

THE ROLE AND IMPACT OF THE
EDUCATIONAL PROGRAM IN THE
PROCESS OF CHANGE IN CANADIAN
ESKIMO COMMUNITIES

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THE ROLE AND IMPACT OF THE EDUCATIONAL PROGRAM IN THE
PROCESS OF CHANGE IN CANADIAN ESKIMO COMMUNITIES

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This paper will attempt to describe in broad general terms some basic changes in living and social patterns that have taken place in Canadian Eskimo communities, communities which prior to 1955 had been relatively untouched by formal educational structures and procedures as we know them in southern Canada and in other parts of the western or European World. The year 1955 marked the completion of agreements which set up a basis for establishing a unified system of education for the Northwest Territories and those parts of Arctic Quebec which are inhabited by Eskimos. In general terms these agreements involved three authorities:

1. The Government of the Northwest Territories.
2. Two components of the Federal Government of Canada -
 - (a) The Indian Affairs Branch of the Department of Citizenship and Immigration.
 - (b) The Northern Administration Branch, Department of Northern Affairs and National Resources.
3. The Roman Catholic and Anglican Churches who had a vested interest in education because of their earlier missionary activities primarily in the Mackenzie Valley but also in some of the coastal areas of the Arctic.

Prior to this time all three agencies had a marginal involvement in education in the North but in total terms a very small proportion of the population was affected by the total efforts of all three combined. Of the approximately 2000 pupils registered in all types of schools in the Canadian North in 1955 only 451 were Eskimos¹ and a large number of these pupils were attending on a part-time basis only. There was little consistency in attendance patterns and the teaching qualifications were minimal or non-existent. From the practical standpoint it can be said that there was virtually no formal education system operating in the Arctic Regions of Canada.

The aforesaid agreement resulted in the establishment of an agency to set up and operate an ethnically-integrated educational system. This system was to comprise not only a school system for primary and secondary pupils but programs for post-secondary pupils including vocational and university education. It was also deemed vital to include as an integral part of the education system

¹In 1955 there were only schools in eight Eskimo communities as compared with 41 in 1967-68. Over the same 13-year period the number of classrooms increased from 18 to 149 and the number of Eskimo pupils enrolled increased from 451 to 3,718. The percentage of Eskimo children who are of school-age and are enrolled in schools has increased from 17% in 1955 to 83% in 1967. (Appendices A, B and C).

programs specifically designed to meet the needs of the adult indigenous people who had never had any formal education. This agency, the Education Division, was attached to the Northern Administration Branch of the Department of Northern Affairs and National Resources. The primary overall objective² of this Division was to establish an educational system which would give the Eskimo and other northern people equality of opportunity in education with other Canadians. Complicating the achievement of this objective was the presence of a large segment of the population that originated in southern Canada or European countries whose educational standards, traditions and aspirations were linked with southern Canada. It was, therefore, necessary not only to provide educational opportunities similar to those of southern peoples but also to adapt the content of the curricula to meet the unique developmental needs of people from an entirely different and primitive culture. It is not the intent of this paper to present the story of the development of the educational system nor of its successes and failures in attempting to reach this objective. Suffice to say that the system has been developing in keeping with this overall objective. A major problem in bringing a unified educational system to bear in this land of diverse cultures and languages was and continues to be related to the language of instruction. For several compelling reasons, the language chosen as the medium of instruction was English and initially all teaching was done in this medium from the earliest grades up to the highest. Although a shift in emphasis on languages is now taking place in the primary grades from the English language to the vernacular, this shift in emphasis has been so recent that for the purpose of this paper we can assume that the teaching has been in the English language.

While it is most apparent that education has had a profound impact on the people concerned this paper cannot attempt to measure this impact in degree in all the areas which it attempts to encompass, but it should provide a worthwhile document to researchers and others who wish to pursue in depth studies to measure the

²See Appendix E for Educational Aims and Objectives.

degree of impact in various areas. We must caution the reader against the temptation to make comparisons of the impact of education in this particular context with the impact that has been made in southern Canada on a normal population which has been exposed to educational processes over many generations. In the North we must recognize that formal education is a new process; it is affecting a first generation of students. The pupils in the schools are the children of parents who have never been inside school, whose older brothers and whose other immediate relatives have had no knowledge of the school process or other educational activities. Although it is necessary to apply certain standards to measure accomplishment such as grade levels, these measures are not completely valid in this setting and should be treated as approximations only. Consider also that the in-school population is working in a medium of communication which is a second language, therefore, the Eskimo pupil labours under a serious handicap in expressing himself both in oral and written form. Because our measures of academic performance are inextricably tied to language performance there is a built in bias against persons whose mother tongue is not the language of the test. Because the standards which are applied in the normal situation are thus distorted by language and cultural bias inherent in these norms,³ it is evident that the results reflect the minimum pupil performance.

The term "community" has undergone a profound change during the period in which the education system has been in operation. The traditional Eskimo settlement was a small camp temporary in nature comprising a handful of families usually closely related one to another. The locale of the settlement would change from time to time depending on the vagaries of hunting, fishing or trapping. Within the past decade there has been a pronounced trend towards living in larger urban settlements with abandonment of the traditional small hunting settlement off in the wilderness. This trend has become most pronounced in the past three or four years since the advent of housing schemes for the Eskimo and the widespread adoption of the motorized toboggan for transportation to and from the hunting grounds. The school itself has been not the least of the influences

³MacArthur, R.S. "Assessing the Intellectual Ability of Indian and Metis Pupils at Fort Simpson, N.W.T."

bringing about this trend towards urbanization. The increasing governmental role in the North, as well as the improved transportation and the amenities now available in the larger settlements, are other potent factors contributing to this movement.

It is the intent of this paper to deal with the Eskimo population as a whole including all those communities in the Northwest Territories and Arctic Quebec where a significant number of Eskimos are living. The Eskimo population of Labrador and Ontario however are excluded. It does include communities where there is a mixed population of Indians and Whites such as at the treeline communities of Inuvik, Aklavik, Churchill, Great Whale River and Fort Chimo. The main emphasis however will be on the purely Arctic communities outside the treeline. The need to avoid generalizations and subjective evaluation for which no positive scientific proof now exists has placed limitations on the breadth of coverage and excludes a number of interesting fields of investigation. The impact of the educational programs will be studied in the light of their effect, first, upon the individual, then the family and lastly the community.

I. The Impact of Education on the Individual

At the outset, we should point out that even at this date there are still approximately 600 Eskimo children of school age not attending school because no schools or pupil residences have yet been established for them, and without these facilities they have as yet been unaffected by the education program. In itself this figure is revealing because in 1955 there were almost 2000 Eskimo children of school age who were out of school and, therefore, the great majority of young Eskimo people (83% of the school age population) was being denied an education of any kind in the formal sense whereas today only 17 per cent is still denied this opportunity. Notwithstanding this improvement, the very recent establishment of schools in many settlements has limited the impact of education to a very narrow segment of the population, namely, the school-age group.⁴

⁴Appendix F shows dates when schools were established in Eskimo communities.

Inasmuch as the traditional Eskimo language comprised several regional dialects and had no written form, the Eskimo people had, prior to World War II, a parochial view of the world because communication was limited to the spoken word within a small community. The advent of the school is changing this by making available to him the communication tools of writing, reading and calculation which he formerly lacked. In addition, it is giving him a common medium of communication, namely, the English language with which he can communicate with other Eskimos in all parts of the Arctic, in spite of dialectical differences. The tools of reading and writing give him access to newspapers and books which widen his mental horizons. It is true that the adoption of syllabics made available to the Eskimo by the missionaries took the initial step in this direction at least from the standpoint of the Church service, with the hymns and prayers written in syllabics, and did allow him to communicate in writing to a limited extent with other Eskimos speaking the same dialect. However, the learning of reading and writing in the English language broadened his communication skills tremendously. The impact of literacy is most apparent in the school-age population but it is only measurable as to level in those who have attended in the past few years.

Although no statistics giving grade placement in schools is available for the Eskimo population for 1955, it can be assumed from the fact that only 327 or 17% of the school-age population was in even partial attendance in school that the literacy level of the population was so low as to be of little significance. In the school year 1966-67,⁵ by comparison, there were 3,343 Eskimo pupils in school of whom approximately one-third were placed in the pre-school, beginner, Grade I or ungraded vocational training levels⁶. Their teachers placed the remainder of the Eskimo school pupils according to achievement levels as follows:

| | | | |
|-----------|---|------------|----------------------------------|
| Grade II | - | 513 | |
| III | - | 495 | |
| IV | - | 435 | |
| V | - | 252 | |
| <u>VI</u> | - | <u>134</u> | 1,829 - Grades II - VI inclusive |

⁵Age-grade Distribution of Eskimo Pupils as of January, 1967.
See Appendix D.

⁶Classes for age-grade retarded children usually in the 14-19 age group.

| | | |
|---------------|---|----------------------------------|
| Grade VII | - | 70 |
| VIII | - | 35 |
| IX | - | 25 |
| X | - | 19 |
| XI | - | 9 (Junior Matriculation) |
| XII | - | 6 (Senior Matriculation) |
| <hr/> | | |
| | = | 164 - Grades VII - XII inclusive |
| TOTAL - 1,993 | | |

This grade distribution indicates that in 1966-67 almost 2000 Eskimo children then in school had achieved some proficiency and facility in reading, writing and oral communication in the English language and that about half of these (985) - those in Grade IV and above - could converse, read and communicate in writing at a level that would allow them to be considered fairly literate in the functional sense in a northern setting. Of these, 164 have reached a level enabling them to anticipate with some degree of optimism the successful completion of a secondary school education or of achieving sufficient academic background to take a vocational education course.

The question of whether the teachers' placement of pupils is realistic is a valid one. An indication of the accuracy of placement in relation to achievement level in Word Knowledge, Reading, Spelling Language, Arithmetic Concepts and Computations, and Social Studies can be gauged by the results of a testing program conducted in November 1966 for a cross-section of Grade II, IV and VI Eskimo pupils.⁷

The results of these tests indicated that in all but one of the above categories, Eskimo pupils in Grade II had reached an average Grade II standard and with the one exception, spelling, their average was only slightly below the 1.9 level. The Grade III results in the various categories ranged from a grade level of 3.4 to 5.1 - again spelling was the low mark. A similar or wider range of achievement could be expected in a non-Eskimo school in the south. The grade levels attained by Grade VI pupils ranged from 4.1 to 6.5 - but in this case, spelling was high

⁷Northwest Testing Program, 1966-67 for Metropolitan Achievement Test Battery - H.A. Macdonald, Curriculum Section, Education Division.

while Social Studies was more than one full grade level lower. Actually the next lowest average was for Word Knowledge at 5.3. All other categories ranged from 5.6 to 6.5, a most uniform achievement just slightly below the registered grade level which would have been 6.2 - 6.3 in November when the tests were given. The results of this survey indicate that it is valid to infer that the registered grade levels accurately reflect academic achievement and that Eskimo pupils are reaching an educational level which in the North, for the immediate future, will enable them to be considered to be functionally literate. This is the immediate task of the school and the area in which education can be considered to be making its greatest impact on the individual.

One does not need to stretch the imagination to envisage the great significance of this fact. The achievement of functional literacy allows the individual to participate in further education or training, to gain employment, albeit at a low level, to read instructions permitting him to operate machinery or motorized vehicles, engage in commercial transactions and participate in political activities. He can enrich his mind by reading. He can travel to other communities with greater self-confidence if only because he can read safety rules or traffic signs to avoid accidents. For employment in any significant enterprise it is a first essential. Not the least important are the psychological benefits resulting from the enhancement of his status, and the boost to his self-respect he gets by mastering a process formerly monopolized by the White man.

To assume from the above data that Eskimo children are achieving in school as well as other Canadian children is to disregard other important facts. Another vital dimension of their attainment is the age at which these children achieve the grade levels registered above - here we find a great disparity. Nowhere do they approach in any significant numbers the Canadian average. Great caution must be used in analyzing these data because a very large proportion of Eskimo pupils have not had consistent schooling during the normal period of childhood either because schools were not available or because their attendance patterns were irregular. The obvious and most important causes of age-grade retardation are based on their inadequate knowledge of the language of instruction and the socio-economic disadvantages of their homes and families.

Atypical instances of normal school progress are evident, however, and one Eskimo youth, a product of the northern school system, has completed a university degree in Arts and Science at the University of Manitoba and is now studying medicine. In one Quebec settlement where the school has been in operation only nine years I met a 14 year old Eskimo girl whose total education was in that school and who was successfully doing Grade IX work. She had progressed one grade per year in spite of the language handicap. Of the 164 pupils registered in grades VII to XII inclusive in 1966-67, however, only 26 were within the normal two-year age span and another 85 were within the next higher two-year age span. The total of these two groups, 111 pupils, could be considered as having potential for further education or training at the secondary or post-secondary level. The establishment of pre-school classes to help remedy the language deficiency prior to entry of the child into the formal school situation and the greater use of English in home and community should bring about a marked improvement in school performance and enhance the chances of the Eskimo child maintaining an average rate of progress in his academic studies.

