Region | 72/73 | Number of Kindergarten |
|-------------------|---------------------------|-----------------------------------|
| <u>Community</u> | <u>Number of Teachers</u> | <u>Age Children</u> |
| Echo Bay | 1 | no 73/74 figures |
| Fort Liard | 74/75 2 | 73/74 10 |
| Gjoa Haven | 74/75 4 | 74/75 9 |
| Holman Island | 73/74 2 | 73/74 10 |
| Jean Marie River | 1 | 1 |
| Lac La Martre | 2 | 8 |
| Nahanni Butte | 1 | 2 |
| Rae Lakes | 1 | no report |
| Snowdrift | 3 | 10 |
| Tungsten | 1 | 1 |
| Wrigley | 2 | 4 |
| Paulatuk | 73/74 1 | |
| Baffin Region | | |
| Arctic Bay | 3 | 12 |
| Broughton Island | 5 | 73/74 13 |
| Lake Harbour | 3 | 8 |
| Resolute Bay | 3 | no report |
| Inuvik Region | | |
| Arctic Red River | 1 | 1 |
| Fort Norman | 3 | 74/75 4 |
| Norman Wells | 74/75 3 | new school 74/75 no 73/74 figures |
| Sachs Harbour | 2 | 5 |