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NORTHWEST TERRITORIES  
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# Education

in the Northwest Territories

An Interim Report

  
Northwest  
Territories Legislative Assembly  
Special Committee on Education

# **Education**

in the Northwest Territories

**AN INTERIM REPORT**  
of the  
**Special Committee on Education**  
to the  
**Legislative Assembly**  
of the Northwest Territories  
November, 1981

**COMMITTEE MEMBERS**

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*Great Slave East*

## TERMS OF REFERENCE

The Special Committee on Education shall:

Inquire into current problems and public concerns about education including without limiting the generality of the foregoing:

- special problems of native students
- languages and education
- curriculum
- facilities
- quality of education
- grants and bursaries
- special education
- teacher training
- continuing and secondary education

Review all aspects of existing legislation, policy and philosophy concerning education in the Northwest Territories and make recommendations to the Assembly for reform.

Consult in all parts of the Northwest Territories, members of the public, local education authorities and interested groups through public hearings and other meetings, written and oral submissions and other appropriate means.

Present to the Legislative Assembly a report and recommendations respecting education grants and bursaries at the fall session of 1980, and an interim report of its findings at the fall session of 1981 with a final report and recommendations to be made early in 1982.

**A NOTE ABOUT THE FORMAT OF THIS REPORT**

This column contains headings of the topics under discussion, for the reader who wishes a quick index.

This section will contain a brief rationale and/or explanation of the principle or recommendation under discussion.

This column refers the reader to further sources of information, detail and analysis.

## PREFACE

The Special Committee on Education has been studying the education system of the Northwest Territories in accordance with its terms of reference. As of November 1, 1981 the Committee has held 39 public meetings in 31 communities throughout the Territories. In addition we have, as often as possible, met with local Education Authorities and the school staffs, during our community visits.

The most gratifying aspect of our work has been the genuine and enthusiastic response of the people of the N.W.T. who have contributed to this study by their attendance and input at public meetings, by submitting briefs, and by spending countless hours with both Committee members and our research staff.

During these sessions, people have not only identified the problems facing education in the North, but have also suggested possible solutions to those problems.

The staff of the Department of Education has also been most co-operative and helpful during these initial stages of research.

The Committee has worked closely with our research team establishing priorities, topics of research, and generally directing the research activity. We wish to acknowledge the research team's dedication, extensive and varied abilities, and responsiveness to our direction. Our Project Manager, Jack Loughton, and two principal advisors Don Simpson and Jerry MacNeil, deserve much credit for assembling this excellent team.

This interim report is a statement of our progress to the present time. The Committee intends to table the final report during the winter session of the Legislative Assembly. While this interim report does not contain the type of specific recommendations that will be found in our final report, many of the principles and assumptions upon which those recommendations will be made are discussed on the following pages.

November, 1981  
Yellowknife, N.W.T.

Bruce McLaughlin, M.L.A.      Tagak Curley, M.L.A.  
Co-Chairmen, Special Committee on Education

## INTRODUCTION

During the past 30 years government has dramatically intervened in the education of the children of the Northwest Territories. The result is schooling as we know it in 1981.

Prior to the end of the Second World War, the knowledge, skills and attitudes necessary to successfully and happily live in the North were usually provided by members of a child's family. Schooling as we know it was introduced through mission schools operated by various churches as early as the mid-1800's. While these schools are historically significant and have produced many persons who have assumed leadership roles in the North, they served only a small minority of the population. To help put things into perspective, one needs to recall that as late as 1951 only 10 percent of the "school aged" children of the N.W.T. were attending schools of any kind.

In the late 1940's the federal government, began constructing government schools in both the Mackenzie and Baffin regions. Up to this time the government had been content to provide grants to church operated schools. The church, along with the traders and the police, had maintained Canada's fragile sovereignty in the Arctic for nearly 100 years. Then, as elsewhere in Canada, the demand for secular and universal schooling was the cause of a church-state debate about the control of schools. The result of this debate was much the same as it was in the rest of Canada and by 1956 all school teachers were federal government employees.

By 1969, when the Government of the Northwest Territories assumed responsibility for education, the secularization of the schools of the N.W.T. was virtually complete.

The system that emerged was essentially a copy of the typical school system that was found elsewhere in Canada. Schools were built, curriculae, and teachers were imported. In short, instant compulsory schooling was introduced to the communities of the North, with little or no consultation with the local people. The goals and aims of the system were also imported along with the curriculae. The imposition of this foreign system reduced the likelihood that the school would truly serve the needs of the communities.