During the most recent four-year period for which data is available the proportion of pupils within the normal age-grade span has increased by 9.5 per cent. If progress continues we can look forward with reasonable optimum to having a group of Eskimos ready for higher education within the foreseeable future. The impact of even a few professional Eskimos in the North would be tremendous. This fact was brought home to me recently while reading a report by a prominent psychiatrist who conducted a mental health survey at Frobisher Bay, in which he outlined the serious handicaps he encountered interviewing referrals through an interpreter. His and several other vital jobs dealing with the Eskimo people cannot be adequately performed by non-Eskimos who can communicate with their patients or clients only through an interpreter.

The age-grade tables list 172 pupils 12 years of age and above as taking vocational training in school. These pupils have not been graded academically because they are in ungraded classes taking half-time academic upgrading and

the other half in vocational skill training. These pupils, the vast majority who are in the 14-19 age-group, have been selected because their age-grade achievement indicated they could not achieve secondary school graduation and would drop out of any regular school program available to them. On completion of three or four years of school these youths are given the opportunity of entering employment, of furthering their training as apprentices, or of training on the job. A few have managed to upgrade their academic level to the point where they can be admitted into a normal secondary vocational education course. For the young adult who has left school with a low level of skill or none at all, vocational training courses are given either in the north or in a variety of schools and institutes in the south ranging from business colleges to trades schools and colleges. In view of the importance of the impact made by trained individuals on the community, the details of these programs are given in the portion of the paper dealing with that subject.

Within the school program itself, a number of vocational skills are taught beginning at the Grade VII level, or at a lower level with older pupils in the Industrial Arts and Home Economics courses. Emphasis has been placed on developing and improving the skills required for successful living in the home communities. Girls have been taught to make mukluks, kamiks, duffle articles and to prepare both indigenous and "southern foods". They are taught how to shop, to care for children and sick people and to select nutritious foods. Boys are taught trapping, fur preparation, repair of outboard motors, snowmobiles, carpentry, repair of small electrical equipment, welding, metal work and carving.⁸ They are also introduced to a broad range of materials and substances such as plastics, ceramics, and various metals. The introduction of the Eskimo to the technology and materials of a modern society at the early secondary school level allows him to explore this field where he may secure employment later in life, whereas the inclusion of traditional skills is intended to help him retain both a pride in his heritage and some capability for usefulness if he returns to a traditional way of life at home.

⁸Northern Cookbook and other Vocational Education publications -
See list of Curriculum materials - Appendix G.

The school has provided a social experience different from anything in the Eskimo culture. Here large numbers of young people from a wide area are given the opportunity to communicate with each other, (particularly in the larger schools where they are residing), to develop a broader view of the Eskimo group, and to be exposed to a new culture and social system. In such situations people are more receptive to social innovations and changes of routine. When the schooling is accompanied by residence away from the family in a large pupil residence, the social implications are most significant and the acculturation process is greatly accelerated. The Hobart-Brant report gave prominence to some unsatisfactory results of such rapid acculturation and its psychological and social impact on the individual and the family. Notwithstanding such unfortunate results, other positive aspects of this program are readily apparent although largely unpublicized.

In 1955 also, there were five small residential day schools with a total Eskimo enrolment of 176. Today, nine large pupil residences are in operation at Inuvik, Fort McPherson, Fort Simpson, Yellowknife, Fort Smith, Chesterfield Inlet and Churchill. There are also 13 small cottage-type residences in communities where children living beyond commuting distances from the school can be accommodated and will be close to their families and friends. The total Eskimo enrolment in the large pupil residences in 1967-68 is 660 and an additional 97 pupils are in the smaller-type residences. It is interesting to note that, in 1955, 39% of the total Eskimo school enrolment was accommodated in pupil residences, while this year only 20 per cent of the total Eskimo enrolment live in residences. At the present time all but 165 of these children are over the age of 12. Only 63 children in the year 1967-68 were under the age of 10 years. The policy of placing elementary schools in small settlements has had a marked effect on reducing the numbers of younger children in residences, with the result that the time when no child under 13 years of age is in residence is fast approaching. The sparsity of population in the North enforces the need for residences at the junior and senior secondary school level which, no doubt, will continue for the foreseeable future.

The social impact of education on the individual can be observed in any Arctic settlement. In some instances, the education process is the sole causative factor - in others it is either a major or minor contribution to the social change taking place. The rapid trend towards urbanization is in many instances a direct result of the establishment of a school in a small community. When Eskimo families move into permanent houses in such a community, they abandon or severely modify their former nomadic life. Their former isolation is broken and depending on your point of view a whole new regimen is either imposed on them or opened up to them.

II. The Impact of Education on the Family

With the encroachment of formal education has come the greater need for routine and scheduling of living process, from eating and sleeping to going to work on time. The impact on family life is one of far-reaching consequence. The school schedule itself is a model of routine and teachers are continually emphasizing the importance of regular habits in eating, sleeping and coming to school. Although lateness is still a problem in some communities, Eskimo attendance is between 90-95% of the enrolment which compares favourably with provincial figures.

The School Lunch Program provides at least one nutritious meal daily and lunches are provided in 33 Eskimo communities to about 3,000 children or 70% of the Eskimo enrolment. The costs of the School Lunch Program has risen from about \$10,000 in 1955 to over \$60,000 today. Wherever possible native foods are used and parents prepare the lunches. Children are also given daily vitamin pills and biscuits in the school. By this example mothers are encouraged to apply dietary and nutritional principles in planning family meals. An idea of the food consumed by Eskimo families is given by a Health and Welfare report comparing food records in 1965-66 between the traditional settlement of Coppermine and the more sophisticated community at Frobisher Bay. The findings show a greater dependency on native food at Coppermine and greater amounts of store food purchased at Frobisher.⁹

⁹See Appendix H.

The pupil residences also foster standards of regularity in eating and sleeping, cleanliness, clothing, diet and study habits. The large residences operate under modern living conditions and are located in centres with regular services and recreational facilities. Because of the gap in standards between the pupil residence and settlement living some pupils find it difficult to readjust to home conditions. The values acquired by the young people in school and residence sometimes leads to misunderstanding and hostility between Eskimo parents and children. Such conflict is new in Eskimo society as previously children accepted without question the authority of their parents and other adults. Thus the new attitudes of independent thought and action among the young are confusing and disturbing to the older generation. At school, children are acquiring knowledge and skills which their elders have never acquired and which are no part of the traditional cultural background. At Coppermine, for example, of the population aged 20 years and over (188), only 50 had ever attended school and of these one-half had attained no higher than Grade III.¹⁰ Of today's Coppermine children, about 100 are in Grades I-III and 30 in Grades IV to VI with about a dozen taking post-elementary and vocational training. Other Eskimo settlements have similar figures, although Coppermine has relatively fewer in vocational training than other places.

Current parent-child tensions result in part from the higher priority given to children's education since 1955, in relation to the later start of the adult education program. The advent of housing education and the emergence of a better educated adult generation will help narrow the existing generation gap, at least with respect to knowledge and skills. Although a number of anthropological studies have made reference to the behavioural problems of Eskimo children there is a serious lack of objective data on current Eskimo family relationships. Here is one area requiring research treatment in depth for a meaningful assessment of a major social and psychological problem area.

In the traditional division of work of the hunter-trapper family the man hunted and skinned the animals, the women treated the hides, made the family's clothing and prepared the meat and other members of the family performed their appointed

¹⁰N.W.T. Manpower Test Survey - 1967.

tasks without question. Today the roles and relationships are less straightforward. Fewer men are hunters, and fewer fathers teach their sons how to hunt. Instead, they encourage children to attend school to acquire the learning and skills essential for wage employment. The techniques of operating a house with plumbing, sewage, electricity, oil, heat and unfamiliar household equipment, of handling money to pay the rent, to buy clothes and food and the proper use and preparation of new packaged or canned foods are some of the new demands adding to the complexity of the woman's role.

To develop these essential homemaking skills, Home Economics instruction has been made available in all schools starting at the Grade VII level. In 1955-56 there were no facilities for this instruction in Eskimo communities. Today there are nine Home Economics laboratories equipped for courses in Home Management, Child Care, Home Nursing, Nutrition, and Clothing Construction. Last year 226 Eskimo girls took Home Economics courses in school and, in addition, special basic programs in homemaking and related activities were provided to young women and adults with little or no formal education.

Wage employment opportunities have opened the door to new types of careers for Eskimo girls and women. In the past year, 19 girls were trained (and are now employed) as classroom assistants; nine as typists; four as commercial cooks; 11 as homemakers' assistants; two as nurses aides; 10 as fabric and upholstery workers; 13 as handicraft managers; and 82 are attending vocational or occupational classes where instruction is related to, and correlated with, employment opportunities.

The education and training of girls has brought about a noticeable increase in the degree of independence of the older teen-age girls who are increasingly making their own decisions regarding their deportment, dress and leisure time activities. One may not always agree with their decisions, of course, and they require help in developing a sense of responsibility for their actions, particularly when they are away from parental control for part of their time. The number of early marriages and arranged marriages is decreasing while the incidence of Eskimo girls choosing marriage partners of a different race and culture is increasing.

The one educational program of direct concern to Eskimo families is the housing education program conducted in association with the Canadian Government's Low Rental Housing Program for Eskimos. Twelve million dollars was voted for this

program which since 1966 has provided a total of 534 houses in Eskimo communities with another 275 planned for this year. These are three-bedroom houses of about 700 square feet in area. The rent, based on income, includes fuel, power, water, and sanitary services. Each house is equipped with basic furniture, dishes, cutlery and cleaning equipment. The housing education program has been assisted by grants, to date, of \$287,000 from the Canadian Central Mortgage and Housing Corporation. These funds have provided staff for field work and the publication of materials in simple English and in Eskimo syllabics. Before the houses arrive, housing educators are sent to live in the settlements where they remain during the construction and initial occupation of the houses. So far 28 housing educators including three Eskimos have been employed. They have worked with over 1,000 Eskimo families in 20 communities in the two-year period (1966-68). Eskimo homemakers are trained in the use of unfamiliar electrical appliances, cleaning equipment, basic nutrition and the use of adequate warm clothing to replace the traditional fur garments seldom worn by the northern Eskimo.¹¹

The housing education program has four phases. In Phase I lasting from three to six months prior to house construction, each Eskimo family has the low-cost rental housing program explained to them, especially the terms of the rental agreement. Phase II which takes place early in the house occupancy period, prepares people for changes in patterns of living and helps them with the care and management of the home. Group meetings and home visits are used to present information over a period of three to six months. Phase III prepares the tenants for managing the low-cost rental housing through a housing association. Phase IV is still at the experimental stage and may replace Phase II on care and management of the home employing local personnel. The program consists of group meetings, home visits and packaged programs containing materials for distribution. This phase marks a planned decentralization of the program and is a prerequisite for follow-up work.

¹¹Appendix L lists the booklets and work sheets which have been prepared to assist Eskimo homemakers.

It is too early at this time to assess the impact of the Housing Education Program on Eskimo family life, however, reports from the field indicate certain trends and the following items have appeared in recent reports.

The home is still the woman's domain but her tasks have increased with the larger house and greater understanding of food needs, health and sanitation. Because a heated house limits the use of skin clothing, women have become interested in and seek advice on buying ready-made clothing and material. The number of instances of curtains being made, shelves being added to the kitchen and bathroom packing cases being made into furniture indicates a healthy pride in their new homes. Furniture and equipment also have been ordered for delivery on the sealift. Children are using bedrooms for play and reading. In one settlement 18 families jointly ordered plastic mattress covers in order to obtain a bulk-purchase discount. Food is being cooked in the oven and Eskimo families are entertaining non-Eskimos in their new homes. A more active interest and greater participation in community affairs are generated as the Eskimo men and women attend meetings of the Housing Associations. Education has become more than schooling and more than learning to read and write. The adults are beginning to see it as a way to a fuller life.

The Impact of Education on the Community

The Housing Education Program is an example of the importance given by educators to the needs of the Eskimo community as a whole. Accepting community responsibilities outside the school but related to the work and purposes of the school is implicit in the northern community development policy. Teachers in Eskimo communities play leading roles in community work, make visits to pupils homes and travel to outlying camps. In 1955 when many Eskimo camps were outside the main settlements itinerant teachers taught school in the larger camps during the summer months, but the abandonment of the camps during the past few years has made these summer classes less necessary. Where there is no Area Administrator, the school principal carries out administrative functions for the community as well as his teaching and community duties. The opening of schools in smaller communities and the expansion of government services and operations has increased the number of teacher administrators from six in 1955 to 13 in 1968.

What is taught in the school program is of major significance to the whole Eskimo community. Although education must fit the present generation for living in our modern technocracy, the course content of the educational program must be familiar to Eskimo pupils. Thus, the curricula of provincial education systems is used

as a base with specific adaptations to the Eskimo way of living and the local northern setting. Curriculum materials are published to assist teachers in Eskimo communities in adapting particular courses to the local setting.¹² Work is now well advanced on a scientifically based program of oral English and the publication of a series of northern readers as two components of a comprehensive, integrated English language course for the primary grades.

The employment of Eskimo classroom assistants in settlement schools brought about by the need to educate Eskimos in the English language marked the beginning of the Eskimo people's personal involvement in education. In 1958 two Eskimo assistants were employed. By 1965 there were 11 and today the number is 37. Under the direction of the teacher these Eskimo youth work with the younger children in their own language interpreting class routines, giving word meanings and other instruction. There is little doubt that the presence in the classroom of an Eskimo assistant provides much security to the beginning pupil still unaccustomed to his new English speaking milieu.

