

ARCTIC QUEBEC
TEACHERS' CONFERENCE
February 12-17, 1970



Sheraton Mount Royal Hotel
Montreal, Quebec

Arctic Quebec Education
Department of Indian Affairs
and Northern Development
OTTAWA, CANADA

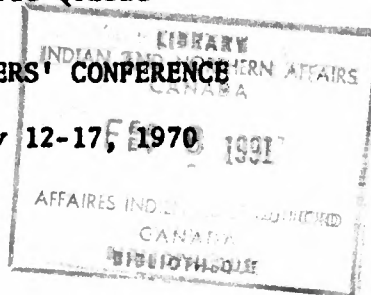
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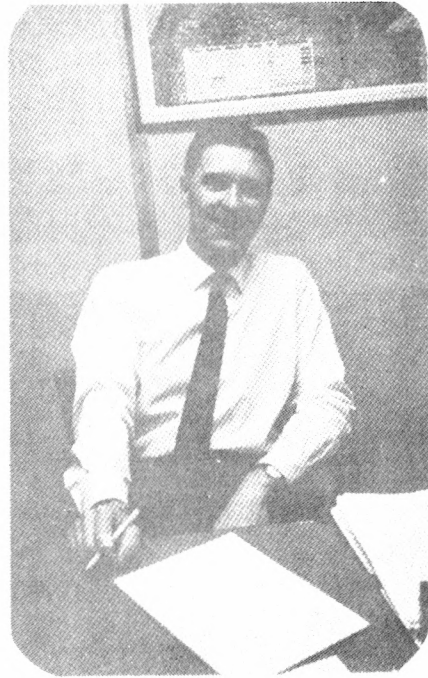
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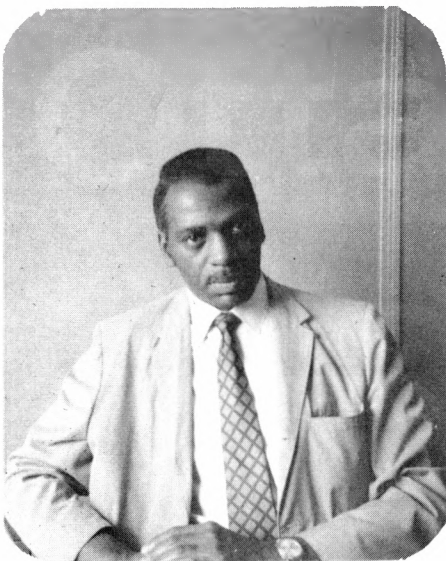
Ottawa Staff



R.R. Anderson



K. Crowe



R.T. Holmes



S. Smith

Arctic Quebec Teachers' Conference

The Arctic Quebec Teachers' Conference was held in Montreal at the Sheraton Mount Royal Hotel in February. All of the teachers and ten classroom assistants arrived safely and were very pleased with the location.

The Conference program included sessions with Mr. Jack Richards a linguist from New Zealand; Mr. A.J. Kerr, Mr. W. Slipchenko and Mr. D. Smith of the Northern Science Research Group; Mr. Pat Furneaux, Supervisor of Fine Arts, Mr. R. Ritcey, Superintendent of Vocational Education; Mr. E. Menarik, C.B.C. Northern Service Program Manager and Mr. Z. Nungak, Editor, Arctic Quebec Newsletter.

On the opening day of the Conference Mr. J.B. Bergevin outlined the Federal Government's policy regarding the proposed extension of Provincial Services in Arctic Quebec. As the Assistant Deputy Minister's time was limited due to another engagement, Mr. Bergevin decided to return to the Conference for a night session. Between the two sessions many questions and recommendations were discussed to the satisfaction of the participants.

One of the high-lights of the Conference was the opportunity for the teachers and classroom assistants to visit some of the Protestant schools and the Indian Affairs schools. Forty of our staff visited eight schools in Montreal, while twelve toured the three Indian Affairs schools in Caughnawaga. We are very grateful to the Protestant School Board of Greater Montreal and our Indian Affairs people for their co-operation and assistance.

Probably the most unique situation arising out of this Conference was the inclusion of the classroom assistants. These young people became completely involved in the new and strange environment. They participated in some of the regular sessions but were also given instructions in teaching techniques and methods by our teacher consultant, Miss S. Smith, who was assisted by Mrs. Quarterman and Miss Tincombe. By using a questionnaire, we learned that the classroom assistants felt that the Conference had been a most worthwhile experience for them.



R.R. Anderson,
Superintendent of Education
Arctic Quebec Region.

בשם ה' אלהינו



MESSAGE

A NEWSLETTER PRODUCED
FOR ARCTIC QUEBEC REGION
BY THE ADULT EDUCATION
STAFF OF REGIONAL
HEADQUARTERS, D.I.A. & N.D.
OTTAWA, ONTARIO

EDITOR - ZEBEDEE NUNGAK



ARCTIC QUEBEC TEACHERS' CONFERENCE - TIME TABLE

Time	Thursday, February 12	Time	Friday, February 13	Time	Monday, February 16	Time	Tuesday, February 17
9:00	Opening Remarks R.R. Anderson Reg. Sup't	9:00	Eng. Program-discussion S. Smith R. Cousins	9:00	Eng. Program-discussion S. Smith R. Cousins	9:00	Visit Protestant Schools and Indian Affairs School
9:30	K. Bowles, Dist. Sup't						
10:00	Coffee						
10:20	Federal and Provincial Speakers -re future of Arctic Quebec Education Program	10:20	Coffee	10:20	Coffee		
		10:40	Mr. Kerr - Chief Northern Science Research Group	10:40	Adult Education Program K. Crowe		
12:00	Lunch		Mr. W. Slipchenko and Mr. D. Smith	12:00	Lunch	12:00	Lunch
		12:00	Lunch				
1:20	Mr. J. Richards, Laval University, "Language Teaching"	1:20	Mr. Kerr-continued	1:20	Elijah Menarik and Zebedee Nungak - discussion period	1:20	Mr. P. Furneaux Supervisor Fine Arts
		2:30	C.V.C. Mr. R. Ritcey				
3:00	Coffee	3:00	Coffee	2:40	Coffee	2:20	Coffee
				3:00	Indian Affairs Program Quebec Region	2:40	Review and evaluation of Conference
3:20	3 M Display	3:20	Counselling Service for Students and Trainees Mr. G. Reddick		Mr. Jolicoeur Reg. Sup't. Mr. Lefevre Dist. Sup't.	4:00	Closing Remarks R.R. Anderson

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Thursday, February 12, 1970.

OPENING REMARKS

Mr. Anderson welcomed the teachers and classroom assistants to Montreal. He explained the changes in the schedule due to guest speakers from the Federal and Provincial Governments desiring to meet with the teachers on the first day of the conference.

Mr. K. Bowles, District Superintendent of Education was then introduced and he made the following remarks:

I am pleased to be here today not only because for the first time I am meeting the majority of the Arctic Quebec teachers, but also because with you at this conference are the Classroom Assistants, a group that I consider a most important part of our education system.

Teachers in the north have a more difficult task than their counterparts in the south. More difficult because while teachers in the south are generally required to provide an education based on the south for students who will remain in the south, northern teachers must try and provide the means for their students to be able to cope with conditions wherever they may be; in the north or in the south. The traditional pattern, therefore of academic education, Kindergarten to Primary to Elementary to High School to University and on into Post Graduate Studies, can but be one part. We must provide a system which, while still allowing a student to take this traditional path if they have the wish and the ability, must also provide other paths to enable all students to make their way in the society in which they find themselves. For many, this means employment below the university graduation level and for this reason all teachers must at all times be aware, and ensure their students are aware, of all of the other opportunities within our total education program: academic upgrading, special occupational courses, training in industry, apprenticeship, trade schools, business schools, technical institutes, community colleges, and our other services of employment placement, relocation, and vocational counselling.

Many of our students, for many and varied reasons, leave the formal education system before completion. Every effort must be made to try and change this, but for those who do leave, we must ensure that every one of them has received the best in education that we can give them. Since every one of them in Arctic Quebec will pass through your hands in the primary and elementary grades, the onus for this falls upon you. This is a great responsibility, but I am sure that you can meet it. Thank you.

Mr. Bowles speech was enjoyed by the teachers both for its content and brevity.

At the conclusion of Mr. Bowles' remarks the Federal and Provincial officials arrived. Mr. Anderson briefly introduced each of the guests and then introduced Mr. Bergevin, the Assistant Deputy Minister, Indian and Eskimo Affairs.

Fort Chimo



The following is a resumé of Mr. Bergevin's comments.

Mr. Bergevin dealt first with the new Joint Administration which is to handle the affairs in Arctic Quebec. For an undetermined period Federal and Provincial Officials are to work together in an attempt to provide the best services possible for the residents of Northern Quebec. During this time the Provincial Government may develop their programs to the point where they are able to assume the responsibilities presently handled by the Federal Government. The Federal Government, however, wishes to assure the residents of Arctic Quebec that there will be no deterioration of the services which they now enjoy.

Regarding the school curriculum, Mr. Bergevin explained that the teachers would be given the opportunity to contribute in this area. He felt that the teachers are in the best position to know the needs of the children in the northern communities.

Mr. Bergevin also answered a number of questions, but asked the teachers to submit the queries in writing. As he was due to attend a meeting on the west coast, Mr. Bergevin apologized for the brevity of his visit and departed.

After Mr. Bergevin's departure Mr. Neville, Director Arctic Quebec Program (Federal) and Mr. Robitaille, Director of Socio-Economic Services (Provincial) spoke to the teachers regarding their role as the Joint Administrators of Arctic Quebec. They explained that commencing February 23, 1970, they would visit all of the northern settlements. The purpose of their trip was to explain the concept of the joint administration to the residents and answer questions dealing with this matter. Each of the men gave his views on this subject.

As the morning session drew to a close we decided to start the afternoon with a question period. Messrs. Robitaille and Neville agreed to return to answer these questions for an hour after lunch.