In the early 1970's an extensive review, was undertaken by the Department of Education in Yellowknife. It was conducted primarily by the staff of the

This introduction is an abstract of the historical overview that will be part of the final report of this committee.

Primarily the Departments of Mines and Resources and Indian Affairs.

April 1, 1969 in the West and April 1, 1970 in the Eastern Arctic.

Alberta's curriculum in the West; Manitoba's in the Keewatin; and Ontario's in the East.

Many of the communities were "instant" permanent creations in their own right.

"Survey of Education, 1972"  
G.N.W.T. Department of Education,  
1972



department and was the major task for that department until its release in 1972. The massive recommendations of this survey were in a large part the basis of the Education Ordinance that was enacted in 1977 after considerable public debate. While there were significant changes in areas such as local control, and language instruction, the whole exercise was an example of the state of education at that time. Government had reviewed the program and designed the alternative plan and only then, as an apparent afterthought, was the plan circulated to the public. The people of the N.W.T. had little to say about their schools. In fact the schools were not *theirs*, but were often viewed as belonging to the *government* which after all had literally built the buildings, designed the program, and now continued to import the staff.

There were 233 recommendations.

It would have been a miracle if a school system thus established had been successful. It is therefore no surprise that the schools of the North have not served the majority of its citizens well. In 1980, in a system where over 12,000 students were enrolled, 192 students graduated from Territorial high schools. Of this number, 91 students qualified to enter university, with 6 Metis, 4 Inuit and 3 Dene students qualifying.

It should be noted that Metis, Dene and Inuit students comprise approximately two thirds of the student population of the Territories. G.N.W.T. Department of Education Statistics Division, 1981.

There is little indication of improvement in these figures over the next few years. Grade IX graduation figures indicate that of 383 Grade IX graduates, 10 per cent are Dene students, 16 per cent are Inuit students and 7 per cent are Metis students.

The school system seems to have been more successful, in larger communities such as Yellowknife, Hay River and Pine Point. In these communities the values of the majority of the people are more typical of the values and assumptions upon which the education system was originally designed; i.e. the southern industrial, wage economy. The Special Committee believes that the agreement between the people of the community and the school system regarding the aims and objectives of education is the crucial variable in the "success" of the school in the N.W.T. Where this agreement exists, the school will be able to provide students with the necessary knowledge, skills, and attitudes. Also, parental support encourages both student participation and teacher initiative.

Not for Dene or Inuit students unfortunately.

Unfortunately, the opposite may also be true. A resident of Fort Franklin observes:

What is happening is that there is a battle going on between the government

and parents. They pull different ways and the child becomes confused and can't adjust to life. If the education system was made to teach children the same as their parents do, which is the way it is for non-Dene, there would be no problem.

„George Blondin, "Dene Philosophy on Education" unpublished mimeo, Fort Franklin, 1981.

The frustration of people who are uncertain as to the present goals and functions of the school system is illustrated by a resident of Clyde River who stated at a public meeting of the Special Committee on Education:

I want to know if you people on the committee really understand when we talk about a language and culture . . .

"I have a daughter at the school here who tries to teach sewing, tanning skins, etc. Her daughter won't chew the skins because it tastes awful . . . My daughter says that a kid who learns English is very hard to teach traditional ways.

I have some kids who have never gone to school. One is in an outpost camp, one living in Clyde River. My son who has no formal education always gets asked to do jobs. My kids who have gone to school are always asking for money and are next to impossible with Inuit ways.

Twenty years ago there were 14 students in school, now there are 132 students. We were told to come to Clyde River and we would get an education, some got education and jobs. Now we are told we can go to outpost camps with government grants and approval. Education is our problem. The government isn't going to provide the education that we want. Nothing will mix and be perfect . . .

„Minutes, Public Hearing, Clyde River",  
Special Committee on Education, April  
27, 1981.

Advice on this issue was also received by the Committee from Yellowknife School District No. 1 in their brief, which stated:

In conclusion, we ask you, as members of the Special Committee on Education, to clearly define the objectives or goals of the educational system before you ever start recommending specific changes. By law, children must attend school in our society. Why? What is the underlying thinking behind that law? Why do we confine them to these institutions for the major portion of their childhood. We ask you to particularly address that question in those geographical areas where there seem to be the most

problems. What do the people expect their children to achieve through attending school? It could well be that from region to region the expectations differ. Are the people there to serve the system or should the system be there to serve the people. Should the schools be a supplement to the home and community or are we asking them to be a substitute? It is essential that there is a clearly understood objective for the school system before any programs are developed. Yours is an awesome task . . ."