The use of English as the language of instruction in the schools and as the language of commerce has significant implications for the Eskimo community. A person with a command of English becomes the link between the Eskimos and the English speaking group in the community. Since the people depend on these interpreters to have their thoughts and wishes expressed to the authorities, they assume a special role in community affairs. Thus, leadership is no longer restricted to the skilled hunter, but may be extended to those who communicate effectively with the English speaking authorities.

The use of English is also important in commercial activities. A co-operative, whose manager has a command of English, is in a favourable position through better information services on marketing and accounting and is independent of non-Eskimo assistance. The results of a test given in Eskimo to co-operative managers at a recent industrial conference showed that only the two managers who knew English (of a total of 16) understood clearly the basic concepts of

¹²Appendix G shows the wide range of curriculum materials already in use in northern schools.

co-operative management. At this particular conference also the younger men were the most outspoken nor was their aggressiveness resented by the older men as might have been the case in past years. As the Eskimos are essentially a pragmatic people there is little doubt that schooling and vocational training will see in a few years the existing power and authority structure replaced by one in which educational standards will be the most important criteria for accepted leadership. A number of different studies illustrating the current picture of wage earning opportunities in Eskimo communities support this view. Recent information this year from the Hudson's Bay Company shows that the number of Eskimos employed by the company in Eskimo communities is 154, which is 49.3% of the company's total employees in Eskimo communities. Last year's Manpower Survey at Coppermine showed a total labour force of 132 persons with 43 listed as wage earners and 30 who reported they were looking for work and 59 out of town on fishing and hunting excursions. A 1966 area survey of eastern Baffin Island shows that about 65% of earned income was from wages, a decided shift from the former economic base resulting principally from DEW-Line employment and Government construction projects. A 1965 area survey of the Hall Beach - Igloolik areas shows that from a total of 63 families about 26 men were in regular full-time employment and of the total cash income less than one-half was derived from wages. The wage earning positions were that of janitor, assistant mechanic, Hudson's Bay Clerk, and handyman, interpreter, special constable and housemaids, plus 12 men on DEW-Line sites. Ship unloading and construction provide some casual seasonal employment. In their Frobisher Bay study, 1962-63, the Honigmann's reported one-third of the Eskimo townsmen steadily employed.

In apposition to the retention of status and influence in the community by the skilled hunter an increasing degree of prestige and leadership is bestowed upon the Eskimo who has achieved vocational skills enabling him to hold wage employment.

Quite apart from the changes it is bringing to bear on community leadership patterns, the educational program contributes significantly to the development of local industry by providing training in a number of different fields. In the fur garment industry at Aklavik, Tuktoyaktuk and Holman Island over 50 Eskimos have been trained in fur garment work and another seven people were trained for the tannery at Aklavik. Recently six Eskimos returned from training in fish

processing and canning in Newfoundland to work at the fish cannery at Daly Bay. At Inuvik there is a boat building and repair shop and 45 people have been trained for this work.¹³ At the present time, there is a total of 15 Eskimo apprentices, one clerk, six mechanics, five electricians, two carpenters and one plumber distributed among nine communities.¹⁴ The provision of education and training in other centres for Eskimo youth is causing an ambivalence among the Eskimo population -- a reluctance to lose their young people along with the recognition of local limitations on opportunities continuing education and future employment. Job training and subsequent relocation may also change other established community patterns. So far the major relocations of Eskimos have been, from Rankin Inlet to the mines of Yellowknife and Lynn Lake, Manitoba, and from the Central Arctic to the Great Slave Lake Railway, Yellowknife. In the first phase of his relocation study of these groups, Stevenson interviewed a total of 105 Eskimos representing about 40 families and 40 single people.¹⁵ While his study is primarily concerned with the adjustment of these Eskimos to a new environment, the direct and indirect effects of their removal on their home communities would be worthy of study.

Of direct interest to the Eskimo community has been the formation of housing associations as part of the Housing Education Program. To date, Housing Associations have been incorporated for the eight settlements of Broughton Island, Cape Dorset, Frobisher Bay, Hall Beach, Igloolik, Pangnirtung, Baker Lake and Eskimo Point and another six applications have been received from Grise Fiord, Lake Harbour, Pond Inlet, Resolute Bay, Rankin Inlet and Pelly Bay. In many of these settlements the location of housing and the establishment of individual rental charges have been assumed by the Councils. Contracts are being awarded to some Housing Associations for the supply of water and garbage services and the delivery of fuel. In Igloolik, Whale Cove and Pelly Bay Eskimo co-operatives have been awarded contracts to construct rental houses; other co-operatives in Gjoa Haven

¹³Appendix O shows the Eskimo enrolment in Vocational Education Programs for the years 1963-1968.

¹⁴Appendix R shows the number and types of certificates issued to Northwest Territories apprentices.

¹⁵Stevenson, D., "A First Draft of Report on Relocation of Eskimos", October 24, 1967.

and Holman Island have requested similar agreements. Community health programs have done a great deal to improve community health and sanitation while courses on health education and home economics in the schools and pupil residences reinforce the practice and teaching of the health authorities. Prior to 1955 health and sanitation practices were virtually non-existent in most Eskimo communities, but today however there is concern even for personal cleanliness. There is less sharing of eating utensils, water purification is generally practiced, household cleanliness has improved and fewer seals get cut up on the kitchen floor. A measure of improving health and sanitation standards is the decrease in the infant mortality rate among Eskimos from 210 infant deaths per 1,000 live births in 1955 to 100 in 1966.¹⁶ The number of new active cases of Tuberculosis among Eskimos has declined also from 110 in 1960 to 80 in 1966. Judging also from the clean, neatly kept homes of former pupil residence students who are married and living in their own homes it is clear that the standards taught in the pupil residences remain with most of the students after they return home.

In most communities the school has become the centre of recreational and cultural activity. The evening classes in handicraft work, English language and other subjects, as well as movies, meetings and dances are means both of integrating different community groups and generally broadening the social and cultural horizons of the community members. A recent report from Port Harrison for example, shows that the school there has been used for adult education work, council meetings, religious services, youth groups and as a hospital ward during epidemics. The kitchen facilities of the school have been particularly important for community activities, especially at Christmas and other festive occasions. More recently in some communities as new community halls and other buildings release the older buildings for community activities, the school has declined in importance as a recreational and cultural centre. Eskimo Councils are taking over these new halls and running movies and other events for community funds. Naturally where facilities are available, community halls offer greater scope for community organization than the classroom of a school. The teaching staff however continues to play an important planning and leadership role in community affairs whatever facility may be used.

¹⁶Department of National Health and Welfare

Radios, records and attendance at the pupils' residences have brought changes in the songs and dances of the Eskimos who now respond enthusiastically to modern dancing and the beat of electric guitars. Folk songs in modern lyric form and relating to contemporary scenes and events are being composed in the Eskimo language. The liking for modern music provided by the local radio is reinforced when young people return from the pupil residences where they have had exposure to records and to the tastes of their non-Eskimo friends.

As regards sculpturing, there is little to add to the existing publicity of the Eskimo carving enterprise. In the field of art a few Eskimo students now attend art school and two of these have made notable illustrations for curriculum publications during their summer employment periods in Ottawa, and last year a Cape Dorset girl won a design award from the Italian Government.

To some extent curriculum policy incorporating, where possible, elements of local culture in the units of instruction, is helping to keep the younger generation of Eskimos aware of the history and progress of their own people. The curriculum publication, *Eskimo Games*, is one example of this. Also Eskimo culture content has been built into the lessons, the songs and the puppetry of the new oral English program and the new reading series. A simplified history of the Eskimo people produced by the Adult Education Section will soon be published in both Eskimo and English.

Another educational effort directly related to Eskimo culture is the development of a standard orthography of the Canadian Eskimo language. Publications which have been published in the new system of writing include the Q-book, a kind of family encyclopedia, a short story "The Little Arctic Tern and the Big Polar Bear", written and illustrated by a young Eskimo woman, and an autobiography and a diary of two well-known Eskimo hunters. A draft copy of an Eskimo dictionary with some 4,000 root words using the new orthography has also been compiled.

The new system of writing will co-exist with syllabics and in time, perhaps, replace syllabics as a more accurate and practical method of writing for the Eskimo population which more and more is becoming bilingual and thus involved with the Roman alphabet in either the French or English languages.

Summary

This paper is a descriptive survey of the role and impact of the educational program on the individual on the family and on the community in Canadian Eskimo settlements. It is meant to provide a document to researchers who wish to pursue further studies of the various areas rather than to formulate a precise measure of particular hypotheses.

From the available evidence the most significant outcome of the educational program to date has been that almost all Eskimo children now attend school regularly and have achieved some proficiency in the English language and that about one-half of these may be considered functionally literate in the northern setting. The schools and pupil residences have made a strong impact also on the social and cultural development of the Eskimo community by extensive exposure of Eskimo young people to the knowledge values and living patterns of Canadian white society. A broadly based program of vocational education has provided vocational and occupational training for wage employment both in the North and in the South. The low educational level of older youth and adults, however, limits present numbers of Eskimos in the trades and professions and it is these levels of work which is most needed in present day Eskimo settlements.

Finally the current program of housing education is providing support to the adult Eskimos in the acceleration of urban life which is taking place and which has been brought about by the low rental housing program and the increasing need for wage employment. In its turn, this program of adult education is reinforcing what the young people have been learning and acquiring in school and pupil residence in the past few years and is thus helping to bring about greater harmony in today's dramatically rapid, social and cultural growth of the Eskimo people.

Index to Appendices

- A Enrolment in Eskimo Schools
- B Enrolment in Non-Eskimo Schools
- C Percentage of Eskimo Children in School
- D Age-Grade Distribution of Eskimo Enrolment
- E Educational Aims and Objectives
- F Dates of Establishment of Schools in Eskimo Communities
- G List of Curriculum Materials
- H Department of National Health and Welfare Food Disappearance Records - Coopermine and Frobisher Bay
- I Infant Mortality Rate
- J Tuberculosis - New Active Cases - N.W.T.
- K School Lunches
- L List of Adult Education Material
- M Review of Eskimo Rental Housing Program
- N Housing Program - Phases and Communities
- O Eskimo Enrolment in Vocational Courses - 1963-1968
- P Vocational Pupils in Training - Inside and Outside the Northwest Territories
- Q Education for Employment
- R Certificates Issued to N.W.T. Apprentices
- S Vocational Program - Churchill Vocational Centre
- T Expenditures for Operation and Maintenance
- U Expenditures for Capital Construction

Canadian Eskimo Full-time Enrolment in Schools
in Eskimo Communities, 1955-56 to 1967-68

| <u>Community</u> | <u>1955-56</u> | <u>1960-61</u> | <u>1967-68</u> |
|---------------------------|----------------|----------------|----------------|
| <u>Mackenzie District</u> | | | |
| Aklavik | 216 | 49 | 81 |
| Cambridge Bay | - | 39 | 76 |
| Coppermine | 38 | 33 | 121 |
| Gjoa Haven | - | - | 49 |
| Holman Island | - | - | 53 |
| Inuvik* | - | 352 | 394 |
| Pelly Bay | - | - | 23 |
| Reindeer Station | - | 17 | 20 |
| Spence Bay | - | 21 | 50 |
| Tuktoyaktuk | 45 | 63 | 115 |
| <u>Arctic District</u> | | | |
| Arctic Bay | - | 30 | 46 |
| Broughton Island | - | 19 | 65 |
| Cape Dorset | 44 | 33 | 115 |
| Clyde River | - | 10 | 53 |
| Frobisher Bay* | - | 178 | 327 |
| Grise Fiord | - | - | 28 |
| Hall Beach | - | - | 31 |
| Igloodik | - | 34 | 97 |
| Lake Harbour | - | - | 26 |
| Padloing | - | - | 16 |
| Pangnirtung | - | 20 | 135 |
| Pond Inlet | - | 19 | 96 |
| Resolute Bay | - | 25 | 42 |
| Port Burwell | - | - | 29 |
| Belcher Islands | - | 15 | 25 |
| Baker Lake | - | 84 | 151 |
| Chesterfield Inlet | 35 | 101 | 114 |
| Coral Harbour | 18 | 52 | 65 |
| Eskimo Point | - | 30 | 123 |
| Rankin Inlet | - | 138 | 121 |
| Whale Cove | - | 23 | 40 |
| Fort Chimo | 22 | 94 | 77 |
| George River | - | - | 46 |
| Great Whale River* | - | 84 | 125 |
| Ivuyivik | - | 22 | 22 |
| Koartak | - | 11 | 18 |
| Payne Bay | - | 31 | 46 |
| Port Harrison | 23 | 26 | 78 |
| Fovungnituk | - | 103 | 144 |
| Sugluk | - | 55 | 62 |
| Wakeham Bay | - | 36 | 37 |
| | 441 | 1,847 | 3,382 |

* Schools in which significant numbers of Indians or others are enrolled in addition to Eskimos.