During the first hour on the afternoon of February 12, 1970 many questions were directed at Messrs. Neville and Robitaille. Later the questions were recorded and sent to Mr. Bergevin who arranged for a memorandum to be sent to the teachers in reply.

The second portion of the afternoon session was conducted by Mr. J. Richards, a language specialist from Laval University. Mr. Richards was introduced by Miss Shirley Smith, the teacher consultant for Arctic Quebec.

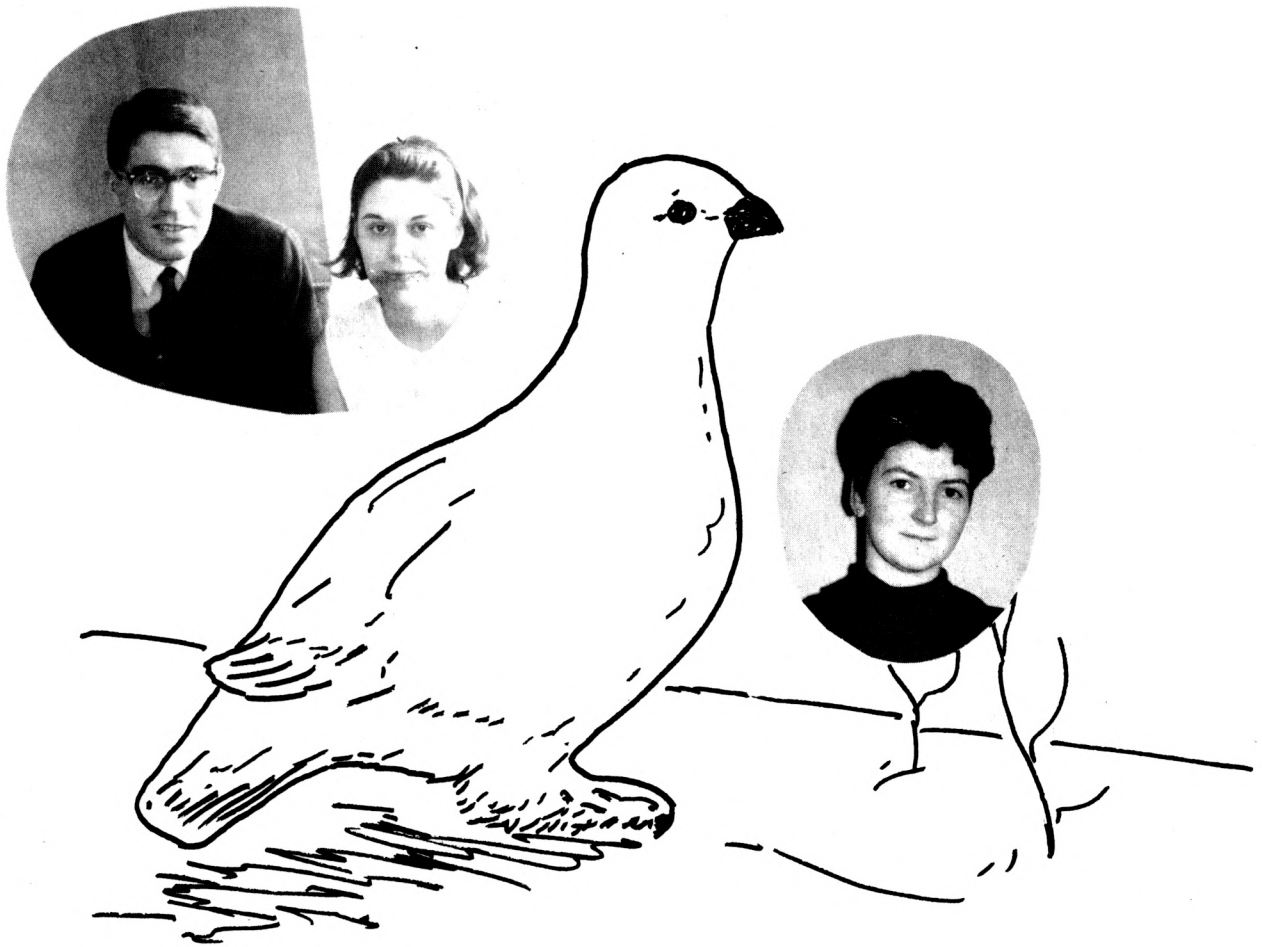
Dealing first with the differences between children from an English speaking home and those from an environment other than English, Mr. Richards then went on to give an excellent lecture on "Language Learning". Copies of his remarks have been prepared and given to each of the teachers in Arctic Quebec. We hope that the staff will take the time to study this material and use some of the ideas presented.

Copies of this booklet "Second Language Teaching in the Canadian North" may be obtained from the Arctic Quebec District office.

The final item on the agenda for the first day of the conference was a display by 3M of Canada.

The teachers and classroom assistants were divided into two groups. While one group discussed language training with Mr. Richards, the other group attended the program set up by 3M.

Payne



Bay

Friday, February 13, 1970

The first session on Friday dealt with teaching English as a Second Language. Miss S. Smith, teacher consultant for Arctic Quebec and Mr. R. Cousins, teacher consultant for the Baffin Region, conducted this portion of the program. The teachers were divided into two groups. Miss Smith and Mr. Cousins each lead a group discussion.

The following is a summary of the material discussed during this session and the first session on Monday morning February 16, 1970.

Some Topics for discussion - Arctic Quebec Teachers' Conference - S.M. Smith.

1. The Let's Begin English Program
 - a. Use of pictures, felt, commercial materials.
 - b. Advantages of program
 - c. Disadvantages of program
 - d. Resume of formulas and patterns will be available soon ("English Language Patterns" - sent to all schools).
2. How can we prepare materials for the extension of this program. Should we extend the program?
3. Is there a adequate supply of concrete objects (to develop the sense of touch) in your classroom. If not, how can the problem be solved?
4. What teaching techniques have you developed that could be included in the program?
5. When should reading begin? Could the Arctic Reading Series become the basic reading program for the first three grades?
6. How useful is a basal reading program (referring to the Gage series)?
7. When beginning to read, young children should be able to identify with the material and read only what they have practised orally. How can we do this? What materials are available?
8. To what extent should the native language be used in the classroom?
9. How does language interference from the first language carry over to the second?
10. What is the role of the classroom assistant in the north?
11. A number of publications are available from the Curriculum Section. Can we make effective use of these materials? Do you have any requirements for the coming school year?
12. How can oral English be taught effectively in the upper Elementary grades? Should we have a vocabulary list for these grades?
13. Certain common errors seem to persist through the elementary grades. List these and suggest how or why they occur.
14. Do you prefer to have guidelines for language teaching for all the Elementary Grades?

EXAMPLES OF ERRORS MADE BY PUPILS IN OUR ARCTIC QUEBEC SCHOOLS

1. She is putting his doll away.
2. Linda have nine toys.
3. The duck is say "quack, quack".
4. The birds are fly to their nests.
5. I go back to the store.
6. Is your father have a job?
7. How many family do you have?
8. We was go to my house.
9. I was play snowball.
10. How old you are?
11. She is too bad.
12. I was got five dollars.

NOTE: Encourage the pupils to speak and write freely. The above sentences can provide the teacher with some excellent and worthwhile 'formal oral English lessons'.

For Example:

Linda have nine toys.

Present orally a number of sentences such as:

Susie has two crayons.

Adamie has five blocks.

Marie has one pencil, etc.

The pupils repeat each sentence several times. Just when you think the pattern has become automatic, because you have taught it many times, the error will re-appear in their speaking and writing, vocabulary. Be patient, the above pattern may even have to be taught in the Intermediate grades. There is no immediate solution to the errors pupils make when they are learning English as a Second language, and teachers must be constantly aware of interference from the mother tongue which must be taken into consideration during the early stages of language learning.