It is clear from these examples that people from widely differing places in the N.W.T. believe that the schools of the Territories must serve the people who send their children to school. The Special Committee believes this can be achieved. The creation of a government school system over the past 30 years has meant that most communities have reasonable school buildings. Within the ranks of the present teaching force are many experienced northern educators willing to participate in the challenge of change.

Now the task is to provide communities with a structure and the human and financial resources that will help them create schools and programs that people in communities consider *theirs*. The people must believe in the aims and objectives of these programs. Given the immense differences throughout the Territories this may well be, as the Yellowknife School District No. 1 brief observed, an "awesome task".

"Presentation to the Special Committee on Education", The Board of Education, Y.K. School District No. 1, September 23, 1981.

## RESEARCH DESIGN

The Committee shall inquire into education by consulting and reviewing.

The Terms of Reference of the Special Committee on Education instruct it to inquire into education by *reviewing* existing philosophy, legislation, and policy and *consulting* the public, Local Education Authorities and interest groups.

See Terms of Reference, page v

The logical first stage of the inquiry process was the gathering of information.

## Sources of Information

## Northern Residents

## Committee Members

Committee Members bring information and opinions to the task both as individuals and as M.L.A.'s, i.e., they are the political sounding board of their constituency. The wide range of involvement of committee members in other organizations, e.g. C.O.P.E., I.D.C., Department of Education, is a further source of information.

See "Staff Structure and Project Research Guidelines", *Research Management Team, Special Committee on Education Internal Document* March 1981.

## Community Hearings

The public of the N.W.T. has participated in 39 public hearings to date. Each opinion and issue raised has been recorded and that information forwarded to all Committee members and all Committee staff researchers.

See "List of Public Hearings Held", *Appendix "A"*, page 13.

## Meetings with L.E.A.'s

With few exceptions, the Committee has met with Local Education Authorities in each community on the same day as the public meeting. Opinions and issues raised were recorded and forwarded to all Committee members and staff.

See "List of Meetings with L.E.A.'s", *Appendix "A"*, page 13.

## School Staffs

Often the Committee met with the school staff when they were in the community to hold a public meeting. Again, minutes of these meetings were circulated to all Committee members and researchers.

See "List of Meetings with School Staffs", *Appendix "A"* page 13.

## Briefs

Numerous formal and informal briefs have been presented to the Committee by interest groups and associations as well as individuals. These briefs have been circulated to all Committee members and research staff co-ordinators.

See "List of Briefs Received", *Appendix "B"*, page 14.

## Research Staff

## Researchers

Committee researchers received all information gathered from Committee members, hearings, L.E.A. meetings, school staffs and briefs. As well, the researchers visited communities and interviewed interested members of the public and professional educators. This information was then considered and analyzed in order to test assumptions within their specialized field of knowledge and in comparison to programs in existence elsewhere.

## Documents

Many things have been written about education in the Northwest Territories, especially since 1969. The Committee and its research staff have attempted to review as much of this material as possible as well as reviewing material which has been referred to them by other people.

## Research Management

**Research Management Team**

The Committee's management team has been Jerry MacNeil, Don Simpson, and Jack Loughton. With the project design in place the management team assumed responsibility for the co-ordination of the following specific areas as a research management team:

1. Curriculum, Language and Culture and Teacher Training — D.G. Simpson
2. Special Education, Psychological Services and Counselling — J.B. MacNeil
3. Adult and Continuing Education — A.J. Loughton (Chairman)

Joe Handley has been added to this team as it is apparent that administrative structure is related to all other research areas.

4. Administrative Structure and Policy — J.L. Handley

NOTE: The general issues of quality of education and special problems are considered to be the responsibility of all four areas.

See Appendix "B" of "Staff Structure and Project Research Guidelines" for the organizational structure of the staff of the project.

## MAJOR ISSUES OF EDUCATION

The opinions of Northerners with regard to these issues varies widely from community to community and often different positions are found within the same community.

As documented by the Special Committee as of November, 1981

Some people say that these complexities and differences make it impossible to tackle the issues. However, while acknowledging the risks involved in generalizing about these problems, we have identified the following problems which seem to be a priority in the minds of many people across the N.W.T.