APPENDIX B

Canadian Eskimo Full-time Enrolment in
Schools in Non-Eskimo Communities, 1955-56
to 1967-68

| | <u>1955-56</u> | <u>1960-61</u> | <u>1967-68</u> |
|---------------------------|----------------|----------------|----------------|
| <u>Mackenzie District</u> | | | |
| Fort Relherson | - | - | 3 |
| Fort Simpson | - | - | 28 |
| Fort Smith | 3 | - | 9 |
| Hay River | - | - | 5 |
| Yellowknife | - | - | 23 |
| Fort Resolution | 7 | - | - |
| <u>Arctic District</u> | | | |
| Churchill, Manitoba | - | - | 268 |
| Totals | 10 | - | 336 |

APPENDIX C

Canadian Eskimo School-Age Enrolment,
Northwest Territories and Arctic Quebec

| <u>Year</u> | <u>Actual Eskimo Enrolment *</u> | <u>Percentage of School- Age Eskimos Enrolled</u> |
|-------------|--------------------------------------|---|
| 1955-56 | 487 | 17. |
| 1960-61 | 1,867 | 56.6 |
| 1966-67 | 3,366 | 83. |

*as of January 31

Appendix D

Age-Grade Distribution of Eskimo
Pupils as of January 31, 1967

Age

| <u>Grade</u> | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | Total |
|--------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|-------|
| V.T. | | | | | | | | 1 | 1 | 13 | 29 | 44 | 40 | 25 | 19 | 172 |
| I | 70 | 355 | 334 | 187 | 95 | 45 | 27 | 27 | 17 | 9 | 11 | 1 | | | | 1,173 |
| II | | | 20 | 154 | 132 | 98 | 47 | 25 | 21 | 6 | 7 | 2 | 1 | | | 513 |
| III | | | | 18 | 91 | 102 | 101 | 80 | 48 | 27 | 17 | 5 | | 4 | 2 | 495 |
| IV | | | | | 21 | 66 | 80 | 94 | 67 | 47 | 37 | 14 | 7 | 2 | | 435 |
| V | | | | | 1 | 11 | 25 | 79 | 44 | 39 | 34 | 13 | 4 | 1 | 1 | 252 |
| VI | | | | | | | 5 | 12 | 29 | 44 | 23 | 12 | 3 | 5 | 1 | 134 |
| VII | | | | | | | | 4 | 14 | 14 | 17 | 9 | 8 | 2 | 2 | 70 |
| VIII | | | | | | | | | 2 | 7 | 8 | 7 | 5 | 1 | 5 | 35 |
| IX | | | | | | | | | | 1 | 7 | 3 | 7 | 3 | 4 | 25 |
| X | | | | | | | | | | | 1 | 4 | 4 | 6 | 4 | 19 |
| XI | | | | | | | | | | | | | 1 | 6 | 2 | 9 |
| XII | | | | | | | | | | | | | 1 | | 5 | 6 |
| | 70 | 355 | 354 | 359 | 340 | 322 | 285 | 322 | 243 | 207 | 191 | 114 | 81 | 55 | 45 | 3,343 |

APPENDIX E

AIMS AND OBJECTIVES OF NORTHERN EDUCATION - A SUMMARY

A. General Objectives

1. The extension to all school-age pupils in all parts of the Territories, including northern Quebec, equal educational opportunity for elementary and secondary schooling.
2. The extension of this education as a completely ethnically integrated system in such a way as to involve all the children of all the people, value each child equally with any other and offer all the opportunity of a systemized full bodied meaningful education under the best conditions practicable and to the fullest extent to which each child by his interest, abilities and propensities is able to achieve.
3. The extension to all pupils who are successful in gaining university entrance standing in the schools of the Territories, the financial means by which they may gain a university education.
4. The provision of vocational education and training of various kinds for interested persons.
5. The encouragement of adult education to all who are interested and willing to participate.

B. Specific Objectives

1. General Education

1. The provision of curricula composed of courses of studies based upon the curricula of the provinces of Canada with modifications, adaptations and additions prepared and developed conjointly by curriculum specialists, principals, teachers and others, the materials of which are related and pertinent to the setting in which the learning is to take place. In general, the basic foundations for the curricula are:
 - (a) In the Mackenzie similar to that of the curriculum in the Province of Alberta.
 - (b) In the Keewatin similar to that of the curriculum in Manitoba.
 - (c) In Baffin Island similar to that of the curriculum in Ontario.

(d) In Northern Quebec similar to that of the curriculum in Quebec (the curriculum of the Protestant Committee)

2. In the application of all of these, the basic aim is to transmit the culture and a knowledge of all the arts and all the crafts of all the ages in terms of the most advanced knowledge applicable at this level, which includes the encouragement of good citizenship, the development of ethical character, the inculcation of certain positive habits of conduct and behaviour, the development of intellectual power, emotional stability and critical thinking, as well as the acquisition of knowledge and fundamental skills, good health and sanitation and a positive attitude toward the dignity and worth of human labour. In the application of these objectives, provision is made for the recognition of individual differences and differentiation of instruction according to the needs, abilities and interests of the pupils.

II. Higher Education

To offer opportunities to able students to extend and broaden their education by attendance at universities throughout the Dominion and by such education to equip them for leadership roles in society in general and in the Northwest Territories in particular. In some cases this advanced education is preparatory to further vocational or professional training, in other cases, it is largely vocational in nature.

III. Vocational Education

1. To offer to participants an understanding of the world of work.
2. To provide basic vocational education and training which leads directly to employment.
3. To upgrade workers so that they may achieve and operate at a higher level of performance.
4. Through training to improve the earning power of the gainfully employed.

5. Wherever necessary, to provide, in association with vocational training, academic upgrading so that trainees may gain greater insight, knowledge and skill in the work they perform or are competent of performing.
6. To provide guidance to trainees in the matter for preparation for training, training itself, including apprenticeship and ultimate placement in the world of work.
7. To provide, in association with all vocational training experiences in social adjustment and social understandings so that the acculturation process, where necessary, is intelligently recognized and dealt with in respect of each individual in the most effective and productive manner.

IV. Adult Education

1. To offer all adults in the Northwest Territories regardless of age or previous experience, the opportunity to grow in knowledge and understanding, to acquire new skills, to experience new dimensions in human relations and democratic living and to develop potential leadership through systematic and continuing adult education programs.
2. To develop adult education programs for adults which are based on the needs of the people and which recognize the various stages they are at in the process of acculturation.
3. To provide a wide range of experience through group and community activities which help to expand the adults' knowledge and understanding of self-government.
4. To provide basic or fundamental education for the many adults in the N.W.T. (including the Indians, Eskimos and Metis) who have had little or no formal schooling.
5. To provide opportunities for adults to communicate their ideas to others.
6. To set goals for the N.W.T. adult education program that are within the reach of individuals and groups in a

reasonable length of time and to continually evaluate the program and achievements in order to make sure they are meeting the needs of the people, sustaining their interest and allowing for the satisfactions that come from accomplishment.

7. To place special emphasis on the adult education program for young adults (16 years and older) in order to help them to bring into focus and gain fundamental insight into the social changes taking place.

Dates of Establishment of Schools
in Eskimo Communities -----

| <u>Calendar Year</u> | <u>School Established</u> |
|----------------------|--|
| 1947 | Tuktoyaktuk |
| 1949 | Fort Chimo |
| 1950 | Aklavik Cape Dorset Coppermine Port Harrison Coral Harbour |
| 1951 | Chesterfield Inlet |
| 1955 | Frobisher Bay |
| 1956 | Great Whale River Inuvik Pangnirtung Reindeer Station |
| 1957 | Baker Lake Cambridge Bay Rankin Inlet Sugluk |
| 1958 | Arctic Bay Povungnituk Resolute Bay Spence Bay |
| 1959 | Broughton Island Clyde River Eskimo Point |
| 1960 | Belcher Islands Igloodik Ivuyivik Koartak Payne Bay Pond Inlet Wakeham Bay |
| 1961 | Whale Cove |
| 1962 | George River Gjoa Haven Grise Fiord Padloping Pelly Bay |
| 1963 | Lake Harbour |
| 1964 | Port Burwell |
| 1965 | Holman Island |
| 1967 | Hall Beach |

APPENDIX G
CURRICULUM MATERIALS

Language Arts

| | |
|---|------|
| Curriculum Guide, Language Arts, Grades I-VI, (Mackenzie District) | 1966 |
| Let's Begin English, A Program for Teaching English as a Second Language, Lesson 1-50 | 1965 |
| Let's Begin English, A Program for Teaching English as a Second Language, Lesson 51-85 | 1967 |
| Let's Begin English Picture Book (Being revised) | 1965 |
| Games & Activities for Teaching English as a Second Language | 1965 |
| Language Program, Beg's. to Gr. II (Inuvik) | 1962 |
| Language Program, Grades III to VI (Inuvik) | 1962 |
| Beginning with the Beginners | 1962 |
| An Experiment in Div. 2 Reading (Inuvik) | 1962 |
| Junior High School, Remedial Reading Program | 1962 |
| Remedial Survey Guide for the Mechanics of Reading | 1958 |
| Verbs in Pictures | 1966 |

Northern Readers for Primary Grades

| | | |
|---|--------------------|------|
| Seal Hunt | (English) | 1966 |
| The Story of Papik an Eskimo Boy | (English & Eskimo) | 1963 |
| Nicotye and Her Family | (English & Eskimo) | 1963 |
| Nuna | (English) | 1963 |
| A Weekend in Ottawa | (English) | 1963 |
| Mr. Larson's Visit | (English) | 1963 |
| My First Book | (English) | 1963 |
| Here's Jack | (English) | 1962 |
| Igloolik | (English & Eskimo) | 1962 |
| Eskimo Way of Living | (English) | 1959 |
| The Seal Book, An Experimental Pre-Primer | | 1967 |
| Teaching Notes for the Seal Book | | 1967 |
| Flash Cards for the Seal Book | | 1967 |

Testing & Evaluation

| | |
|---|------|
| Test Item Construction | 1962 |
| Assessing the Intellectual Ability of Indian & Metis Pupils at Fort Simpson, Northwest Territories | 1962 |
| Mackenzie District Norming Project | 1965 |
| N.W.T. Testing Program, Mackenzie District Norms | 1965 |
| Tentative Norms for Metropolitan Achievement Tests | 1966 |
| Northwest Territories Testing Program | 1967 |

Social Studies

Curriculum Guides and Reports of Curriculum Committees

| | |
|--|------------|
| Report of Social Studies Workshop, Inuvik | 1961 |
| Primary Social Studies, Inuvik | 1962 |
| Social Studies Course Outlines, Grades IV-VI, Inuvik | 1962 |
| Social Studies, Grades I-VI, Aklavik | 1962 |
| Social Studies Program, Grades I-III, Hay River | 1962 |
| Report of Yellowknife Committee on Social Studies | 1962 |
| Report of Fort Smith Social Studies Curriculum Committee | 1962 |
| Report of Fort Simpson Social Studies Curriculum Committee | 1962 |
| Proceedings of Mackenzie Education District Social Studies Workshop, Yellowknife | 1962 |
| Curricular Guide, Social Studies Program, Mackenzie Education District, Experimental Edition | 1962 |
| Proceedings of Mackenzie Education District Social Studies Evaluation Committee | 1963 |
| Mackenzie Education District Social Studies Program Special Issue of Curriculum Bulletin, Sept./62, Vol. 2 #2 | |
| Social Studies Program, Grades I-III, Baker Lake | 1963 |
| Social Studies Program, Grades I-III, Rankin Inlet | 1963 |
| Social Studies Program, Grades I-III, Chesterfield Inlet | 1963 |
| Social Studies Program, Grades I-VI, Great Whale River | 1963 |
| Social Studies Program, Grades I-VI, Fort Chimo | 1963 |
| Social Studies Program, Arctic Education District, Interim Edition | 1958 |
| Curriculum Guide, Social Studies, Arctic Education District, Experimental Edition | 1964; 1967 |

Audio-Visual Services

Audio-Visual Services Handbook 1966

Special Programs & Reports

Providing for Individual Differences 1961

Accelerated Academic Upgrading Program 1962

Programmed Learning with Teacher Participation,
(A research report) 1965

Curriculum Guide, Social Studies, Churchill Vocational Centre 1965

Curriculum Guide, Science, Churchill Vocational Centre 1965

Curriculum Guide, Mathematics, Churchill Vocational Centre 1965

Curriculum Guide, Language, Churchill Vocational Centre 1966

Girls Vocational Curriculum Guide, Ungraded,
Churchill Vocational Centre 1966

Boys Vocational Curriculum Guide, Ungraded,
Churchill Vocational Centre 1966

Dressmaking & Tailoring 12, 22, 32, Grades 10, 11, 12
Sir John Franklin School 1966

Driver Training, Age 16 and over 1967

Northern Survival, Ungraded 1967

Vocational Education Handbook (Being revised) 1965

Home Economics

Northern Cookbook, Grades 7 to 12 1967

Foods for Health, Ungraded (Eskimo & English) 1966

Foods for Health, Ungraded (English) 1964

Practical Programs in Homemaking & Related Activities, Ungraded 1964

Industrial Arts

Plastics, Ungraded 1967

Small Oversnow Vehicles, Ungraded 1965

Practical Programs in Industrial Arts & Related Activities,
Ungraded 1964

Junior High School Industrial Arts, Grades 7, 8, 9,
Curriculum Guide 1963

Mathematics

| | |
|--|------|
| Northern Workbook in Mathematics, Caribou Series | 1966 |
| Sets and Numbers, A Pre-Number Program | 1966 |
| Charts of Sets 1 to 10 | 1964 |
| Modern Mathematics | 1964 |