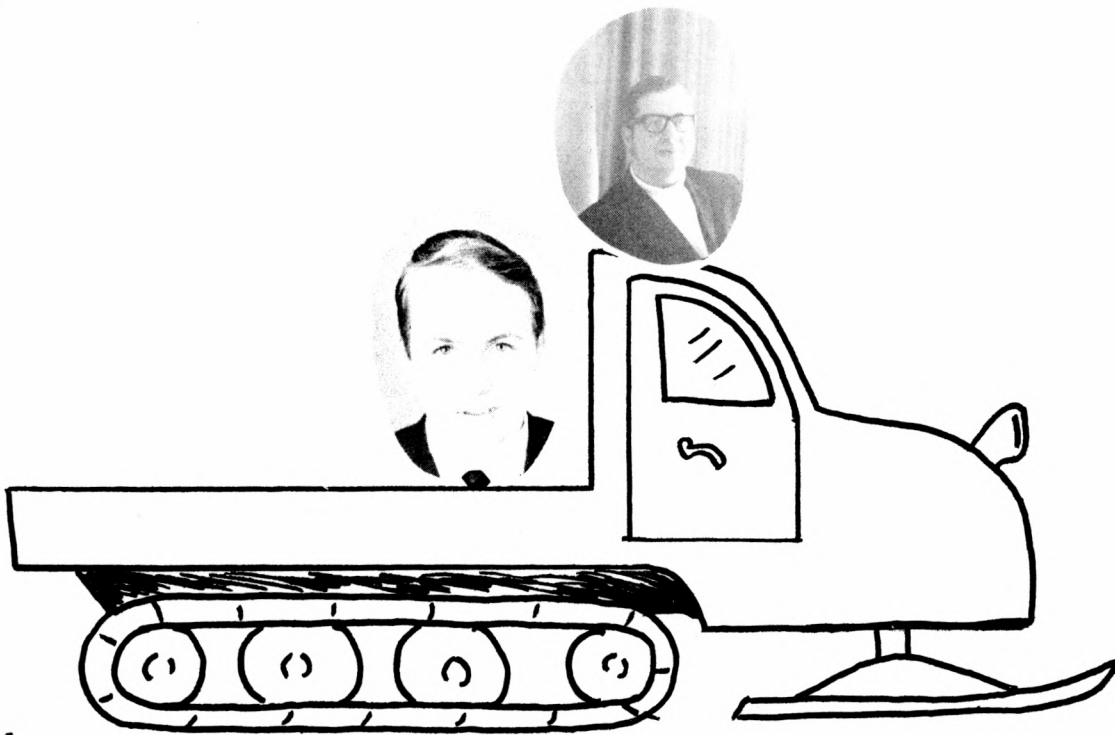
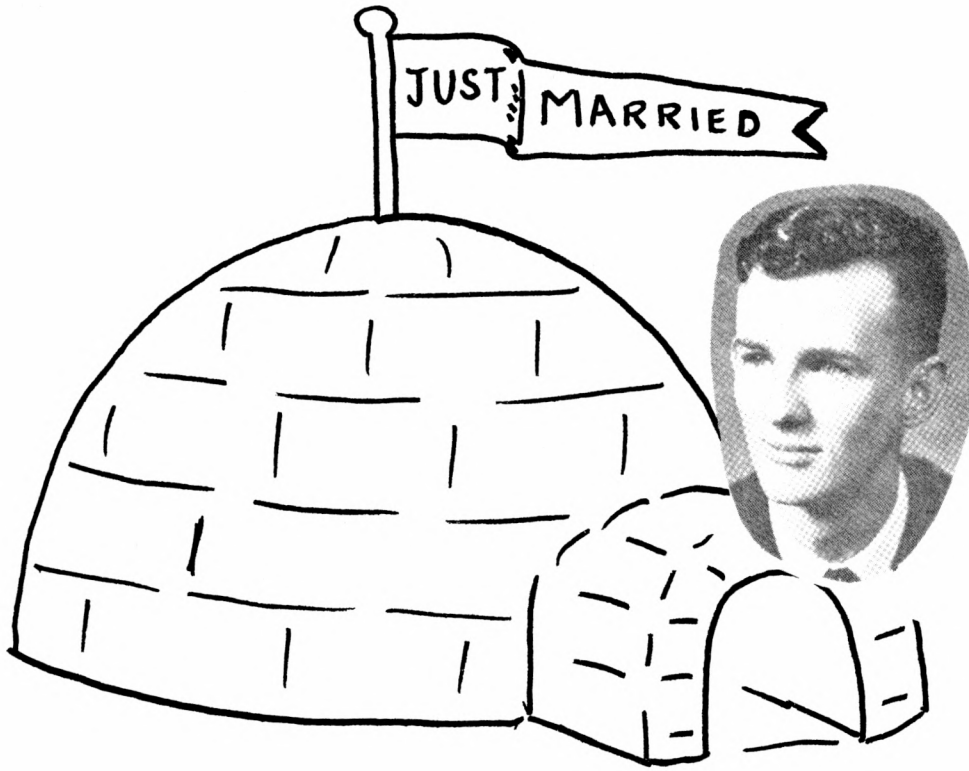
English As A Second Language -

Summary:

- Discussion topics:
1. Extension of "Let's Begin Eng." books.
 2. How useful is the Basal Reading Program?
 3. Supply of concrete objects in classroom.
 4. To what extent should the native language be used in the classroom?
 5. Availability of publications from the Curriculum Section.

- Suggestions:
1. Make up a book of stencils using "Let's Begin English"; have pupils colour them as seatwork for a formal English lesson.
 2. Have a "touch-table" i.e. velvet, sandpaper, bristol brush. Change the objects on the table every few days after discussing each object. As a game, put an object in a bag and have the pupils guess what is in the bag.
 3. In teaching letters or words, have pupils trace them in sugar, sand, or use plasticine.
 4. Use experience charts: have the pupils make up their story using their own spelling of words and then correct the spelling later on --- not at the same time as they make their story.

Koartak



Wakeham Bay

Mr. Kerr, Chief, Northern Science Research
Division and two of his associates
Mr. D. Smith and Mr. W. Slipchenko
presented some very interesting material
during the second half of the Friday
morning session and the first period
in the afternoon.

Copies of the reports given by these
men have been reprinted here as well as
a summary of their remarks.

Soviet Educational System - W. Slipchenko

Summary:

A. Geographical discussion

1. Production of natural resources.
2. System of Incentives: the further north one goes in Russia, the higher the salary is.

B. Education Discussion

1. A list of books and papers available on the Russian Education System was given.

C. Discussion on Ethnic Groups in Northern Soviet

1. Living is made by hunting (reindeer, etc.) and fishing.
2. Medical and dental facilities became available starting in 1959.
3. There are 27 different ethnic groups, 1,100 of which are Eskimos.

D. System of Education for Ethnic Groups in Northern Soviet

1. Primary-preceded by pre-kindergarten and kindergarden classes.
2. Secondary-up to grade 10.
 - for the first five years the native language is taught then in grade 3 (after a year in pre-kindergarten and in kindergarden) the Russian language is introduced.
 - physical education is very important all through school.

E. Training of Teachers

Teachers are instructed in: Native lang. training
Russia
Mathematics & Physics
Geography & Biology
Physical Education

Aspirations of Students from the Mackenzie Delta Area - D. Smith

Summary:

The following were the responses to questionnaires given to 3 different groups of students in 3 different places (both Eskimo and white students).

A. Occupational desirability

- jobs such as pilots, nurses, and doctors were rated highest on the scale for desirability by Eskimos.
- jobs in government industries were rated low by the Eskimos.

B. Locational desirability

- at the top of a list of places where Eskimos would like to work was Edmonton. Vancouver came second.

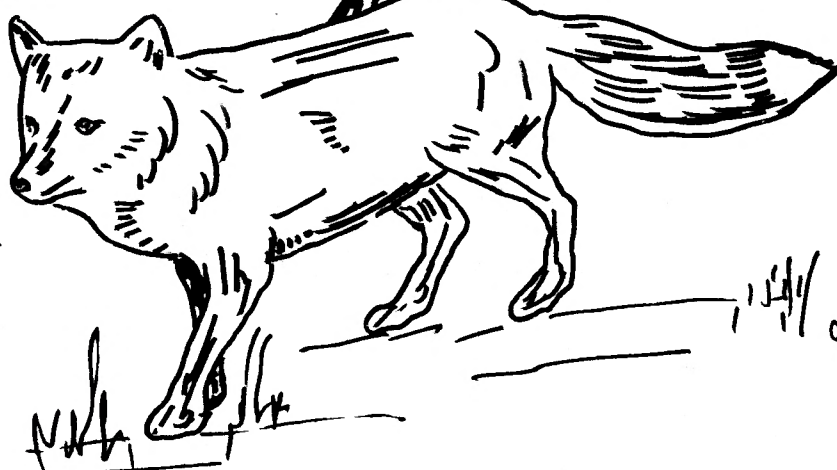
C. Motivations and aspirations

- both the motivations and aspirations were identical between the Eskimo and white students.

JOBS		White Eskimo	-percentage of students who would like to be professional or skilled
Skilled	Professional		
13%	42%		
15%	27%		

EDUCATION IS THE KEY TO ATTAINING A DESIRED JOB:

Sugluk



A TALK ON THE SOVIET NORTH GIVEN AT THE
ARCTIC QUEBEC TEACHERS' CONFERENCE, FEBRUARY 1970 - W. Slipchenko

Throughout my talk I will always be referring to the words "Russian" and "Soviet North"; and perhaps I had better define who and what is designated by these terms. Each time I use the word "Russian" when I refer to the actual people living in the North, please try to remember that in fact I denote persons of Slavic origin and who may be of Russian, Ukrainian, Belorussian, and Polish extractions. However, in this group may also be included persons of such non-Slavic origins as Lithuanians, Latvians, Estonians, Germans and others. Although I will not be concerned with the indigenous people of the North, one must remember that over the centuries inter-marriage has occurred between the Europeans and natives and it is now very difficult to make clear cut distinctions among some of the inhabitants.

What then will be understood by the term Soviet North? To define the boundaries of the Soviet North is actually no easy task, for not only must one consider the various physical and geographic boundaries. Therefore, it is not surprising to find that there are as many definitions of the limits of the Soviet North as there are persons both here and in the Soviet Union who are engaged in discussing, studying or working in the North. I think the best all-inclusive definition of the area known as the North is one provided by Dr. Armstrong who writes, "the main factors are remoteness from population centres and communities, combined with an Arctic or Sub-Arctic environment". For the purpose of these lectures, let me arbitrarily define the Soviet North as that area north of 60° latitude with certain limitations

I will mention. It is roughly divided as follows:

1. The European North, incorporating from west to east, the Kola-Karelian Shield, the North European Plain, and the Ural Mountains, (consisting of the following administrative regions: two Oblasts, Murmansk and Archangel with the Nentsi National Okrug being subordinate to the latter and two autonomous Soviet Socialist Republics, Karelian and Komi);
2. The West Siberian Lowland, which actually is an extensive region of swamp between the Urals and Yenisei River (with the following administrative divisions: northern parts of Tyumen' Oblast with the Yamalo-Nentsi and Khanty-Mansi National Okrugs, and the Northwestern region of the Krasnoyarsk Kray);
3. The Central Siberial Plateau which is a highland lying between the Yenisei and Lena Rivers (and consisting of the northeastern section of Krasnoyarsk Kray with Taymyr and the greater part of Yakutia A.S.S.R.);
4. The East Siberian Highlands, including the high mountainous region between the Lena River and the Pacific Ocean extending along the Okhotsk Seaboard (and including the following administration regions: northeastern region of Yakutia A.S.S.R., Magadan Oblast' with the Chukotsk National Okrug, Kamchatka Oblast with the Koryak National Okrug and part of Khabarovsk Kray.