"Minutes, various community hearings",  
N.W.T. Special Committee on Education, Jan. 1981 to Nov. 1981.

### Major Issue No. 1 — Goals of Education

Many students when they leave school, are neither competent to pursue the traditional life style of the Inuit or Dene people, nor are they able to compete successfully for jobs in the wage economy. Most people throughout the Territories want their young people to be able to make choices in participating in traditional life style, the wage economy, or both. Students should have at least the attitudes, skills, and knowledge to be successful in their own culture, and/or as wage earners in an industrial economy.

These issues are not presented in order of importance, but collectively they are the crucial educational issues facing the people of the N.W.T.

Preparation for traditional life style and wage economy.

### Major Issue No. 2 — Program Implementation in the Department of Education

There is an immense gap between what is "conceptualized" in the curriculum produced by the Department of Education and what is actually implemented in the classrooms of the Northwest Territories. Consensus among educators and parents alike is what this gap between conceptualization and implementation must be bridged.

The Department of Education: Program

### Major Issue No. 3 — Parents Wish to Know Exactly The Level Their Child has Reached

Measured in terms of student achievement, students arrive at high school without knowledge and skills of a grade 9 standard. The question heard more than any other single question during the hearings throughout the N.W.T. is "why is a grade 9 student not achieving grade 9 standards?" There are questions to be answered regarding why the curriculum does not appear to reflect grade 9 standards and also why teachers are not teaching grade 9 concepts in the 9th year of schooling.

NOTE: This is not just a question about "Grade 9" only. It could just as easily read Grade 5 or Grade 10.

The level of achievement should equal the grade taught.

Teachers are often without the materials, expertise, or human resources (classroom assistants, etc.) to effectively teach to the appropriate level.

If there is a conflict between cultural inclusion, language instruction, and the acquisition of English language proficiency then some communities are prepared to do the cultural things outside the school curriculum in order to allow more English work to be done in the schools.

#### Major Issue No. 4 — Adult Education

Lack of clearly legislated policies for the education of "adults" in the N.W.T. has led to the present state of uncertainty amongst those in the field.

The fact that adult education has no legislated policies while there are legislated policies governing the in-school program clearly makes it a low priority program. This can be seen everywhere: in budget allocation and planning, staff supervision and development, and program development and evaluation. Adult education programs receive money that is seen as "left over" from the in-school program. Likewise, superintendents provide supervision and leadership if they have time "left over" after attending to the in-school program. In recent years, Adult Education has been seen as a "soft spot" in the overall education budget. Cutbacks have seriously affected staff morale and have made planning almost impossible.

#### Major Issue No. 5 — Native Languages

There is no serious commitment by government to the development of native languages or English as a second language programs.

The topic of language of instruction is a hotly debated one, and in most communities there is not an absolutely clear consensus on what parents want. Thus no single recommendation will be applicable for the entire territory. Much misinformation about language instruction has been spread by teachers themselves, many of whom are unaware of the implications of first and second language programs. This is an illustration of the fact that the department until recently has had no clearly stated policy about their overall intentions in the area of native languages.

Where the department has had a stated policy on language (native language in Kindergarten to Grade 2 if community desires it, or English as a Second

When reference is made to government by the Committee it is implicit that it is referring both to the Federal Government and its inadequate funding process, and the Department of Education as the Territorial Government's "agent" in education. Depending on the issue, the Minister of Northern Affairs, the Executive Committee of the G.N.W.T. or the Department can claim credit for the disturbing state of affairs in the schools of the Territories.

No serious commitment to Adult and Continuing Education

No serious commitment to native languages or to English as a second language

Language program in each school) they have not organized their resources to implement what they have promised. Recent efforts have been made to develop a position on first language education and english across the curriculum and this work is commendable. However, the strategy for implementation of these policies is not in place. Piecemeal efforts to support new language programs which do not have the necessary human and financial resources to back them up may raise false expectations which will not be met. These efforts, well intentioned as they may be, have a built-in failure element in them and thus may in the long run set back, rather than enhance, the development of native and english language programs. The whole approach of the department to native language programs has been summed up by one department official as "High Profile — Low Budget".

The reader is reminded that just because a person is fluent in a language they may be far from qualified to teach it. Yet in many northern communities this is the only criteria available.

### Major Issue No. 6 — Administrative Structure and Policy

A highly centralized education system located in Yellowknife has not developed policy or programs which are judged acceptable and effective by people at the community level.