Health & Physical Education

| | |
|--|------------|
| Health and Physical Education | 1962 |
| Physical Education Program for Arctic Schools | 1964 |
| Eskimo Games, A supplement to Arctic Physical Education Program | 1965; 1967 |
| Northern Physical Education Illustrated, A supplement to Arctic Physical Education Program | 1965; 1967 |

Science

| | |
|--|------|
| Colour Slides of Northern Flora and Fauna | 1965 |
| Resource Unit on Northern Flora and Fauna (In preparation) | |
| Northern Science Charts with Explanations | 1965 |
| Science Programs of the Provinces of Canada, Elementary Grades | 1965 |
| Conserve Our Resources | 1957 |

Art

| | |
|---------------------------|------|
| Initiating an Art Program | 1962 |
| What Can We Use? | 1962 |
| Where Can We Get It? | 1962 |
| What Shall We Do? | 1963 |

APPENDIX H

Information Provided by Department of National Health and Welfare,
May 1968

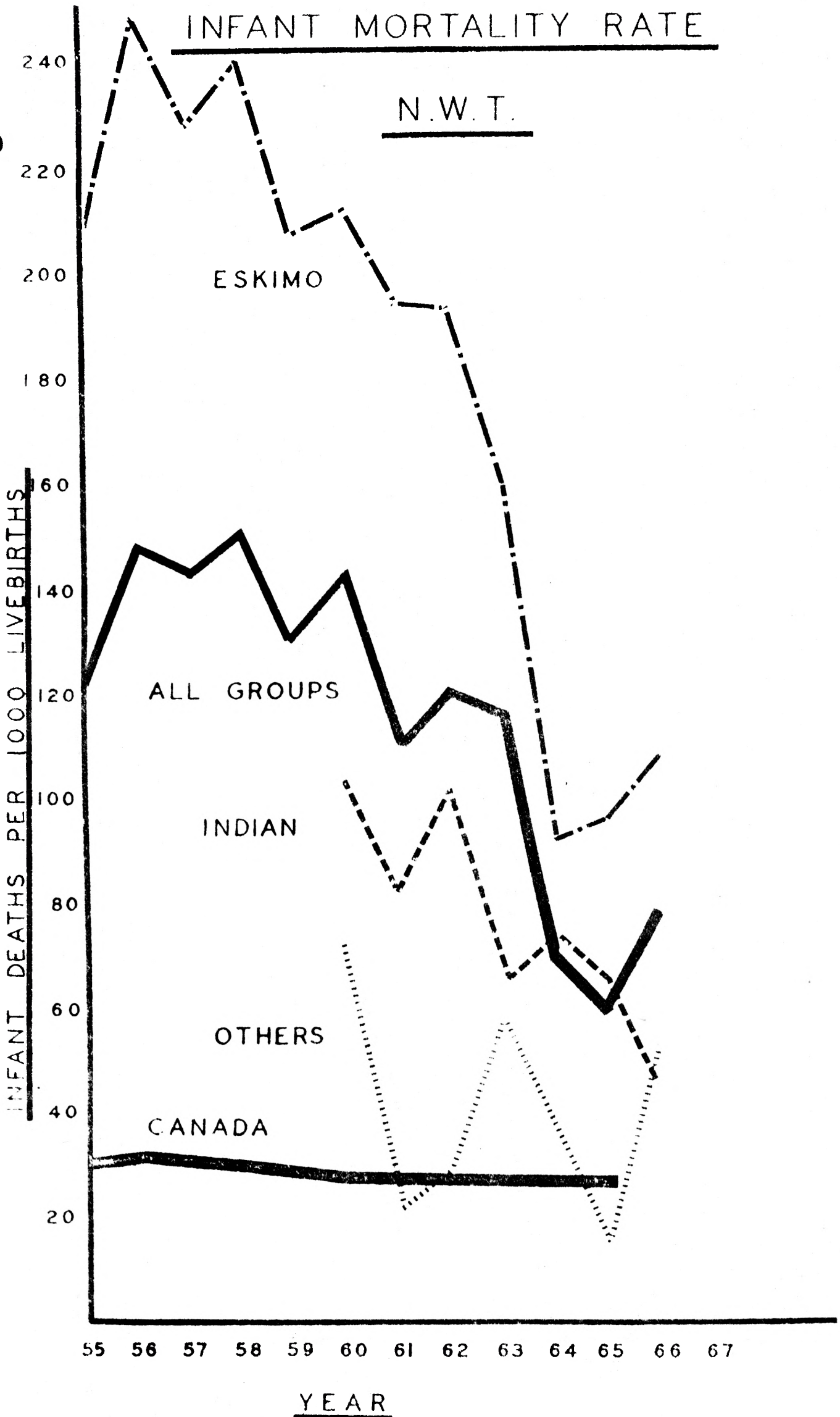
The attached data was calculated from food records in Frobisher Bay and Coppermine in the period of 1965-66. There are several items which point up the differences between the more traditional Eskimo life in Coppermine and the community of Frobisher Bay.

1. Native foods -
More seals, caribou and fish are used in Coppermine. Polar bear appear on the diet in Frobisher; moose at Coppermine.
2. Milk -
Powdered milk is more frequently used at Coppermine. Evaporated milk is the choice at Frobisher Bay.
3. Bread -
Since there is a bakery at Frobisher Bay, bread is a popular item. Those at Coppermine are apparently still making bannock.
4. Soft Drinks -
According to these records, pop is used excessively at Frobisher Bay, and not at all in Coppermine.

Food Disappearance - Lbs./Person/Year

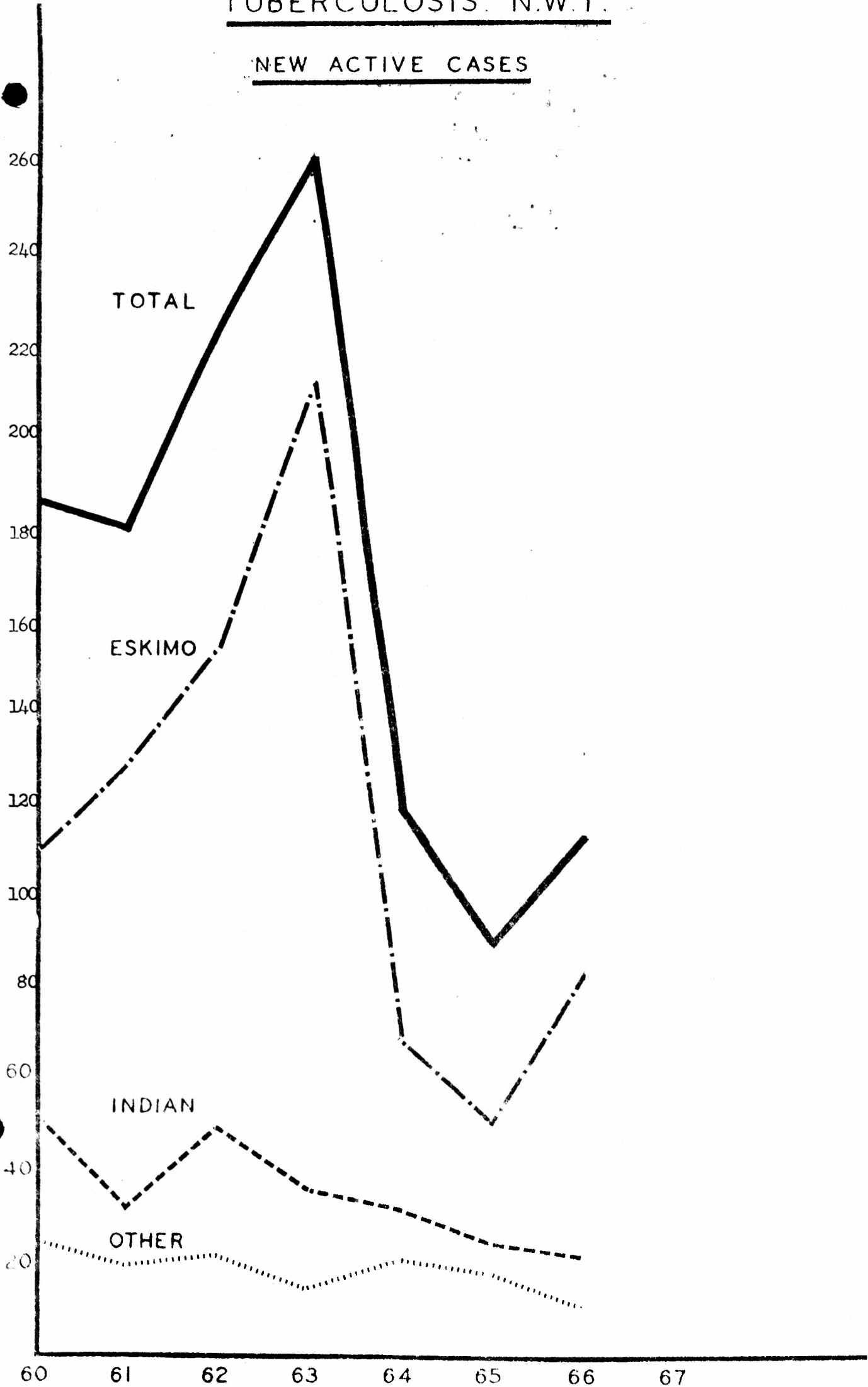
| | <u>Frobisher Bay</u> | <u>Coppermine</u> |
|----------------------|----------------------|-------------------|
| <u>Native Food:</u> | | |
| Seal | 155 | 241 |
| Caribou | 39 | 265 |
| Fish | 31 | 159 |
| Polar Bear | 6 | - |
| Whale | 2 | - |
| Muktuk | 1 | - |
| Moose | - | 36 |
| Birds, rabbits, etc. | - | 5 |
| <u>Store Food:</u> | | |
| Milk - Klim | 5.2 | 14.5 |
| Evaporated | 33.2 | 6.0 |
| Jam | 0.6 | 2.8 |
| Sugar | 46.0 | 49.6 |
| Candies | 4.3 | 2.4 |
| Flour | 98.0 | 112.7 |
| Bread | 167.5 | - |

| | <u>Frobisher Bay</u> | <u>Coppermine</u> |
|------------------|----------------------|-------------------|
| Cereals | 5.1 | 16.2 |
| Biscuits - Pilot | 21.5 | 15.6 |
| Biscuits - Soda | 2.8 | 2.6 |
| Biscuits - Sweet | 6.6 | 7.4 |
| Canned meats | 23.2 | 9.9 |
| Lard, etc. | 17.5 | 20.5 |
| Chocolate | 4.3 | 4.9 |
| Soft drinks | 258 bottles | - |



TUBERCULOSIS. N.W.T.

NEW ACTIVE CASES



Eskimo Communities With
School Lunch Programs, 1967-68

| <u>Arctic District</u> | <u>Eskimo Enrolment</u> <u>September 30, 1967</u> |
|-------------------------------|--|
| Baker Lake | 151 |
| Belcher Islands | 25 |
| Cape Dorset | 115 |
| Chesterfield Inlet | 114 |
| Glyde River | 53 |
| Coral Harbour | 65 |
| Eskimo Point | 123 |
| Frobisher Bay | 327 |
| Grise Fiord | 28 |
| Lake Harbour | 26 |
| Pangnirtung | 135 |
| Pond Inlet | 96 |
| Padloping | 16 |
| Hankin Inlet | 121 |
| Resolute Bay | 42 |
| Fort Chimo | 77 |
| George River | 46 |
| Great Whale River | 125 |
| Ivuyivik | 22 |
| Koartak | 18 |
| Port Harrison | 78 |
| Povungnituk | 144 |
| Sugluk | 62 |
| Wakeham Bay | 37 |
| <u>Mackenzie District</u> | |
| Aklavik | 81 |
| Cambridge Bay | 76 |
| Coppermine | 121 |
| Gjoa Haven | 49 |
| Holman | 53 |
| Inuvik | 394 |
| Pelly Bay | 23 |
| Spence Bay | 50 |
| Tuktoyaktuk | 115 |
| Total | |
| | 3,008 |

- A. Experimental Courses to teach English as a Second Language to Adults - a functional literacy approach with package programs including workbooks, maps, teaching aids, films, filmstrips and pictures.
- | | |
|---|------|
| The Northwest Territories of Canada | 1964 |
| The Family and Money, with supplements (6), Making Change | 1965 |
| Co-operatives in the Northwest Territories | 1965 |
| Children of the Northwest Territories at Home and at School | 1965 |
| When a Child Lives in a Pupil Residence - Fort Simpson | 1965 |
- B. Eskimo Language - in preparation for introducing the new standard orthography for Canadian Eskimo, publications of the Curriculum Section were translated and the orthography added to the English and syllabics.
- | | |
|------------------------|---------|
| Nicotye and Her Family | 1964-65 |
| Igloolik | 1964-65 |
| Eskimo Way of Life | 1964-65 |
| Papik | 1964-65 |
- C. Voting for a Member of Parliament - three simple booklets were prepared for the Baker Lake Adult Education Classes in Eskimo syllabics and basic English with illustrations (duplicated locally).
- D. Rental Housing Projects
- Booklets
- | | |
|--|------|
| The Rental Collection System (English and Eskimo) | 1968 |
| The Housing Association Accounts (English and Eskimo) | 1968 |
| The Housing Association Council (English and Eskimo) | 1968 |
| The Stove and Heater (English and Eskimo) | 1967 |
| Living in the New Houses (English and Eskimo) | 1967 |
| Care and Use of Household Equipment (English and Eskimo) | 1967 |
| Safety in the New Houses (English and Eskimo) | 1967 |
| Renting and Buying a House in the North (English and Eskimo) | 1967 |
| The Government and Houses for Eskimos (English and Eskimo) | 1967 |
| The Rental Agreement | 1967 |
| Paying Rent (English and Eskimo) | 1967 |
| Oil, Electricity, Furnishings (English and Eskimo) | 1967 |
| The Housing Authority (English and Eskimo) | 1967 |
| Before Moving (English and Eskimo) | 1967 |
| Information for Interpreters Parts I and II (English and Eskimo) | 1966 |