This will then be the area known as the Soviet North, and in which we will be primarily interested. However, as I have mentioned earlier, it is only an arbitrary boundary, especially in Siberia. It is possible to lower this boundary south at least a hundred or more miles, and at times during my

discussion I certainly will do so. In spite of this, latitude 60° was chosen for the southern boundary because this makes it easier to compare the Soviet North with the Canadian North.

We are speaking then of an area of land which is approximately $3\frac{1}{2}$ million square miles, or in other words, the same area as mainland Canada, but spanning 160° longitude or eleven time zones instead of $5\frac{1}{2}$ time zones as in Canada, and bordering the Arctic Coast for 4,500 miles. This land mass occupies 40% of the total area of the Soviet Union and supports a population which is approximately $5\frac{1}{2}$ million people of whom over 500,000 are found north of the Arctic Circle. This is certainly an interesting fact when one considers that living north of 60° in Canada there are only approximately 50,000 inhabitants.

Looking at a map of northern Russia one becomes aware that there are a whole series of rivers flowing north to the Arctic Coast. The largest and best known are the Ob', the Yenesei, and the Lena. Not only do these rivers provide valuable north-south transportation routes and also are sources of immeasurable hydro-electric potential which is only beginning to be tapped, but they have brought to their valleys throughout the years rich fertile alluvial soil.

The relatively narrow strip of tundra, and the vast area of tayga with its rich flora and fauna can be seen on this map. It was to these forests that the first settlers, and earlier still the traders and hunters came. For although settlement took place in tundra and forest regions, it was the forest with its bountiful flora and fauna which not only attracted them for gain, but protected, hid, fed and clothed them.

Although almost inexhaustible supplies of wildlife and vegetation, great waterways, and immense natural resources are positive features of this northern area, which have greatly aided the Russians who came there, it is also true, however, that from the point of view of supporting life, conditions in the Russian North can be generally considered as very severe, almost throughout the entire area.

The first, and probably the biggest negative feature is the climate. Although the relatively warm waters which originate in the Gulf Stream moderate the climate of the northern part of European Russia to a certain extent (e.g. the cities of Murmansk and Archangel have an average annual temperature that can be compared with the averages for Ottawa and Quebec City), Central and Eastern Siberia experience a northern continental climate with cold, long winters and very short, hot summers. The city of Yakutsk, for example, has experienced temperatures ranging from - 70°F in winter to 100°F in summer, with average July temperature of 62°F and a January mean of - 58°F.

In addition to the severe climate, annual precipitation of 7½ inches to 15 inches also adds to the difficulty in attempting to grow agricultural produce. It is true, however, that with the use of modern technology, hybrids, and greenhouses, during the last thirty years the Russians have been able to make substantial gains in moving the northern boundary of farm lands an appreciable distance farther north.

Added to the above mentioned difficulties is the problem of permafrost. Almost the entire region lies within the permafrost zone, and although the Russians are attempting to cope with all the difficulties associated, the cost

both of men and materials to master this phenomenon runs rather high.

Northern Development

However, in spite of this harsh environment, the Soviet North developed, both prior to the Revolution (gradually it is true), and especially during the twentieth century with the breakthrough in modern technology, particularly with the invention of the aeroplane. Even though the Russians have lived in the Murmansk area since the eleventh century, and had reached the Pacific Ocean by the seventeenth century, it has only been in the last thirty years that the Northern Area has really begun to be intensively developed and exploited.

An improved system of communications has greatly increased the Soviet North's development and has helped to overcome, or at least equalize many of the difficulties associated with living and working there. Today, the Soviet European North is linked to the southern more populated regions of the country by a reasonably well-developed land transport network. Regions east of the Urals on the other hand, depend largely on the rivers for north-south communication, complemented to the north by the Northern Sea Route and to the South by the Trans-Siberian Railway provides east-west communications. It is air transport, however, that plays the most essential and useful role at all times of the year in the transport of passengers, priority cargoes, exploration crews, construction materials, and even pre-fabricated structures have been air-lifted.

In comparing the several northern regions of the Soviet North, the European section is developed more intensively and continues to be more heavily populated and industrialized than the remainder of the area.

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Siberia, as other regions within the country, is being developed by the Soviet planners to become as self sufficient as possible and to specialize in certain products for export. Since the Soviet North is rich in resources, they are being exploited in this way, and thus northern development has been accelerated. For example, to show you the importance of the North to the entire Soviet economy, let us look at some of the more important resources that are being exploited at the present time: virtually all the national output of diamonds; much of the platinum, phosphate and refined nickel; over 50% of cobalt, primary tin, and gold, a significant amount of fish catch, commercial timber output and commercial coal; some blister copper; and in the near future probably as much commercial oil and gas as in the southern regions. At the present time one of the richest fields is located in the Tyumen Oblast with the Urengoi gas deposit having estimated at five million, million cubic meters.

In conjunction with the exploitation of natural resources, particularly minerals and forests, the Russians have created support industries wherever possible, to supply the basic industry with building materials, and the local population with food, clothing, housing and services. These supply bases in turn facilitate future development of other resources.

Northern development is an expensive proposition, however, with operations costing from three to four times more than in developed areas. It is estimated that as much as two thirds of all capital invested in the development of a natural resource is spent on the construction of roads and transport facilities, power stations, auxiliary enterprises, cultural and public services, and communal housing. Part of these higher costs are

undoubtedly the result of higher labour costs in the North, which with special benefits and allowances are about $1\frac{1}{2}$ to $3\frac{1}{2}$ times as high as they are in the developed areas.

Population

The total civilian population north of 60° on January 1st, 1969 was estimated at between five and six million, including the indigenous peoples numbering over 500,000.

Cities with a population of 50,000 or more include the following:

In the Far North:

Archangel (318,000)

Kotlas (61,000)

Monchegorsk (53,000)

Murmansk (307,000)

Petrozavodsk (181,000)

Severodvinsk (129,000)

Syktyvkar (152,000)

Vorkuta proper (65,000) (188,000) including surrounding settlements

Eastern Siberia:

Magadan (88,000)

Noril'sk proper (133,000) (over 155,000) including surrounding settlements

Yakutsk (104,000)

The present government policy for attracting workers to the North is mainly based on a system of incentives. The recently published decree on privileges granted to persons working in the Soviet 'Far North' confirms that the Russians are having difficulties not only in attracting adequately trained personnel to the northern regions, but also in keeping them there for any appreciable time. This new decree is based upon the continuation and expansion of a system of incentives initiated by earlier decrees, and to some extent upon restoring incentives that had been suspended.

Incentives granted to persons working in the 'Far North' were first applied by a decree in 1932 and included such items as an increase in basic pay through the use of a northern increment, increased pensions rights, and certain privileges in education and housing. Generally speaking, this policy has been adhered to in broad outline ever since with the subsequent decrees of August 1st, 1945, February 10, 1960, and finally the proposed new decree of January 1, 1968.

In comparing the decrees of 1945, 1960 and 1968, it is interesting to note that a number of incentives granted by the new decree, such as the increase in the northern increment from 80 per cent to 100 per cent in certain areas, the rate of increment at 10 per cent every six months, and others, were incentives which were actually established in 1945, and then withdrawn in 1960. In 1960, apart from certain Arctic regions, the workers' annual pay increase was reduced by 5 per cent which naturally caused much dissatisfaction. According to Slaving (a GOSPLAN member and leading Soviet northern specialist), the sharp increase in the turnover of labour in the northern regions was a direct result of this drop in northern increment. Terence Armstrong states that during the period 1959-64

immigrants coming into these regions, 969 left.

Education in the Soviet North

I would like to outline the development of education for the native people in the Soviet North. Since Education is not my area of speciality, I have extracted this information from two papers which were presented at the Cross Cultural Conference held in Montreal in the Fall of 1969. The first paper is called "Training of Teachers of the Far North of the U.S.S.R. - Leningrad", presented by L.B. Belikov. The second paper is "The Development of Education in the Soviet Union's Far North" by Alexandre Danilov. If any of you are interested in the papers, I will be happy to send you copies.

1. Information on the Economy and Culture in the Far North

Previously I mentioned that there were over 500,000 native people living in northern areas. In addition to the Komi and Yakuty, more than twenty of the lesser nationalities* inhabit the Soviet Far North.

*These include such people as the Evenks, Nentsy, Khanty, Chukchi, Dolgans, Ulchi, Itelman, Ket, Nganasans, Yakagir, Aleuts, Entsy, Mansi, Evens, Nanaitso, Koryaks, Selkup, Nivkhi, Saams, (Lapps), and Eskimo

Until recently hunting, fishing and reindeer herding characterised the entire socio-economic and cultural basis of these people and prior to the revolution of 1917 it is also true that most of these native people were illiterate. After the Soviet Government established itself throughout the Far North in the 1920's it began the task of bringing culture and education to the minor nationalities.

The years from 1926 to 1929 saw the first National Administrative Regions

created and in 1929-30 National Okrugs (Territories) were formed with local organs of party and government. It must also be remembered that at this time the Soviets forced collectivisation upon the native people and had to stop this forceful collectivisation when many reindeer, cattle, horses, etc., were killed by the native people who did not accept, at this time, coercive collectivisation.

The number of health centres, hospitals, dental clinics, maternity centres has increased every year, while the number of beds in hospitals and dispensaries have more than doubled (7,105 beds) and dental clinics have increased from six to 25. Moreover, approximately 170 doctors of northern national extraction have graduated from medical institutes.

A number of prominent men of science and culture are native born. These include such persons as the historian Vasilie Wachan, an Evenk, G.R. Popov a Dolgan, and a specialist in agriculture and industrial economy, Peter Inenliker, a Chukchi and a noted linguist, Akin Samar, a poet, and Iurii Rytchen, a great Chukchi writer. These individuals are only some of the more famous people and when one considers that there are at present 600 general education schools and eleven secondary specialist schools attended by native children in the Far Northern Region, it is obvious that this group is only the vanguard.

2. Summary of the Historical Development of Native Education in the North

By 1930 compulsory primary education was introduced and from 1930 to 1936 the number of schools for native children grew from 123 to 555. In comparison to 1966 we find that there are 652 primary and eleven secondary schools, approximately 6,000 teachers, and an enrolment of 90,000 students.

