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EMPLOYEES ONLY and should not
be quoted verbatim. A. Martin.
8/3/62.~~

NORTHERN UNIVERSITY

October 24, 1961

"EDUCATION IN THE NORTH"

Selected Information
Including "Ten Years of Progress"
Published in 1959.

Education Division
Northern Administration Branch
Department of Northern Affairs and National Resources

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C36

POPULATION AND ENROLMENT

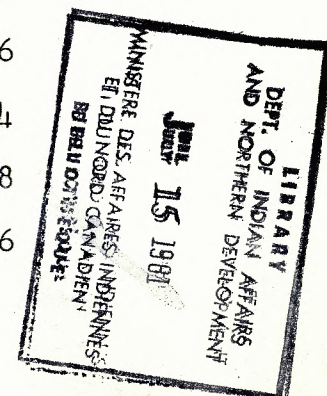
	<u>ESKIMO</u>	<u>INDIAN</u>	<u>OTHER</u>	<u>TOTAL</u>
Population - N.W.T. and Arctic Quebec, December, 1960.	<u>10,751</u>	<u>5,124</u>	<u>9,825</u>	<u>25,700</u>
School Age Children (6 - 16 years)				6,341
Sixteen years of age and over				14,330
School Enrolment 1960-61	<u>1,876</u>	<u>1,173</u>	<u>1,975</u>	<u>5,024</u>
Elementary School				4,376
Junior High School				468
Senior High School				180

For instance in 1955-56 the number of school age children enrolled in schools was: 17% for Eskimos, 56% for Indians and approximately 60% for "other" status. In 1960-61 the figures were 56% for Eskimos, 82% for Indians and 93% for "other" status. From these figures you can see that there has been an increase in enrolment for all racial status groups of about 30%.

NUMBER OF CLASSROOMS
(SHOWING TREND TO FEDERALLY-OPERATED SCHOOLS)

	<u>FEDERAL*</u>	<u>MUNICIPAL</u>	<u>COMPANY</u>	<u>MISSION</u>	<u>TOTAL</u>
1956-57	59	17	3	22	101
1957-58	94	18	5	15	132
1958-59	119	18	4	15	156
1959-60	155	21	3	5	184
1960-61	189	28	1	0	218
1961-62	197	28	1	0	226

* Including Hospital Rooms



NUMBER OF STUDENT RESIDENCES AND BEDS*

<u>FISCAL YEAR</u>	<u>HOSTELS</u>	<u>BEDS</u>
1956-57	Nil	Nil
1957-58	3	400
1958-59	6	980
1959-60	6	980
1960-61	8	1,180
1961-62	8	1,180

* The above figures do not include the smaller type hostels coming into service in the Arctic District.

VOCATIONAL TRAINEES

	<u>ESKIMO</u>	<u>INDIAN</u>	<u>OTHER</u>	<u>TOTAL</u>
1957-58	153	89	39	281 *
1958-59	52	53	55	160
1959-60	155	119	102	376
1960-61	159	86	88	333

* 134 trainees went to Leduc.

EXPENDITURES ON EDUCATION

Administration, Operation and Maintenance

	<u>TOTAL</u>	<u>TERRITORIAL</u>	<u>FEDERAL</u>
1957-58	\$2,169,296	\$ 174,297	\$1,994,999
1958-59	2,718,152	294,032	2,424,120
1959-60	4,237,553	444,192	3,793,361
1960-61	5,338,760 <u>\$14,463,761</u>	642,035 <u>\$1,554,556</u>	4,696,725 <u>\$12,909,205</u>
Estimated 1961-62	\$ 6,018,805	707,000	\$ 5,309,805
Estimated 1962-63	7,113,661	1,140,180	5,973,481

Capital (Construction and Equipment)

	<u>TOTAL</u>	<u>TERRITORIAL</u>	<u>FEDERAL</u>
1957-58	\$5,539,558	\$ 502,571	\$5,036,987
1958-59	5,518,212	458,726	5,059,486
1959-60	3,998,239	87,925	3,910,314
1960-61	2,247,677 <u>\$17,303,686</u>	7,163 <u>\$1,056,385</u>	2,240,514 <u>\$16,247,301</u>
Estimated 1961-62	\$ 2,758,280	\$ 365,680	\$ 2,392,600
Estimated 1962-63	4,999,230	531,328	4,467,902

Per pupil cost - Academic Schools \$630
 - Hostels (clothing, room and board) \$1,075.

EMPLOYMENT OF TEACHERS
FOR SERVICE IN THE N.W.T.
FOR THE SCHOOL YEAR 1961-62.

Age in Years

51 +
45 - 50
40 - 44
35 - 39
31 - 34
26 - 30
20 - 25

Number Employed

19
12
15
26
44
78
52
246

Province of Origin

B.C.
Alta.
Sask.
Man.
Ont.
P.Q.
N.B.
N.S.
P.E.I.
Nfld.