Work Sheets and Pamphlets

1967

1. Foods and Nutrition

Canada's Food Guide

Measuring Equipment

How to Measure Ingredients

Milk Powder

A Thin White Sauce

Cream of Vegetable Soup

Cream of Tomato Soup

A Medium White Sauce

Creamed Dishes

Casserole Dishes

Milk and Cheese

Cheese Sauce

Macaroni and Cheese

Cheese Meat Loaf

Milk Desserts

How to Use Pudding Mixes

Cornstarch Pudding

Chocolate Pudding

Cocoa

Meat and Meat Substitutes

Meat

Canned Meat

Fish

Eggs - Egg Powder

Dried Peas and Beans

Peanut Butter

Peanut Butter Cookies

Breads and Cereals

Bannock

Bread

Oatmeal - Porridge

- Cookies

Rice - Rice Dinner

- Rice with Parmesan

Cornmeal

Muffins

Tea Biscuits

Fruit

Dried Fruit (Prunes)

Fruit Sauce

Jello and Fruit

Vegetables

Water - Safe Water

Table Setting

Money for Food

2. Home Management (Cleanliness and Sanitation)

1967

Agar Culture to Show Germ Growth

Clean Dishes

A Clean Bathroom

Clean Floors

- Care of Linoleum Floors

A Clean Refrigerator

Care of the Bed and Bedding

How to Remove Stains

How to Launder Clothes

What to Use to Clean Your House

How to Plan Cleaning

When to Do Housecleaning Jobs

Clean Clothes Closets

Clean Walls, Ceilings and Woodwork

Many Hands Make Light Work

A Clean House is Important

3.

(a) How to Improve the House

1967

How to Make:

A Baby Crib

Bunk Beds

A Coat Rack

A Combination Book Case and Desk

Curtain Rods

A Folding Desk or Table

A Gun Rack

A Hanging Bookcase

A Sawhorse (A teetertotter)

A Solid Shelf

A Stool or Bench

A Storage Closet

A Toothbrush Rack

A Wall Bench & Storage

Making a Picture Frame

(b) How to Do Minor Home Repairs

1967

Electricity

Sources

Electric Wiring

House Wiring

Wiring a Lamp

Kinds of Electrical Appliances

How to Repair An Electric Cord

How to Repair a Heater Cord

Making an Extension Cord

4. Safety in the Houses

1967

Accidents in the Home
The Danger of Fire
The Fire Extinguisher

5. Sewing for the Home and Family

1967

How to Make:

An Apron
A Braided Mat
Drapes
A Potholder
A Quilt

How to Use a Commercial Pattern to make:

A Gathered Skirt
A Fitted Skirt
A Jumper or Simple Dress

Learning how to:

Take Measurements
Choose a Pattern
Choose Material
Prepare the Pattern
Prepare the Material
Cut Out
Staystitch
Make a Plain Seam
Make a Casing
Turn and Finish a Hem
Make Darts
Insert a Zipper
Apply Facings
Set In a Sleeve
Press

6. The Housing Association

1967

The Rental Housing

The Housing Association Council
What It Is
What It Does

Tenant Responsibilities

Aid for the Housing Association Council
The Phase I Housing Educator
The Phase II Housing Educator
The Phase III Housing Educator
The Phase IV Housing Educator
or local Leader

E. Monthly Newsletter Columns (English and Eskimo)

1968

1. Helpful Hints for the Homemaker

Care of Linoleum Floors

How to Make a Hooked Rug

2. Helpful Hints for the Man of the House

How to Make a Screen Door

Hints for Painting Interior Walls

F. Package Programs

- No. 1 - The Rental Houses
- No. 2 - The Stove
- No. 3 - Improving The Home
- No. 4 - Safe Water
- No. 5 - The Kitchen
- No. 6 - The Bathroom
- No. 7 - The Bedroom
- No. 8 - The Living Room
- No. 9 - Handling Food and The Cold Porch
- No.10 - Safety in the Home
- No.11 - Electricity
- No.12 - Rent

G. Home Visit Packages

- No. 1 - Before Moving
- No. 2 - A Clean House Is Important
- No. 3 - An Apron
- No. 4 - Bread and Bannock
- No. 5 - Fruit and Vegetables
- No. 6 - The Meat Group

H. A Guide for Local Leaders

APPENDIX M

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

ESKIMO RENTAL HOUSINGReview of the Eskimo Rental Housing Program

During 1966 a total of 194 rental homes were constructed in the Frobisher Bay Region and an additional 340 were supplied in 1967 with 152 in the Frobisher Region, 156 in the Keewatin Region and 32 in the Yellowknife Region. This will be followed in 1968 by 140 to the Keewatin, 19 to Frobisher Bay and 116 to the Mackenzie District. The allocation of the houses to date is shown below.

| <u>Settlement</u> | <u>1966</u> | <u>1967</u> | <u>Total No.</u> |
|--------------------|-------------|-------------|------------------|
| Frobisher Bay | 30 | 40 | 70 |
| Arctic Bay | 11 | 7 | 18 |
| Cape Dorset | 25 | 24 | 49 |
| Pond Inlet | 20 | 10 | 30 |
| Igloolik | 24 | 8 | 32 |
| Pangnirtung | 38 | 12 | 50 |
| Broughton Island | 25 | 4 | 29 |
| Grise Fiord | 7 | 8 | 15 |
| Hall Beach | 14 | 2 | 16 |
| Clyde River | | 7 | 7 |
| Lake Harbour | | 10 | 10 |
| Resolute Bay | | 20 | 20 |
| Rankin Inlet | | 34 | 34 |
| Eskimo Point | | 31 | 31 |
| Whale Cove | | 13 | 13 |
| Baker Lake | | 42 | 42 |
| Chesterfield Inlet | | 26 | 26 |
| Repulse Bay | | 10 | 10 |
| Pelly Bay | | <u>32</u> | <u>32</u> |
| Grand Total | 194 | 340 | 534 |

APPENDIX N

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN
DEVELOPMENT

Adult Education Program
Eskimo Rental Housing
April 1967 to March 1968

| Settlement | Estimated Eskimo Population | Number of Eskimo Families | Adult Housing Education Program Phases 1, 2, 3, and 4. |
|---------------------------|-----------------------------------|---------------------------------|--|
| <u>ARCTIC DISTRICT</u> | | | |
| Arctic Bay | 100 | 28 | 2, 3 |
| Baker Lake | 545 | 99 | 1, 3, 4a |
| Broughton Island | 200 | 45 | 2, 3, 4 |
| Cape Dorset | 420 | 67 | 2, 3, 4 |
| Chesterfield Inlet | 180 | 31 | 1, 2, 3 |
| Clyde River | 150 | 26 | 1, 3 |
| Coral Harbour | 250 | 56 | 1 |
| Eskimo Point | 452 | 102 | 1, 3 |
| Frobisher Bay | 1,200 | 190 | 2b, 3 |
| Grise Fiord | 100 | 14 | 4 |
| Hall Beach | 142 | 20 | 2, 3, 4 |
| Igloolik | 220 | 53 | 2, 3 |
| Lake Harbour | 75 | 15 | 1, 2, 3 |
| Pangnirtung | 300 | 60 | 2, 3 |
| Pond Inlet | 150 - 200 | 31 | 2, 3 |
| Rankin Inlet | 400 | 73 | 1, 2, 3, 4 |
| Repulse Bay | 165 | 35 | 1 |
| Whale Cove | 175 | 35 | 1, 3, 4 |
| <u>MACKENZIE DISTRICT</u> | | | |
| Pelly Bay | 150 | 34 | 1, 2, 3 |

*This program was divided into four phases. Phase 1 was the rental information, phase 2 the care and management of the home, phase 3 the housing association and phase 4 a part-time program on care and management of the home. Phase 3 was concurrent with phases 1 and 2.

^aonly 12 of the 99 families

^bonly 68 of the 190 families

APPENDIX O

Department of Indian Affairs and Northern DevelopmentEskimos Attending Vocational Courses, 1963-1968.

| Courses outside Northern Vocational Schools | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | Totals |
|---|---------|---------|---------|---------|---------|--------|
| Academic Upgrading | 3 | | 13 | 9 | 9 | 34 |
| Agriculture | | | 1 | | | 1 |
| Airline Agent | | | | | 1 | 1 |
| Art (Commercial) | | | 1 | 1 | 1 | 3 |
| Art and Academic Upgrading | | | 2 | 2 | | 4 |
| Art and Printmaking | | | 5 | | | 5 |
| Arts and Crafts | 5 | 12 | | | | 17 |
| Automotive | | | 1 | | | 1 |
| Baking | | | 2 | 1 | | 3 |
| Barbering | 4 | 1 | 1 | 2 | 1 | 9 |
| Beauty Culture | | | | 1 | | 1 |
| Boat-Building and Repair | 11 | 11 | 3 | 15 | 5 | 45 |
| Caretaking | 7 | 6 | 32 | | 4 | 49 |
| Carpentry | 16 | 15 | 14 | 23 | 9 | 77 |
| Ceramics | | | | | 1 | 1 |
| Classroom Assistants | | | 11 | 17 | 19 | 47 |
| Clerk | 11 | 9 | | | | 20 |
| Clerk-typist | | | | 2 | 1 | 3 |
| Commercial | 3 | | | | 6 | 9 |
| Commercial and Clerical | | | 2 | 7 | | 9 |
| Community Health Worker | | | 1 | | 7 | 8 |
| Cooking (Commercial) | | | 4 | 4 | | 8 |
| Co-op Development | | | | 6 | | 6 |
| Co-op Management | | | 2 | | | 2 |
| Craft Management | | | | | 1 | 1 |
| Diesel Mechanic | | | | | 8 | 8 |
| Domestic | | | 1 | | | 1 |
| Electrician (Const.) | | | 2 | | | 2 |
| Electrician (Pl. Maint.) | | | 4 | 7 | | 11 |
| Electrician Equip. Assembly | 2 | | | | | 2 |
| Electronics | | 2 | | | | 2 |
| Fabric Painting | | | | 4 | | 4 |
| Fishing (Commercial) | | | | 2 | | 2 |
| Fish Processing | | | | | 6 | 6 |
| Fur Grading | 19 | 22 | 12 | | | 53 |
| Furniture Repair | | 2 | | | | 2 |
| Guides, Hunting | | | | 10 | 8 | 18 |
| Handicraft Management | | 1 | 2 | 13 | 14 | 30 |
| Heating Equipment Servicing | 1 | 1 | | | | 2 |
| Heavy Duty Equipment Operators | 13 | 6 | 8 | | 6 | 33 |
| Heavy Duty Equipment Mechanic | | | 3 | | | 3 |
| Homemaking Assistants | | | | 11 | 11 | 22 |
| Janitor | | | 8 | | | 8 |
| Laundry Worker | 1 | | | | | 1 |
| Lay Dispenser | | | | | 4 | 4 |
| Marine Mechanic | 1 | 1 | 10 | 1 | | 13 |
| Motor Mechanic (M.V.R.) | 2 | 1 | | 1 | | 4 |
| Nurses Aides | 5 | 2 | 1 | 2 | 2 | 12 |
| Nurses Aides Screening | | | | 1 | | 1 |
| Occupational | | | | 26 | | 26 |
| Oil Burner Mechanic | 1 | 1 | | | | 2 |
| Outboard Motor Repair | 1 | | | | | 1 |
| Painting and Decorating | | | 4 | 2 | | 6 |
| Pilot Training (Commercial) | | | | | 1 | 1 |
| Postal Clerk | 1 | | 1 | | | 2 |

| | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | Totals |
|---------------------------|------------|------------|------------|------------|------------|------------|
| Power Plant | | | 2 | | | 2 |
| Plumbing | 1 | | | 5 | | 6 |
| Practical Mathematics | | | 1 | | | 1 |
| Pre-Employment | | | | 3 | 6 | 9 |
| Pre-Vocational | 7 | 5 | | 17 | 24 | 53 |
| Railway Maintenance | | | | 6 | | 6 |
| Recreation Leadership | | 1 | | | | 1 |
| Sawmill Operation | | 6 | 1 | 10 | | 17 |
| Secretarial | | 1 | | | | 1 |
| Sewing and Cutting | | | | 20 | | 20 |
| Sheet Metal Worker | | | | 1 | | 1 |
| Small Business Management | | | 2 | | 1 | 3 |
| Stationary Engineering | | | 1 | | | 1 |
| Stenography | | 1 | | | | 1 |
| Tannery Operation | | | 1 | 6 | | 7 |
| Taxidermy | | | | | 1 | 1 |
| Waiters - Waitresses | | | 4 | | | 4 |
| Warehouseman | | | | 1 | | 1 |
| SUB-TOTALS | 115 | 107 | 163 | 239 | 157 | 781 |