All types of schools are provided by the Soviet Education System in the Far North and include primary, 8th Grade and Secondary Schools (10th Grade). In most boarding schools there are found residential study halls, offices, gymnasiums, workshops, medical offices and cafeterias. A system of night courses and correspondence courses among the working young people and adults is also being promoted at the present time. Apparently all teaching of native children is done in the native language in the first stages of the primary school. Later, teaching is carried out in native and Russian languages until completion of primary education. The instruction in the native tongue and the gradual change to Russian is carried out within a five year academic period through special programmes, textbooks and corresponding teaching methods. Northern elementary schools are broken down into preparatory, first, second, third and fourth grades.

In view of the economy of the far north, a series of vocational and politechnical schools have been set up in the National Okrugs. It is here that trade craftsmen, accounts, as well as specialists in livestock breeding, fishing industry, and bone carving receive their training.

Vocational training is organized by age of student and his level of education. Pupils can obtain elementary technical, agricultural and general vocational training, while optional and practical courses offered with workshop and laboratory training is offered in senior grades.

3. Extra-Curricular Training

Music and other classes in art are organized to train student to appreciate esthetic values. During the period 1946-56, the following books were published in the various native languages:

60 books (totalling 81,000 copies were published in the Nanai language).

41 books (totalling 6,000 copies in the Nenets language).

71 books (totalling 106,000 copies in the Chukchi language).

Books have also appeared in Evenk, Even, Khanty, Mansi, Eskimo and Koryak languages.

Various forms of physical education are also organized in the various northern schools.

4. Teacher Training

There are approximately 6,000 teachers, 1,500 of whom are of indigenous origin and have received secondary or higher teacher training in the Northern Okrugs. Moreover, there are more than 700 native people studying in eight national teachers schools at the present time.

Those who have completed eight grades can be admitted to the pedagogical academy where they are trained for a period of four years. Individuals who have their secondary general education need to study only three years. These colleges prepare primary school teachers whose training is carried out according to special plans for national pedagogical colleges in the Far North. At the present time students can study in five faculties according to the following areas of specialisation.

- a) Russian language and literature.
- b) Languages and literature of the northern people.
- c) Mathematics and physics.
- d) Geography and biology.

e) Drawing and Drafting

f) Physical education.

The Herzen Pedagogical Institute in Leningrad, after twenty years of existence, has graduated 775 teachers, 649 of whom are of native origin and 123 of other nationalities.

5. Pre-School Training

There are about 500 kindergartens having a population of 25,000, 8,000 of whom are native children. Children whose parents work in the reindeer hunting and fishing industry are provided with nursery facilities twenty-four hours a day. There are approximately 2,500 teachers with secondary or senior teacher training who are working in kindergarten schools in the far north.

6. Scientific Research

Intensive investigations are carried out to cope with the problem of education in the far north. In the institute of the National Schools of the Academy of Pedagogical sciences U.S.S.R., there is a special group of scientific workers who are doing research on teaching native and Russian languages as well as methods used in presenting them. Programmes, primers, and textbooks for northern schools, as well as special aids for teachers are provided by this institute.

Although Russians have made great strides in educating their native people, much still remains to be done. In conclusion, I would like at this time to quote Starkach (a Soviet Specialist) where he discusses certain problems

in the field of northern education.

"At present, pre-school institutions in rural areas are usually concentrated in villages from which the inhabitants are likely to be absent during the main hunting, fishing and reindeer breeding seasons. These workers can rarely avail themselves even temporarily of pre-school facilities. Consequently, a significant number of children in some of the areas do not receive any pre-school training, and this shown up negatively later in their education and training.

"The network of elementary and secondary schools is usually better organized and provides boarding arrangements for children whose parents live outside the village. There is a problem, however, of geographic distribution of these facilities. Often the small village schools cannot provide a high level of education and training. The question of amalgamating schools requires special study. Due attention should also be given to some other problems, such as vocational training, teaching the vernacular and Russian, etc.,

"In organizing education, account should be taken of the local situation: Climatic and other natural environmental factors, occupations and traditions, including those the inhabitants hold with regard to education. During the preliminary period of labour education (kindergarten and elementary school) the chief focus should be on the children's physical development, particularly through the exploitation of local popular games and every-day physical activities (sleighbing, skiing, etc.).

Instructions in all elementary and secondary school subjects, especially instruction in manual training, should be adapted to local requirements. For the peoples of the taiga and tundra regions, particularly for those of the small nations, the correlation of general education and vocational training has a special significance. In these areas priority should be given to an adequate general education. At the same time, the great demand for qualified personnel, including medium - and high level specialists in commercial and agricultural production, indicates the need for more professional orientation and education in production techniques in secondary schools, as well as the need of the adult population for a broad technical education.

"Language instruction in the vernacular and in Russian should be given study, taking into consideration the prevalent level of knowledge of Russian among students and their parents, and the competence of the educators in the vernacular. In this connection, careful attention should be given to the timing of the changeover from instruction in the native language to instruction in Russian and to the necessity and feasibility of establishing the study of the vernacular as a school subject, etc. Serious difficulties in implementing universal compulsory education and in improving educational standards among the small nations have arisen from a misguided approach to this problem.

"This survey obviously does not cover the entire range of urgent problems connected with the transition of the small Siberian nations to a Communist society. Nevertheless, these matters of economic development of the taiga and tundra regions where these people live and work, of the reconstruction of their culture and their way of life are of primary importance to such a

transition. And in these matters, the underestimation of national characteristics is an undesirable as their overstatement. The position of the program of the Communist Party of the Soviet Union on these two tendencies in developing national attitudes is worth recalling in this connection.

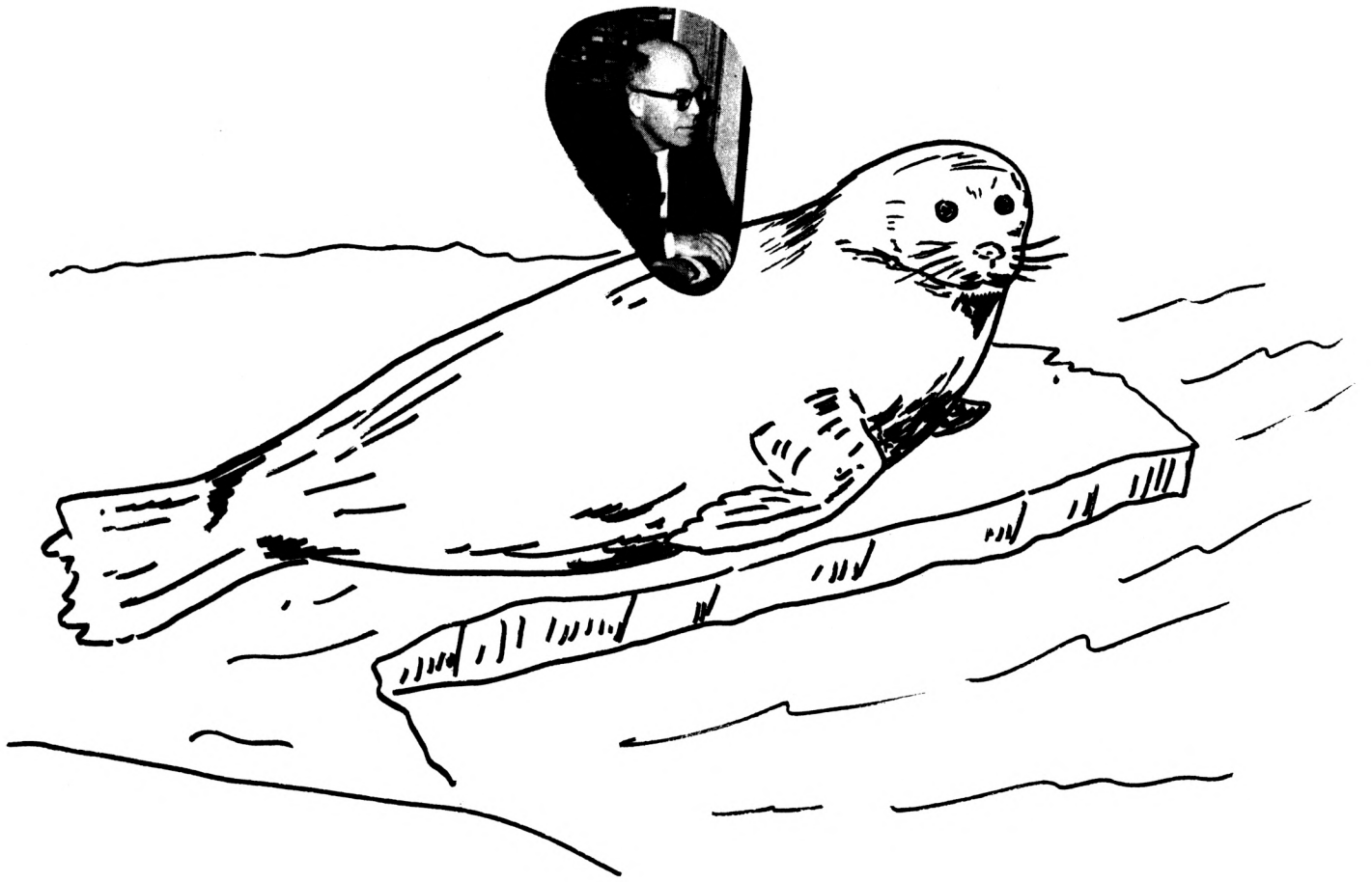
"It will be important to involve scientists of various disciplines in determining the best ways of increasing the living standards of all the people in these regions, including those of the small nations, and thereby contributing to the theory of construction of a Communist Society."

This cursory introduction is merely a glimpse into the development taking place in the Soviet North. I suggest that you refer to the attached Bibliography on education for a more complete picture.