Number Employed

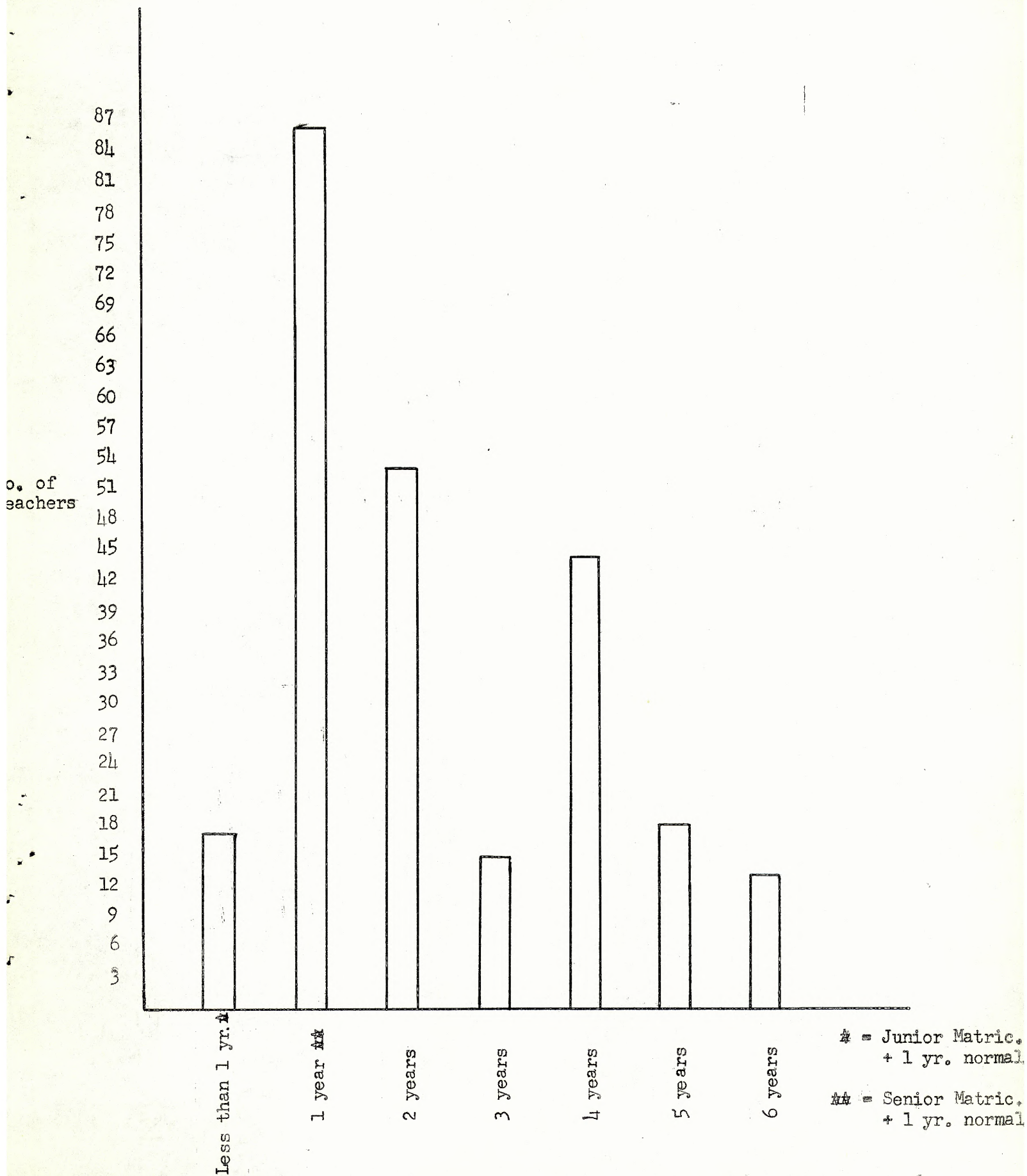
11
30
45
30
55
11
9
22
0
2

Country of Origin

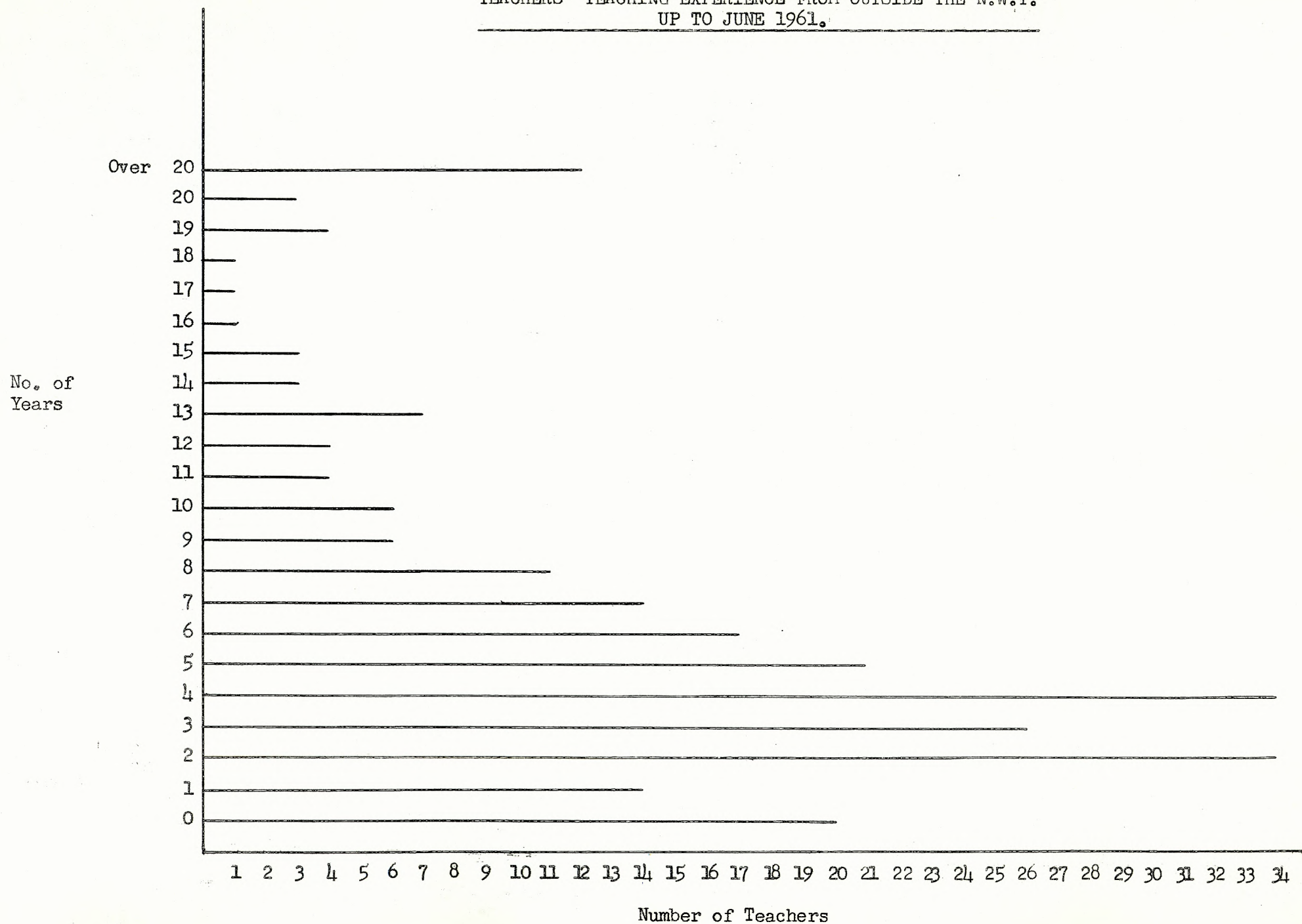
U.K.
U.S.A.
N.Z.
Jamaica
Holland

16
9
4
1
1
246

QUALIFICATIONS OF TEACHERS EMPLOYED IN
N.W.T. DURING SCHOOL YEAR 1961-62



TEACHERS' TEACHING EXPERIENCE FROM OUTSIDE THE N.W.T.
UP TO JUNE 1961.





ACTION REQUEST

TO Mrs. J. Baird DATE 6/3/62

LOCATION Editorial & Information

FROM Alex Martin RE FILE NO.

FOR:

<input type="checkbox"/>	ACTION
<input type="checkbox"/>	APPROVAL
<input type="checkbox"/>	COMMENTS
<input type="checkbox"/>	DRAFT REPLY
<input type="checkbox"/>	INFORMATION
<input type="checkbox"/>	INVESTIGATE AND REPORT
<input type="checkbox"/>	INVESTIGATION
<input type="checkbox"/>	MAKE.....COPIES
<input type="checkbox"/>	MORE DETAILS
<input type="checkbox"/>	NOTE AND FILE