Courses in Northern Vocational Schools

Sir John Franklin School,
Yellowknife, N.W.T.

| | | | | | | |
|---------------------------------------|-----------|-----------|-----------|-----------|----------|--------------|
| - Orientation | 7 | 7 | 9 | | | 23 + |
| - Industrial and Mechanical Trades | 2 | 3 | 6 | | | 11 + |
| - Commercial Pattern | 1 | 1 | | | | 2 + |
| - Carpentry | 1 | 2 | | | | 3 + |
| - Heavy Equipment Operator | 12 | 13 | 6 | | | 31 + |
| - Welding | 1 | 1 | | | | 2 + |
| - Commercial | | | 10 | | | 10 + |
| - Comm. Cooking | | | 4 | | | 4 + |
| Total | 24 | 27 | 35 | 21 | + | 107 + |

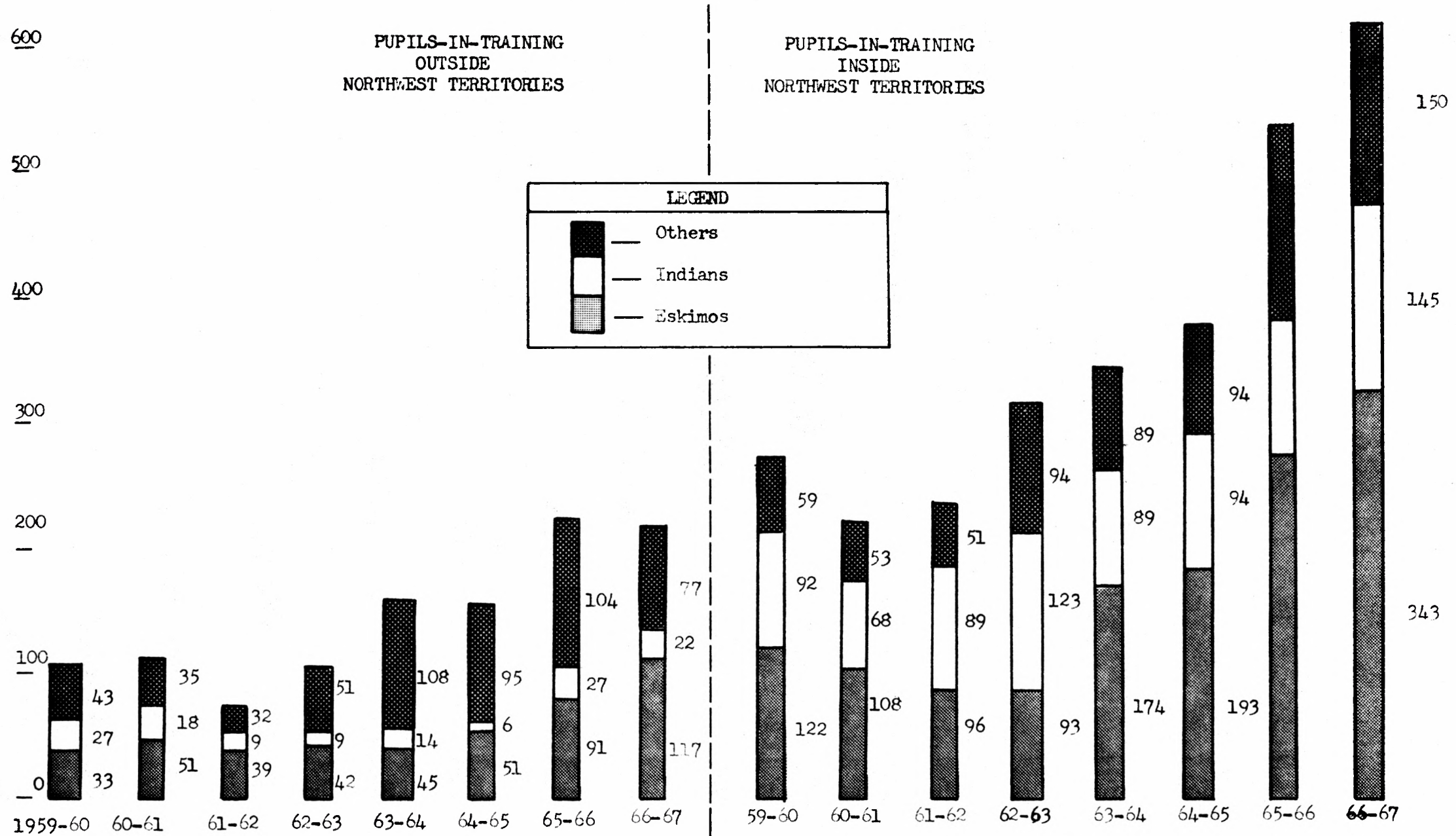
Churchill Vocational Centre,
Churchill, Manitoba.

| | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | Totals |
|---|---------|---------|---------|---------|---------|---------|
| - Orientation | 101 | 101 | 164 | 98 | 152 | 616 |
| - Occupational | | | | 12 | | 12 |
| - Commercial | | | | 5 | | 5 |
| - Carpentry | | | | 18 | 10 | 28 |
| - Metal Work | | | | 9 | 5 | 14 |
| - Food Service | | | | | 10 | 10 |
| <hr/> | | | | | | |
| Totals for Northern Vocational Schools: | 125 | 128 | 199 | 163 | 177 + | 792 + |
| <hr/> | | | | | | |
| Totals Outside Northern Vocational Schools: | 115 | 107 | 163 | 239 | 157 | 781 |
| <hr/> | | | | | | |
| Grand Totals: | 240 | 235 | 362 | 402 | 334 + | 1,573 + |

Note: "+" figures will be higher when information on Eskimo enrolments at Yellowknife for 1967-68 is available.

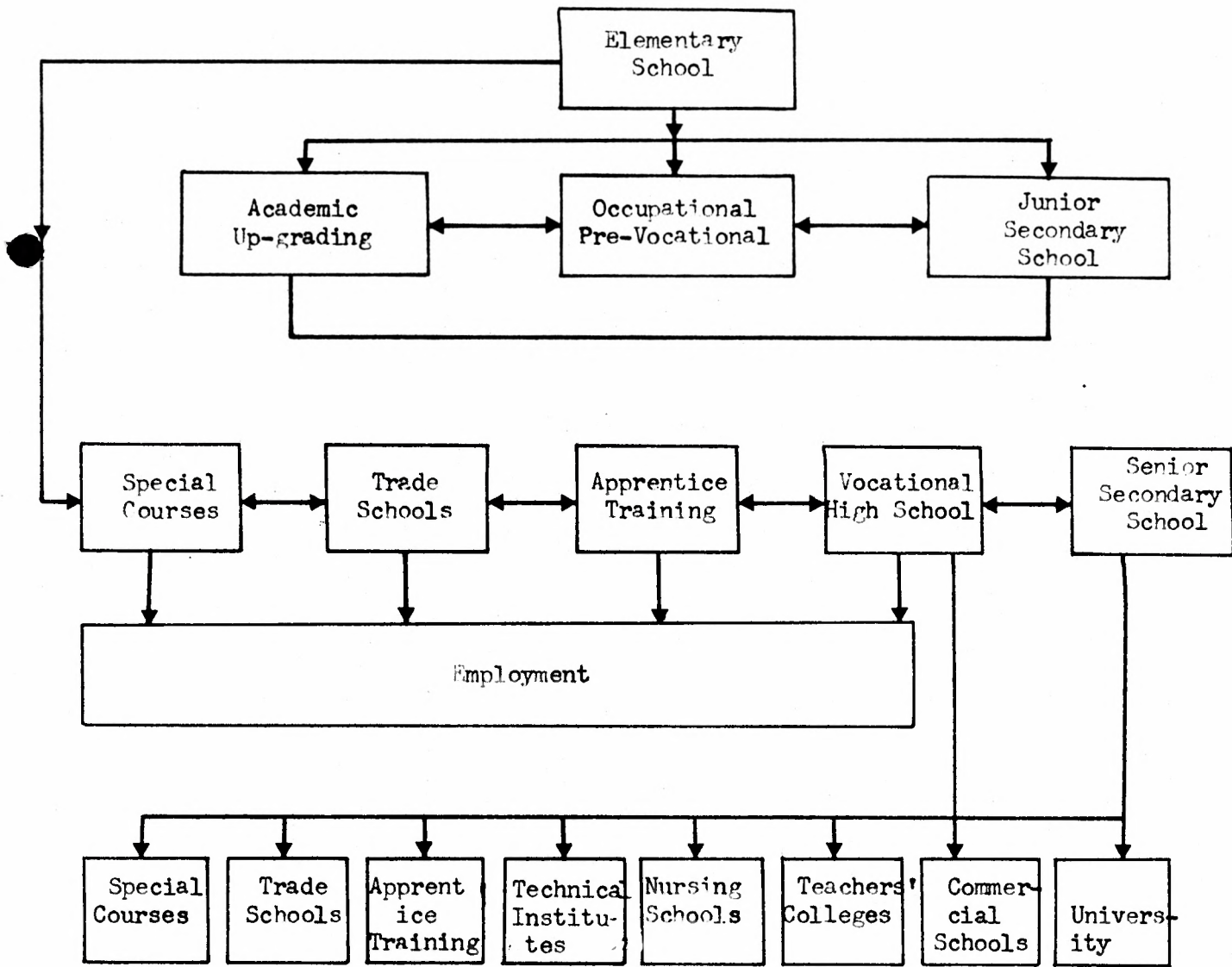
DEPARTMENT INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

VOCATIONAL EDUCATION PROGRAM



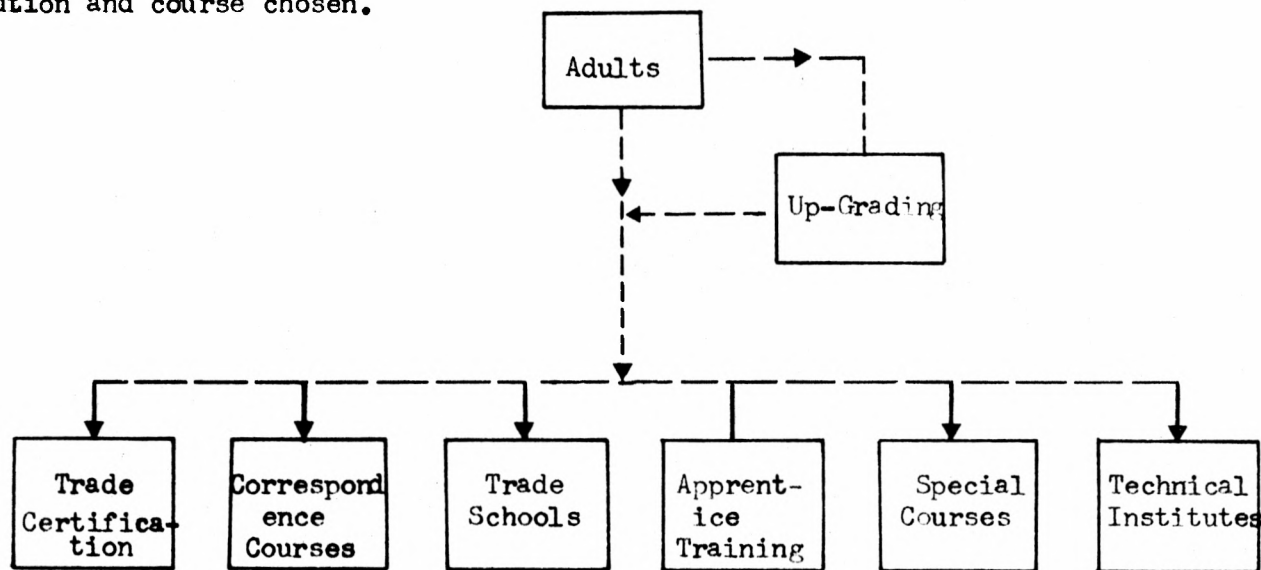
DEPARTMENT INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

EDUCATION FOR EMPLOYMENT NORTHWEST TERRITORIES



Elementary school graduates may proceed direct to Special Courses, or may, before taking training, be given academic up-grading, pre-vocational training or secondary education.

Senior Secondary School graduates may proceed to technical institutes, nursing schools, teacher training colleges, commercial schools, universities or to other post secondary school level institutions. Trainees must meet the entrance requirements of the institution and course chosen.