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I V U Y I V I K

SUPERINTENDENT VISITS IVUYIVIK



Occupational Aspirations of Mackenzie Delta Students - by Derek G. Smith

One of the politically most sensitive and most emotionally charged issues in Northern Canada is the role of the educational system in development and social change. In the North, there are several factions with fundamentally different opinions about what the school system should be doing. I call these "opinions", for although they have a validity in their own right, they are not always supported by realistic appreciations of what the state of affairs really is.

In the few minutes I have available today, I want to take up one or two of the most commonly held opinions about the role and effects of education in the North and compare them with some detailed research findings from the Mackenzie River Delta. These findings are in the form of statistical expressions produced by computer and derived from responses to three questionnaire studies. These questionnaires administered to three groups - 205 Native (Eskimo, Indian, Metis) children, 100 Outsider children, and 40 teachers. All of the children were in Grades 7 to 12 (median age ca. 15 years). Analysis of these questionnaires constitutes a chapter in a monograph which I am now preparing on the Mackenzie Delta social system.

One of the most common assumptions about Northern Native people is that they hold distinctive ideas about what are good and bad occupations; it is assumed that they tend to rate hunting, trapping, and other similar occupations highly and urban-type office and professional occupations low on the scale. One part of the questionnaire asked them to rank 48 jobs on

a scale of five points - most desirable to least desirable - then by computer techniques the responses were arranged into a hierarchical list of job preferences for each ethnic group. At this point it is possible to correlate the rankings of each ethnic group with every other ethnic group. In this system, a perfect positive correlation is plus 1.00, a neutral correlation is 0, and a perfect negative correlation is minus 1.00. Now let us look at the results.

The correlation between all of the Native people and the control group of White students of the Mackenzie Delta is so strong that we can say they are virtually identical with respect to their evaluation of occupations. A further check is provided by correlating Eskimo with Indian responses, Metis with Eskimo and so on - these correlations vary consistently between plus .86 and plus .90.

Considering the Native group as a whole, their order of preferences placed the professions and skilled occupations at the top: pilot, radio-operator, nurse, doctor, electrician, etc. - and unskilled jobs at the lowest end: labourers, barge crew, warehouse-men, janitor, and so on. Virtually every government project - the tannery, fur-garment industry, boat-building, reindeer-herding, and so on fell on the lower half of the list, and hunting and trapping was no. 40 out of 48. There is some evidence in other data now being processed that these jobs are rejected since they carry a certain stigma of Native identity - e.g. "fur-garment making is O.K. - but it is a Native-type job".

You may object to my statement that it is a common assumption in the North that Native and White children are different in their evaluations of jobs. Since I anticipated this objection, I asked 40 White teachers in the delta to complete the questionnaire as if they were Native persons. Their responses were then correlated with the responses of the Native students - in other words, we are comparing what the Native people say they want with what the White teachers think the Native people want - and the correlation was minus .35 - indicating a rather strong dissociation between the aspirations of Native students and teachers' conception of them. The teachers placed trapping, fur-garment making, etc., etc., near top of the list and the skilled and professional occupations near the bottom.

Another very common assumption is that Native students show marked preference for life on the land or in the smaller more traditional Arctic Settlements and a distaste for the larger and more recent Arctic urban centres and the cities of Southern Canada. One of the sections of the questionnaire listed 12 places of preference for working - e.g. on the land, Aklavik, Arctic Red River, Inuvik, Yellowknife, Edmonton, Vancouver. The responses were analyzed by computer in a way similar to that for occupational preferences. Once more, the correlation between the Native students as a whole and the White students was plus .87 - in other words White and Native students are virtually identical with respect to the type of place they would like to live. Let me read off the Native list in order of preference -

Edmonton
Vancouver
Yellowknife

Inuvik
Hay River
Aklavik
Fort McPherson
Tuktoyaktuk
DEW Line Site
Coppermine
Arctic Red River
On the land

As with occupational preferences, the teachers were asked to complete the section as if they were Native students - and again the correlation was an inverse (minus .86). Now these general correlations of preference do not mean that every Native student has his bags packed ready to rush off to Vancouver to become a lawyer. They mean exactly what they mean for a White student - that whatever the Native student ends up doing, he will tend to judge his gratifications in the same way that a White student would, showing a preference for urban-type skilled and prestigious occupations. These hierarchies of preference constitute the general terms of reference within which the students' actual aspirations for themselves are acted out.

Another portion of the questionnaire asked students to indicate what single job they would most like to do themselves. Here there was some difference between Native and White students - for example, 42% of the White students had professional or semi-professional aspirations, compared to only 27% of Native students; 30% of White students expressed an interest in clerical and sales positions, but 35% of Native did so; likewise, 15% of Native people and 13% of White students preferred skilled occupations. Both White and Native students equally rejected unskilled and semi-skilled types of jobs.

Now, another common assumption one hears in the North is that children are being educated away from their parents, who generally prefer them to stay on the land or assume traditionally Native occupations. In some respects this is true, but to test the degree to which it is true of occupational evaluation, a section of the questionnaire asked students to indicate what (if any) occupation their parents had said they would like them to do. 50% of the White

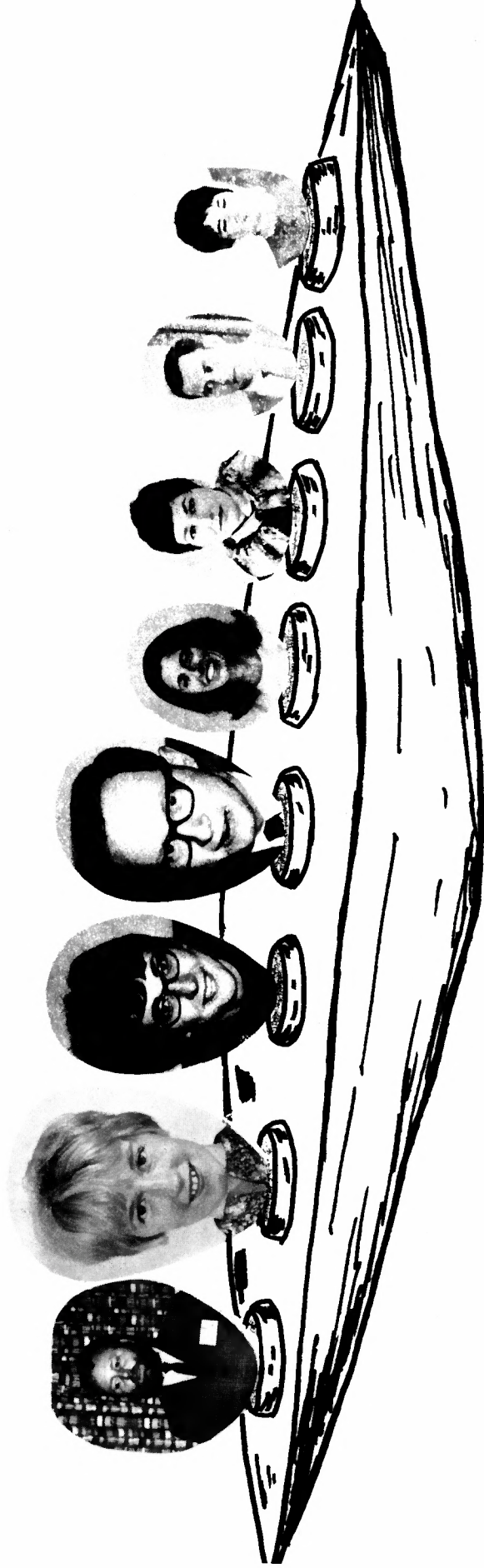
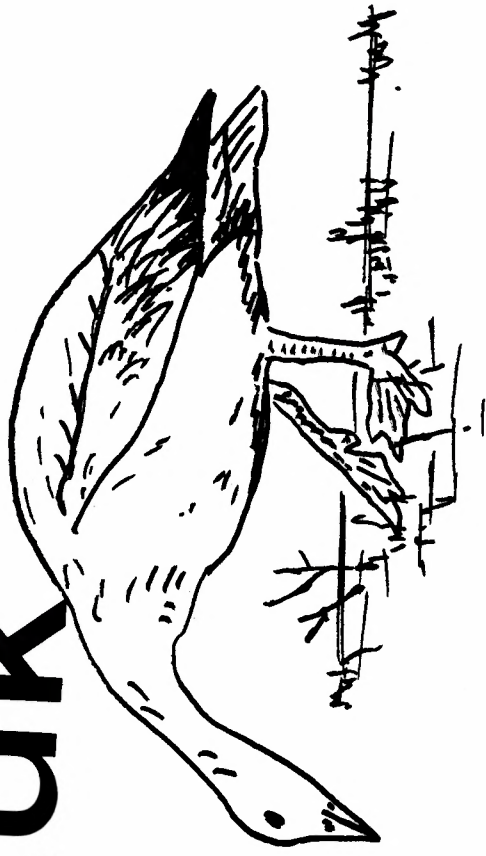
students indicated that their parents had professional and semi-professional aspirations for them, while only 38% of Native students did so. 35% of the White students indicated parental preference for skilled jobs, but 48% of Native parents had such aspirations for their children - and once again both groups rejected semi-skilled and unskilled jobs. Only three out of 205 Native students indicated that their parents would prefer them to be trappers, fur-garment workers, or reindeer herders. In brief, the aspirations of Mackenzie Delta Native students closely parallel those of White students and are further supported by the aspirations of their parents.

It has often been assumed that since the aspirations of Native and White students are believed to be so different, that fundamentally different motivations must underly these preferences. To test this assumption, Native and White students were asked to rank-order a series of statements about why they preferred the occupation of their choice revolving around prestige, security, monetary reward, family and peer group approval, and so on. Computer analysis of these responses showed that the list of preferences correlated on the order of plus .97 between Native and White students - in other words motivation (defined in a broad sense as 'the reason for doing something') is identical.