#### The Department of Education: Administrative Structure

Statements from the Department of Education continually make reference to a policy of decentralization. The reality is that the department is highly centralized. This is partly the result of organizational structure, and in part is due to the concept of decentralization held by persons in leadership in the Department of Education.

The Committee decided early in its work that careful attention would be paid to the structure of the Department of Education. Our final recommendations will present concrete proposals for completing the decentralization that has begun, with analysis of the comparative costs of new approaches.

Recently there are examples of projects which ostensibly have passed on responsibilities to local communities without giving them the long term resources or professional support that would be necessary to achieve success, e.g. cultural inclusion grants, language projects. This approach passes on the responsibilities for the program without giving the local bodies the authority to re-define these policies and programs and amounts to "passing the buck" on difficult educational issues.



### Mayor Issue No. 7 — Teacher Education

Teachers are for the most part not adequately prepared nor given the training and resources necessary to do the job which the parents and the department expect of them.

Teachers are inadequately prepared to teach in the N.W.T.

(a) Southern teachers often enter schools with no knowledge of the history of education in the North; with no training in cross-cultural education; with no training or understanding of English as a second language techniques; with no knowledge of the pedagogical significance of native first language instruction and bilingual education; and with no understanding of the role of classroom assistants in their classroom or preparation for their responsibility for training the CATA\* with whom they will be working.

\*Classroom Assistants are sometimes referred to as Teacher Assistants in various parts of the Territories.

(b) Turnover of these teachers is too high. Average length of service for non-native teachers is 3 years. In any one year a region may lose over 1/3 of its teachers and principals. In 1980-81 the Keewatin Region lost half its teachers and principals. The result of turnover is a lack of continuity in approaches to education in schools.

(c) Native teachers who are grads of the Teacher Education Program have difficulty gaining acceptance as teachers. The principal and their non-native colleagues often treat them as less than equals; the native parents often see them as second rate and are uneasy about having them teach their children; they themselves often feel their own inadequacies and feel ill prepared to take on certain responsibilities.

(d) Few native teachers are trained to a full Bachelor of Education level. Those who are, bring the best combination of skills and experience to the job. There is a need to find ways of mixing a Territorial and university training in a way to encourage more people to complete a full teacher training program with university accreditation.

(e) There is a need to broaden the intake base of native applicants into teaching. For reason (b) above some argue that higher minimum entrance requirements (grade 10) are needed. Yet even accepting people with grade 8 has not given them a large intake. Many possible candidates for TEP\* are reluctant to leave their communities for extended periods of training. As well, many TEP grads do not take a teaching position or else move to another job after 1 or 2 years.

\*Teacher Education Program

### SOME CONCLUDING REMARKS

The quality of public concern and high degree of interest in all parts of the N.W.T. has demonstrated to the Committee the timeliness of this study.

It is clear that there are segments of the public, as well as departmental officials, who are eager for change. It is therefore most important that the Committee in its final report present a strategy for incorporating changes within the life of the Ninth Assembly.

At the time of writing of this interim report significant input is yet to be received from the Dene Nation and from Dene communities. Our final report will reflect their concerns and recommendations as well.

Although the Committee will attempt in its final report to recommend ways in which existing financial resources could be better allocated within the education system, it is already clear that we must scrutinize and change formulae and basic assumptions underlying federal contributions to education in the N.W.T. that will better reflect the special demands and needs coming from the unique multi-cultural, multi-lingual character of the North.

- (f) Classroom assistants are often unhappy with their position because:
  - (i) They are tired of continually having to train new non-native teachers with whom they have to work but who are ill prepared for their role;
  - (ii) As each new teacher comes into their classroom the CA\* has to re-negotiate their job. They have little or no leverage in these negotiations;
  - (iii) Sometimes they are just treated as "go-fers", i.e., they are used to carry out menial tasks;
  - (iv) In other cases they are given full teacher responsibility without equivalent status or pay — often under "supervision" of an inexperienced teacher who does not know how to monitor the CA;
  - (v) They have no career ladder available to them.

\*Classroom Assistant

(g) There is a growing demand from communities for bilingual teachers. Not enough of these are available and the pressure is increasing to produce more. Students in the Teacher Education Program who may have only a weak understanding of a native language are being pushed to become fluent in 2 years and to function as bilingual teachers.

(h) Not enough resources are applied to in-service and professional development programs. The importance of this area cannot be overemphasized. In-service programs probably offer the only real opportunity to bring about needed change.