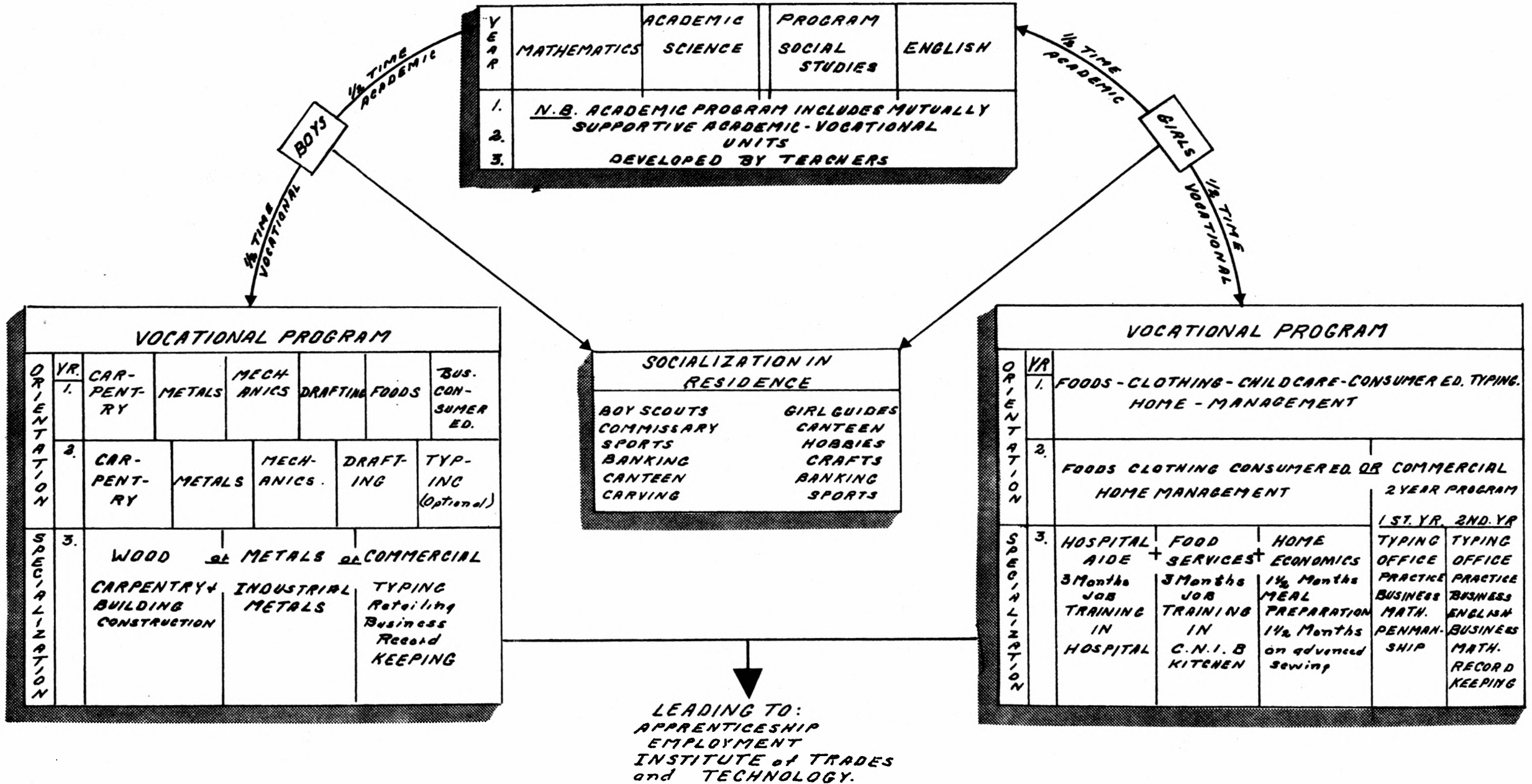
An adult may proceed direct to any of the above training programs if in possession of entrance requirements. If not in possession of entrance requirements, an up-grading course may be provided.

APPENDIX R

Certificates Issued to Northwest Territories Apprentices - 1961-65 - 1967-68

| <u>Certificates Issued</u> | <u>1961-65</u> | <u>1965-66</u> | <u>1966-67</u> | <u>1967-68</u> | <u>Total</u> |
|--|----------------|----------------|----------------|----------------|--------------|
| Beginner's Certificates | 4 | 30 | 21 | 34 | 89 |
| 4th Class Certificates | - | 20 | 10 | 21 | 51 |
| 3rd Class Certificates | 2 | 9 | 12 | 11 | 34 |
| 2nd Class Certificates | 4 | 1 | 5 | 9 | 19 |
| Journeyman Certificates | | 3 | 2 | 4 | 9 |
| Completion of Apprenticeship Certificates without Interprovincial Seal | - | 2 | 1 | 2 | 5 |
| Completion of Apprenticeship Certificates with Interprovincial Seal | - | 1 | 1 | 2 | 4 |
| Total certificates by year: | 10 | 66 | 52 | 83 | |
| No. of apprentices at end of each year: | 9 | 54 | 67 | 73 | |
| No. of occupations analyzed and apprenticeable at end of each year: | 15 | 21 | 25 | 29 | |

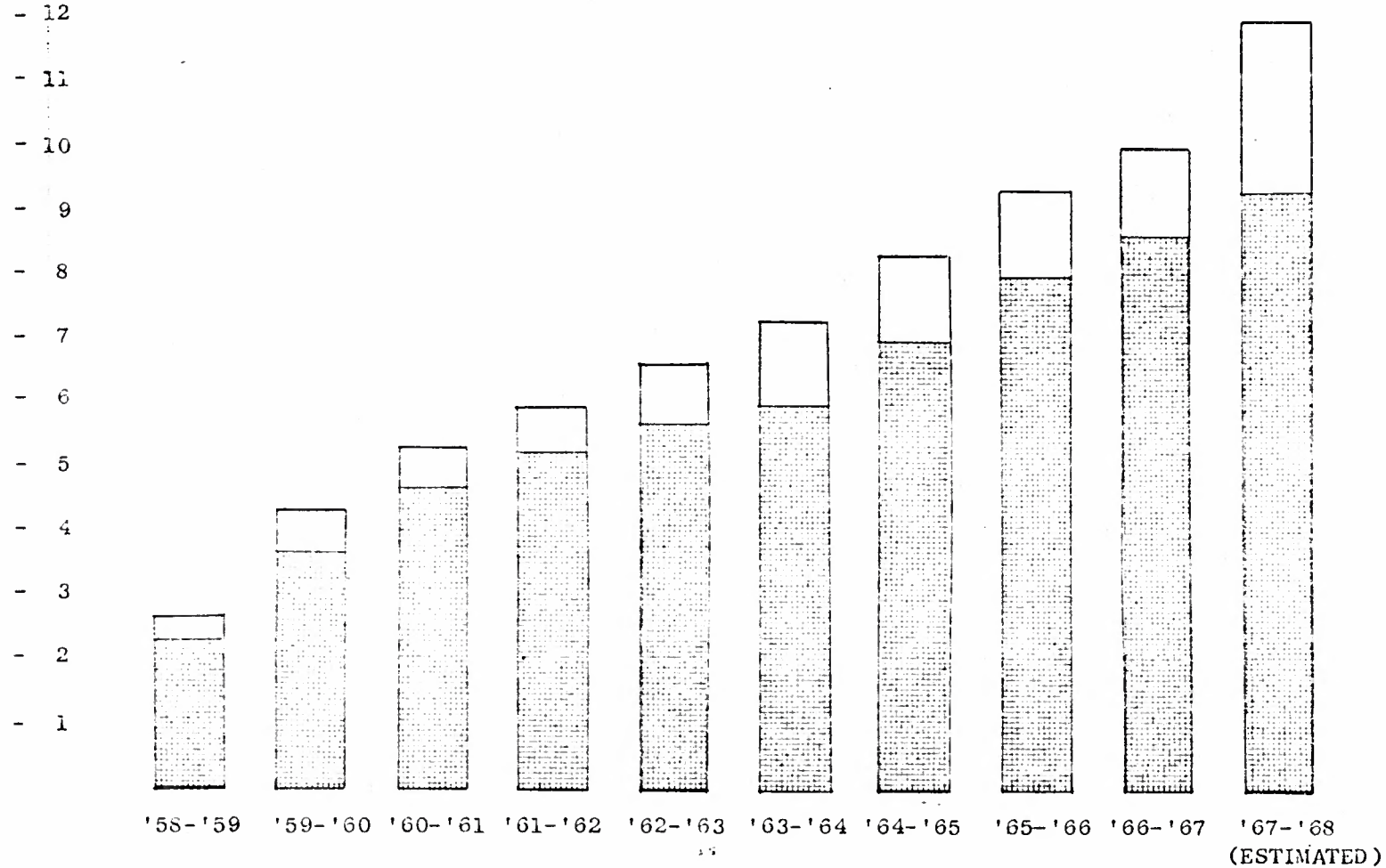
DEPARTMENT of INDIAN AFFAIRS AND
NORTHERN DEVELOPMENT
CHURCHILL VOCATIONAL CENTRE
(FOR EASTERN ARCTIC PUPILS)
FORT CHURCHILL - MANITOBA.



EXPENDITURE ON EDUCATION
IN N.W.T. AND ARCTIC QUEBEC

MILLIONS
 OF
 DOLLARS

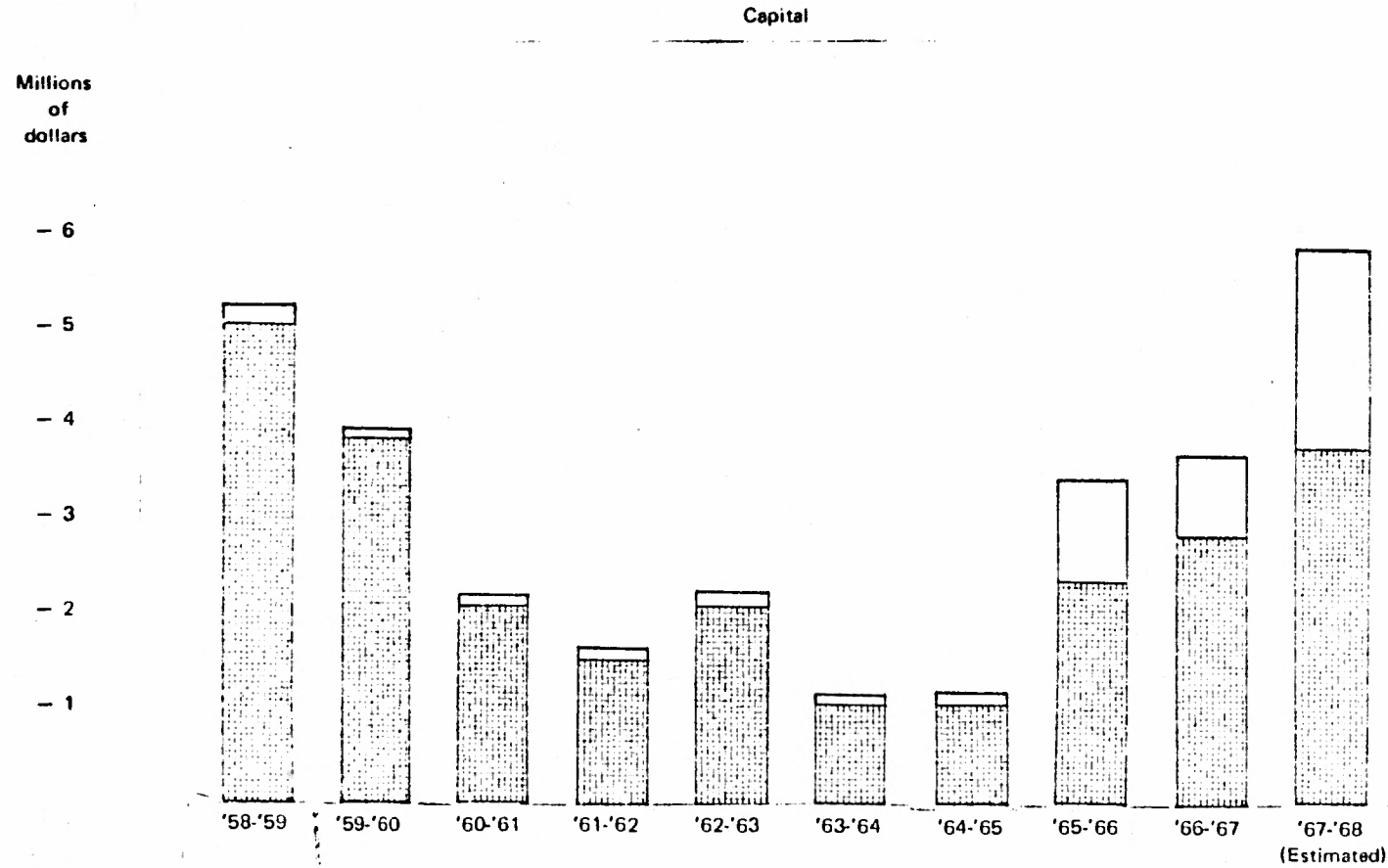
Operation and Maintenance



(\$000's)

| | | | | | | | | | | |
|---------|------|------|------|------|------|------|------|------|-------|-------|
| N.W.T. | 294 | 444 | 642 | 710 | 1140 | 1202 | 1420 | 1440 | 1520 | 2513 |
| Federal | 2424 | 3793 | 4697 | 5393 | 5639 | 6086 | 7011 | 7982 | 8613 | 9476 |
| TOTALS | 2718 | 4237 | 5339 | 6103 | 6779 | 7288 | 8431 | 9422 | 10133 | 11989 |

EXPENDITURE ON EDUCATION
IN N.W.T. AND ARCTIC QUEBEC



(\$000's)

| | '58-'59 | '59-'60 | '60-'61 | '61-'62 | '62-'63 | '63-'64 | '64-'65 | '65-'66 | '66-'67 | '67-'68 (Estimated) |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------------------|
| N.W.T. | 459 | 88 | 7 | 48 | 305 | 37 | 169 | 570 | 800 | 2045 |
| Federal | 5049 | 3910 | 2241 | 1602 | 2143 | 1153 | 921 | 2243 | 2888 | 3887 |
| Totals | 5508 | 3998 | 2248 | 1650 | 2448 | 1190 | 1090 | 2813 | 3688 | 5932 |

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