I think we can now begin to see a general picture emerging. If we can accept that at least three factors are necessary for social development of Northern Native people - namely aspiration, motivation, and ability - then we must seek alternatives to our present assumptions about why development has not occurred, because our Mackenzie Delta studies show two of our three factors (aspirations and motivations) to be very similar between Native and White students, and Professor MacArthur's intelligence testing programme in

the Mackenzie Valley shows our third factor (general ability) to be very similar between Native and White students. Our three conditions for development among Native people are present. If we wish to explain why development does not occur, then I suggest we should not look for characteristic Native urges, motivations, and aspirations (our data show they probably do not exist) - rather we must look into the social structure in which people live out their lives and seek to actualize their aspirations. Perhaps then we will identify what impediments there are to Native social development. I think we will find they are not in the dark recesses of some assumed "Native mind" or peculiar Native psychology, but in the resources to which Native people have access in the social system. Since the Northern social system has been largely created (and is controlled by) white Outsiders, one wonders whether the impediments to Native social development do not lie there. Perhaps one of the chief impediments in this social system is a lack of realistic knowledge of Native people and their aspirations on the part of many White Outsiders, combined with a tendency to ignore the great internal variation within the Native population. There is also a continuing conflict among important and powerful Outsiders whether the educational system is designed to spit out pre-stamped conveniently packaged replacement parts for the employment system, or whether it is designed to produce something as vague (but important) as self-fulfilling persons equipped with a basic complement of intellectual, social, and emotional skills that would allow them to achieve whatever they believe to be the "good life" in whatever circumstances they find themselves.

Povungnituk



During the second session on Friday afternoon Mr. Ritcey Superintendent of Vocational Training described the education system provided for our students at Churchill, Manitoba.

Mr.G. Reddick, one of the counsellors, presented the following report which outlines the counselling services for students and trainees.

Counselling Services for Students and Trainees - G. Reddick

For the past ten years our office has been responsible for the vocational training and academic schooling of a number of young Eskimos in the south. This has ranged from courses in hair dressing to fish canning and the courses have stretched from sea to sea. However, our main programs for academic schooling for young Eskimos has mostly centred in Ottawa and Winnipeg where departmental counsellors are made available to the students on a 24 hour basis. During the students period in the south the counsellor finds suitable houses, clothes, keeps them under very close supervision. I won't go into the numerous problems we are constantly faced with from home-sickness to the taking of drugs, but the type of student you are asked to send south will all be confronted with these problems. We are not here today to tell you how to pick such a student who would come south and have no problems, but we are here to point out that if you pick what you think is an ideal student this will be no more assurance that he will be able to overcome all the problems that will face him in the south. It would be impossible for anyone to be able to pick out such a student and if you did we probably would not want him because we would have nothing to do.

However, I would like to suggest a few characteristics that might help you or give you some sort of an outline in determining whether or not such a student should come south. You probably know that there are certain young people who should not come south just as there are certain white people who should never go north. Some of the characteristics are as follows:

(a) Keeness

The student must show a real desire to improve themselves and they should know what will be expected of them. They should realize that they won't be back home until the school is finished.

(b) Academic Ability

We must always keep in mind the only reason they come south is to further their education, so we must be realistic. They must have the ability to enter public school or High School in the South where they will be constantly under pressure to keep up with the other white students who would have quite an advantage over them. We often find that if an Eskimo student has Grade 7, 8 or 9 which he has obtained in the north might be downgraded when he enters a southern school. This is not always the case but it does happen.

(c) Endurance or Ability to adjust

We must always be aware of the tremendous conditions that they will need to adjust to:

Climate - They seem to melt during the real hot humid weather and it sometimes is enough for them to want to return home to the cooler climate.

Living with a white family and following their rules - such as coming home every night, phoning when and if they are late - keeping their home rooms clean and tidy - budgeting their money - keeping themselves clean together with their clothes - riding crowded buses - making the right kind of friends.

(d) Physical Condition

They should be healthy, as many hours can be spent going to doctors and dentists. This can be very time consuming and it often means that they get behind hopelessly in their school work.

(e) The Ability to get along with others

Some students from the day they land in Ottawa or Winnipeg seem to fit in marvellously, others take time to adjust, and others just never do adjust and if they are not happy, it is very hard for them to get along or continue their schooling.

(f) Parents acceptance and encouragement

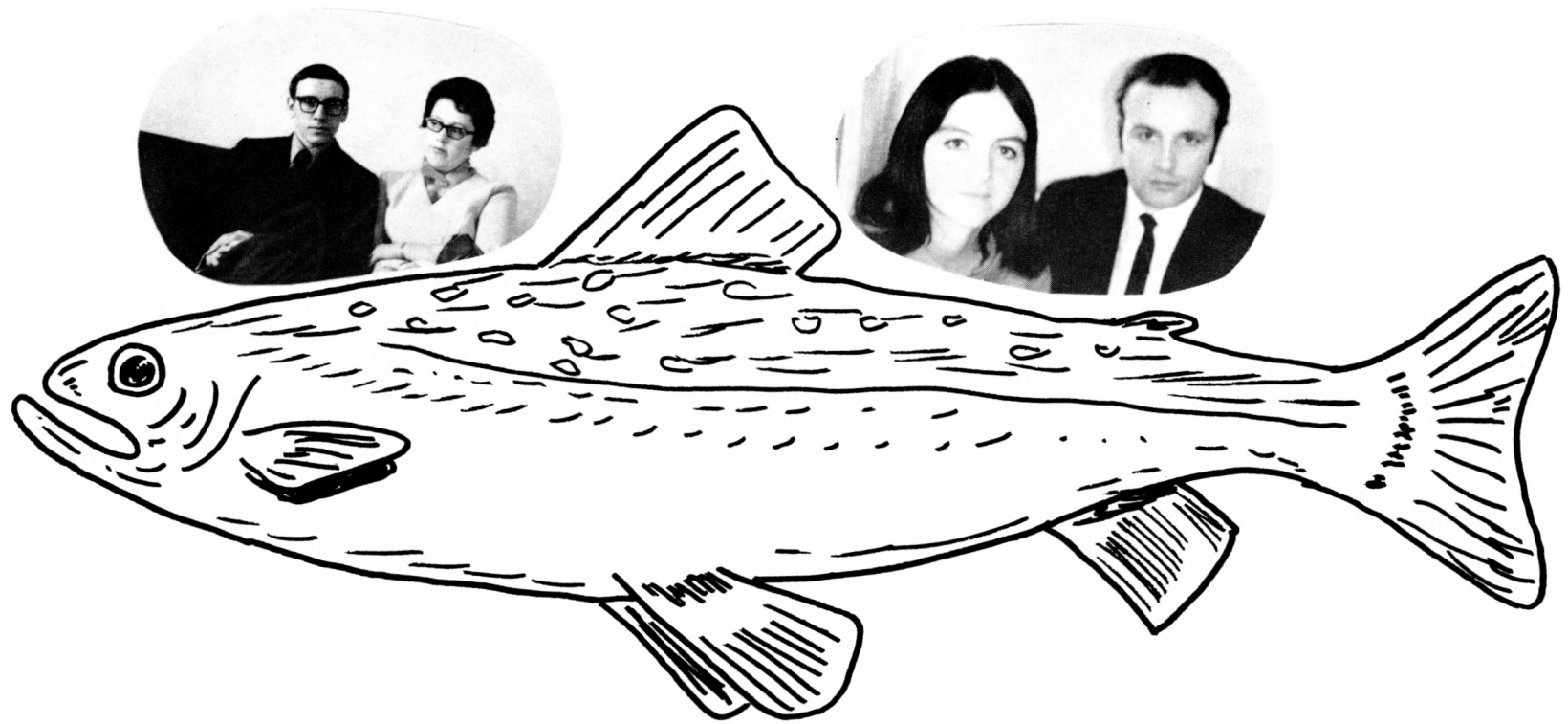
It is one thing to select and send a student to the south, but we must also make the parents aware of their responsibility. They must realize the importance of their child coming south for an education. They must agree to encourage their children. We often get some very home-sick students in the south and in most cases a letter from home is all that is needed to help them.

We don't expect you to find all the qualities listed above, but it would help the student and our office if these characteristics could be given some serious thought before sending a student out. If you have any questions or suggestions on how we could make things easier for the students we would like to have your comments.

During their stay in Ottawa we try to supply them with such entertainment as swimming lessons, - bowling on Sunday afternoons - dancing and parties at least once a month. We have formed an Eskimo club where

they elect their own leaders, and have some say in entertainment arrangements, we also ask them for suggestions on how to improve their lot in the south.

Now have you any suggestions or questions; we would be very happy to hear them.



Port Harrison

Monday, February 16, 1970

As previously outlined the first session on Monday morning dealt with the teaching of English as a Second Language.

After coffee, Mr. Crowe lead a discussion about the Adult Education program for Arctic Quebec.

This session was used mainly to acquaint the teachers with the type of activity which was taking place in the Adult Education field in the various settlements. As a result of this discussion period several programs for adults were initiated by our staff upon their return to their home communities.

Monday afternoon Mr. Elijah Menarik, C.B.C. Northern Service Program Manager, and Mr. Zebedee Nungak, editor of the Arctic Quebec newsletter, outlined their views on the education program for Eskimos.

Mr. Menarik opened the session by giving a brief outline of the positions he has held over the years.

He then gave a summary of the type of music enjoyed by the Eskimos from the period preceding the explorers through to the present. At the conclusion of this account he played a tape which illustrated his commentary.

Mr. Menarik proceeded by describing the development of Education in Northern Canada. He pointed out that the facilities have greatly improved, but, that the curriculum is still not suited to the needs of the people. This he felt could be partially overcome if the teachers and the parents planned the program together.

The residential schools, in Mr. Menarik's opinion, are a mistake. He believes that the children receive their total education from the parents and the community, as well as the school. This education should include the teaching of Eskimo and the instruction should be northern oriented.

Mr. Nungak then briefly described his educational experiences. The following are excerpts from his address.

"I came south at twelve years old and attended school in Ottawa."