### Major Issue No. 8 — Special Education, Counselling and Psychological Services

Although a policy statement on Special Education in the N.W.T. does exist, there is little evidence that any serious effort has been made to implement the programs necessary to meet the needs of exceptional children.

Problems of limited funding combined with inadequately trained personnel insure that many children in the N.W.T. who require special programming and instruction are being denied the most basic services.

Special Education Counselling and Psychological Services are inadequate

## APPENDIX "A"

## LIST OF COMMITTEE MEETINGS

Community	Date	Public Hearing	Lea	School Staff
Cambridge Bay	26/1/81, 28/1/81	XX	X	X
Gjoa Haven	27/1/81	X	X	X
Spence Bay	6/4/81	—	X	X
Pelly Bay	7/4/81	X	X	X
Coppermine	8/4/81	X	—	—
Inuvik	31/8/81, 20/1/81	XX	—	—
	22/1/81	X	—	X
Holman	3/9/81	X	X(Joint)	—
Paulatuk	3/9/81	X	X(Joint)	X
Sachs Harbour	30/8/81	X	X(Joint)	—
Tuktoyaktuk	1/9/81, 21/1/81	X	X(Joint)	X
Fort McPherson	5/10/81	X	X(Joint)	X
Yellowknife	23,24/9/81; 7,8/1/81	XXXX	—	—
Pine Point	21/5/81	X	X(Joint)	—
Aklavik	2/8/81	X	X(Joint)	X
Hay River	14/5/81	X	—	—
Hay River Reserve	27/5/81	X	—	—
Fort Resolution	26/5/81	X	X(Joint)	—
Baker lake	14/9/81	X	X	X
Rankin Inlet	21/1/81	X	X	—
Eskimo Point	21/4/81, 15/9/81	X	X	X
Repulse Bay	22/4/81	X	X	X
Coral Harbour	23/4/81	X	X	X
Cape Dorset	24/4/81	X	X	—
Pangnirtung	28/4/81	X	—	X
Frobisher Bay	29/4/81	X	X	X
Arctic Bay	26/10/81	X	X	X
Igloolik	28/10/81	X	X	X
Pond Inlet	27/10/81	X	X	X
Fort Smith	17/6/81	X	X(Joint)	—
Clyde River	27/4/81	X	—	X
Apex	29/10/81	X	X	—

## APPENDIX "B"

## LIST OF BRIEFS

Title	Author	
T.E.P.	T.E.P. Students, Fort Smith	April 1/81
G.R.E.C. Education	Malcolm Farrow, Frobisher Bay	May 1/81
Geology	L.M. Padgham, Yellowknife	July 22/81
Adult Education	Gregg T. Hill, Eskimo Point	September 14/81
Manpower Planning	Andy Tamak, Whitehorse	September 4/81
Educational Changes	Roger Cousins, Frobisher Bay	September 9/81
Native teachers	Alexina Kablu, Eskimo Point	September 15/81
Education . . . Evaluation	Bertha Allen, Inuvik	September 2/81
Teacher Education	Brian Wainwright, Yellowknife	September 24/81
Speech Pathologist	John Hanlan, Yellowknife	September 24/81
N.W.T.—A.C.L.D.	A.C.L.D., Yellowknife	September 23/81
Education	W.A. Padgham, Yellowknife	September 23/81
Education	M.J. Mull, Yellowknife	September 23/81
Education	B. Philpot, Yellowknife	September 24/81
The Future of Education in the N.W.T.	B. MacQuarrie, Yellowknife	September 23/81
Audiologist	Stanton Hospital, Yellowknife	September 23/81
Yellowknife Assoc. for Mentally Retarded	Yellowknife	September 24/81
Grants and Bursaries	N.W.T.T.A.	January/81
Grants and Bursaries	Federation of Labour	February/81
Grants and Bursaries	Pine Point Education Committee	February/81
Grants and Bursaries	Fort Smith Education Committee	February/81
A.V.T.C. and Education	Fort Smith Town	May/81
S.N.I.P.P.	Special Needs in Pine Point	May/81
Education	Bill Buell	May/81
Special Education	Staff Princess Alexandra School	May/81
Within the South	I.T.C.	December/80
All Things Being Equal	I.T.C.	December/80
Beyond Survival	Baffin Adult Educators	August/81
Education	Jim Anderson	
Education	Gordon Karkland, N.W.T.T.A.	
Education	Mick Mallon	September/81
Outline for Community Education	Fort McPherson Band Council	October 7/81

APPENDIX "C"  
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