"My first impressions of the south were gained from the Curriculum Foundations Series. I thought all men were fathers and all women were mothers, and every family had a Dick, Jane, Sally, Spot and Puff."

"Everything in the south was bigger than I imagined; I felt like a little grain of sand in a big desert."

"Everyone seemed to be in a rush to get somewhere."

Mr. Nungak admitted that he had trouble adjusting to his new way of life and the school. He found his pronunciation was poor, this embarrassed him. Being away from home for ten months caused him to become very homesick at times.

"These things changed me from an independent child up north to a very dependent child down south. I did not know to whom I was responsible. I found it hard to grasp the refined customs of the south."

"The people in charge of me did not try to learn about me - I had to do all of the adjusting."

Mr. Nungak and Mr. Menarik then answered many questions from the floor.

- eg. Q. Do you think a boy age 12 should be sent south?
A. No ! When I went home, they treated me as a stranger.
Q. Would you comment on young Eskimos being brought south for employment ?
A. Many are unhappy and lonely.
They sometimes get into trouble and have to be sent home.
Q. Do the people in your village still accept you even though you are more educated ?
A. Overall, I am accepted; they do however, treat me differently from others my age ?
Q. Should there be high schools in Northern Quebec ?
A. Yes ! It would be much better for the students and their families. It might also be cheaper.
Q. How did you feel as a student in Ottawa?
A. I felt like a museum piece.
Q. Were you proud that people were interested in your culture?
A. No ! Self-conscious.

This discussion period gave the Arctic Quebec staff an opportunity to ask many questions. We were fortunate to have two knowledgeable experts on hand to provide at least some first hand information and answers.

After coffee on Monday afternoon Mr. Jolicoeur, Superintendent of Education, Quebec Region and Mr. Lefèvre, District Superintendent of Education described the Indian Affairs program for the Province of Quebec.

They explained that there are approximately seven thousand Indian students in Quebec and about sixty per cent of them attend provincial schools. Their program is designed to produce full fledged citizens with equal opportunities for the Indian people. The language of instruction, however, is French or English. Fortunately there are nurseries and kindergartens for the children in most Districts.

Indian children are required to meet the standards set by the Department of Education if they are to have the same job opportunity. Some of the over-age children attend special courses.

Mr. Lefèvre pointed out that education is the key to most of their problems. Without it the Indians will lead a marginal life and will not be capable of meeting the rapid changes which are taking place.

During the presentation, Mr. Lefèvre described one instance where a school had been divided on religious grounds. After several meetings with the parents the school was re-organized and is now functioning as a non-denominational unit. The pupils are using the same text-books and audio visual aids which have been recently introduced to meet the needs of the children.

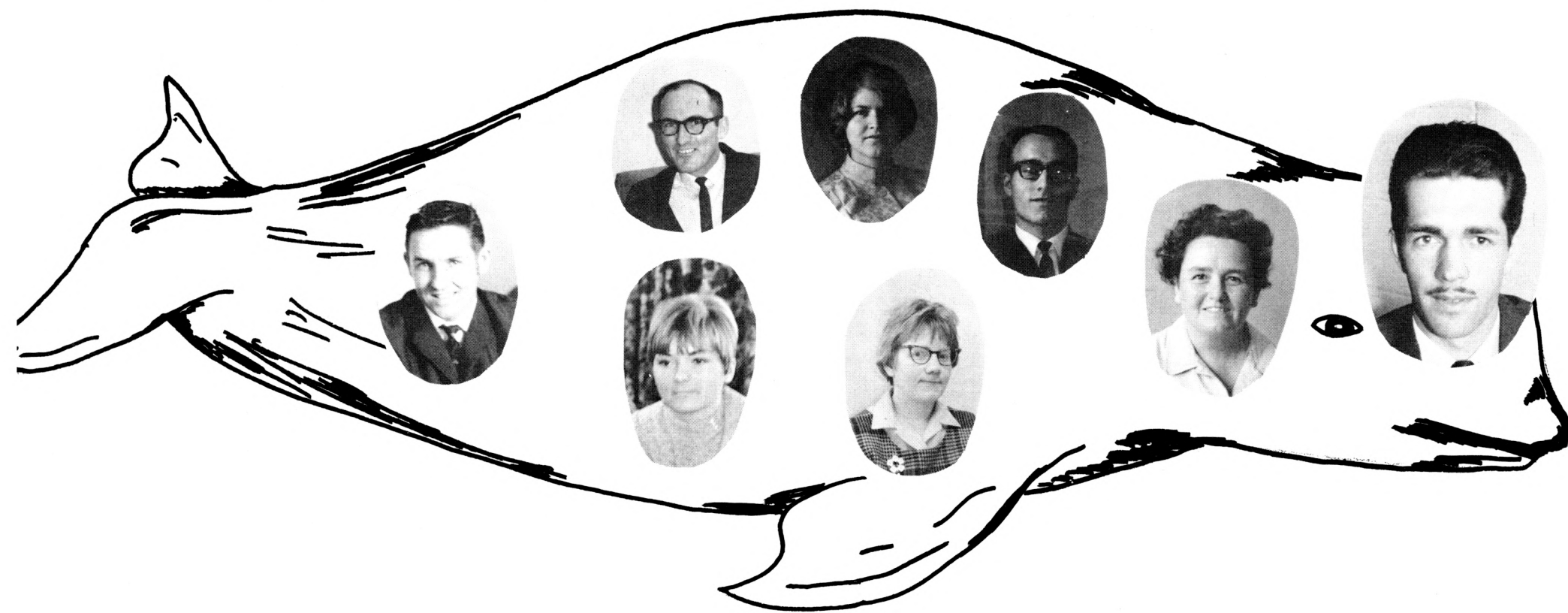
The Arctic Quebec staff were extremely pleased to have had Mr. Jolicoeur and Mr. Lefèvre speak to them. Many questions followed the presentation which eventually resulted in a visit to one of the Indian Affairs schools for some of the teachers.

On Monday evening Mr. Bergevin returned to the Conference to address the Arctic Quebec staff. His return visit was unexpected, but the teachers welcomed the opportunity to discuss the future of Northern Quebec with the Assistant Deputy Minister.

During this second meeting with Mr. Bergevin more details of the proposed joint administration program were revealed. This meeting provided most of the staff with sufficient assurance that the Federal program would continue relatively unchanged for another year.

It is fortunate that Mr. Bergevin decided to pay us a return visit. Many of the staff were still quite uncertain of their role in the Arctic Quebec program. The Assistant Deputy Minister, however, demonstrated his sincerity and concern about their problems which was reassuring for most of the teachers.

Great



River

Tuesday, February 17, 1970

Tuesday morning the teachers visited ten of the Protestant schools, in Montreal and one of the Indian Affairs schools in Caughnawaga.

There is little doubt that the majority of the staff felt this was the most interesting and useful experience of the entire conference.

The teachers and classroom assistants were divided into groups of five or six. Each group visited a school which was designed to meet the needs of children learning English as a language of instruction.

Many of the teachers were given the opportunity to observe methods of instruction and materials which would be useful in their northern teaching. No doubt, some of these techniques were put into practice by our staff when they returned to their settlements.

We were fortunate that these visits could be arranged and are grateful for the co-operation of the Protestant School Board of Greater Montreal and the Indian Affairs personnel in the Quebec Region.

The following account of the School visits was written by Mrs. H. Quarterman, Assistant Principal, Great Whale River, P.Q.

Visits to Montreal and Caughnawaga
Schools, Arctic Teachers' Conference February, 1970.

On Tuesday, the last morning of our Conference, the teachers were split up into groups, to visit classes or schools of particular interest to Arctic Quebec teachers. These included several classes where English was being taught as a Second Language to children of recent immigrants and classes in three schools on the Caughnawaga Indian Reserve.

I was fortunate to be in the group which visited the Caughnawaga Schools. We observed Nursery children engaged in varied play activities in one school, and children in Grades 1-6 working hard at different school subjects in the two other schools. We were very impressed with the well-planned, well-equipped, modern school buildings, and with the courtesy with which we were welcomed by the Principals and Teachers we met.

The Arctic Quebec teachers in all our groups expressed their interest and enthusiasm for the inclusion of these visits to other teaching situations. We were reminded that many others in our profession also have difficult work, -and it was refreshing to observe them in action in their classrooms.

We would like to thank Mr. Anderson for arranging these observation periods and the members of the Department of Indian Affairs staff from Quebec City who helped to transport us to and from the schools.

We would especially like to thank the Principals and teachers in the schools concerned, who were kind enough to allow us to visit the children at work.

Mrs. H. Quarterman,
Assistant Principal,
Great Whale River, P.Q.

A YEAR AGO



On the final afternoon of the conference Mr. Pat Furneaux addressed the Arctic Quebec staff.

Mr. Furneaux briefly outlined his experience in the north and his present duties as Supervisor of Fine Arts for our Department.

As he was the Northern Administrator in Povungnituk for eight years, Mr. Furneaux was aware of many of the problems and frustrations encountered by our staff.

During the discussion period which followed his address, Mr. Furneaux agreed with some of the criticism levelled at the quality of many Eskimo carvings. He did point out, however, that each of us is influencing the Eskimos and are in part to blame for the results.

After coffee on Tuesday afternoon the staff reviewed and evaluated the Conference.

Several constructive criticisms were discussed and recorded. The following is a list of recommendations suggested by the teachers,

- a) Arrange for the staff to meet frequently in small groups to give them an opportunity to get to know one another.
- b) Provide name tags.
- c) Arrange fewer speakers and more discussion groups.
- d) Speakers should be specialists and give their presentation at the beginning of the Conference.
- e) Organize social gatherings in the evenings.
- f) Arrange no meetings on the weekend.
- g) The experience was good for the classroom assistants, however, they required too much supervision. It would likely be better if they were given an assistants' course at a different time.

The staff did agree that the Conference was excellent in that it provided them with an opportunity for professional development, and a welcome break from their life in the Arctic.