NOTE & FORWARD

NOTE & RETURN

P.A. ON FILE

REPLY DIRECTLY

REPLY, PLEASE

SEE ME, PLEASE

SIGNATURE

TRANSLATION

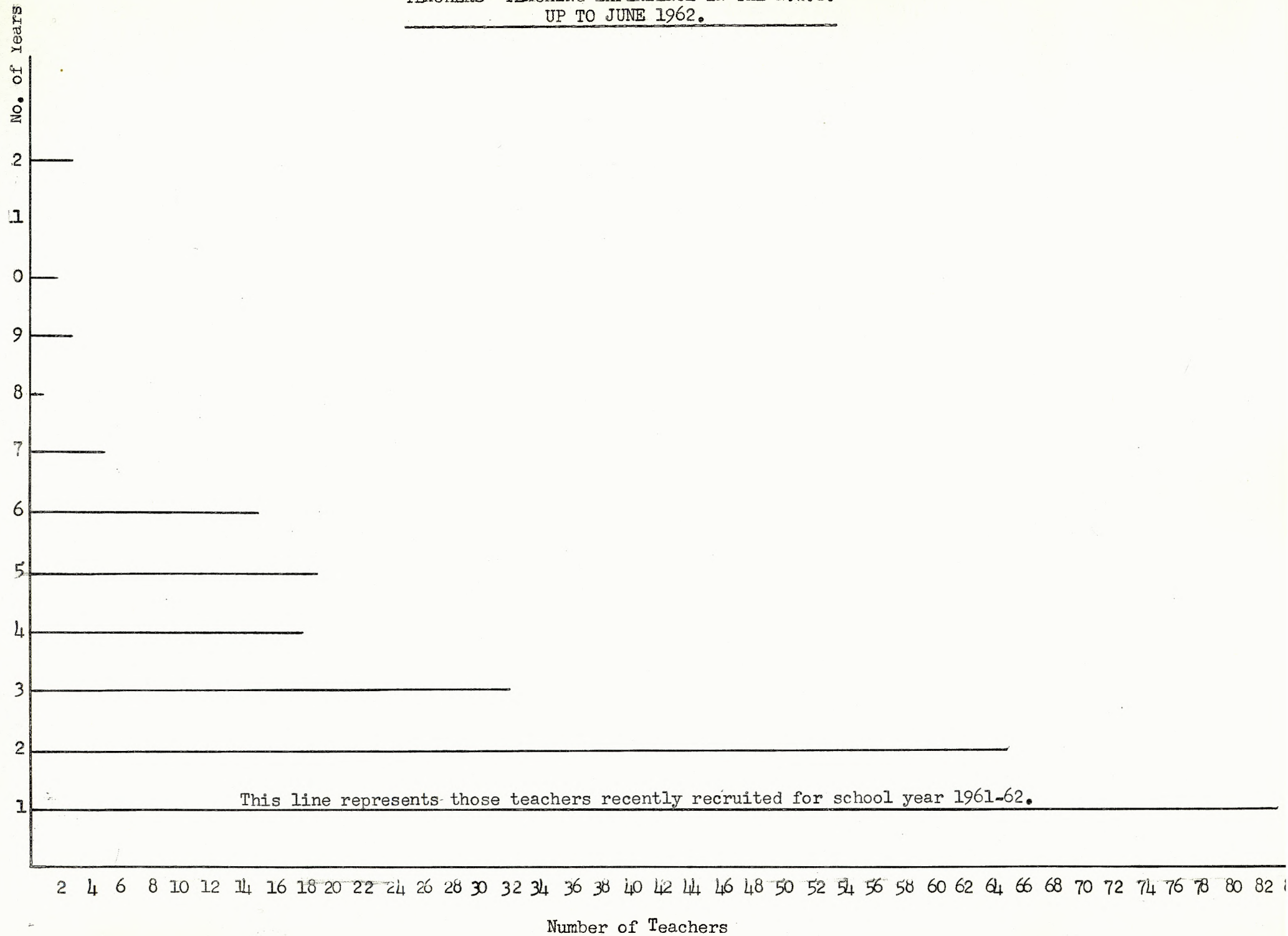
☒ YOUR REQUEST

~~PREPARE MEMO TO:~~ Here is our little

~~REPLY FOR SIGNATURE OF:~~ effort for Northern

~~REMARKS:~~ University last Fall. I have
printed a NOTE on the cover more as
an apology for the format than as
a caution. However, the information
concerning costs may not have been
made public by the Minister yet or by
(over)

TEACHERS' TEACHING EXPERIENCE IN THE N.W.T.
UP TO JUNE 1962.



CURRICULUM SECTION

Chief of Section

Language Arts
Curriculum Specialist

Health & Physical
Education
Curriculum Specialist

Testing & Evaluation
Curriculum Specialist

Educational Research
Librarian
Curriculum Specialist

Audio-Visual Education
Curriculum Specialist

Social Studies
Curriculum Specialist

Mathematics
Curriculum Specialist

Science
Curriculum Specialist

Art & Handwork
Curriculum Specialist

Special Education and
Research Services
Curriculum Specialist

Music
Curriculum Specialist

Existing Units

Proposed Units

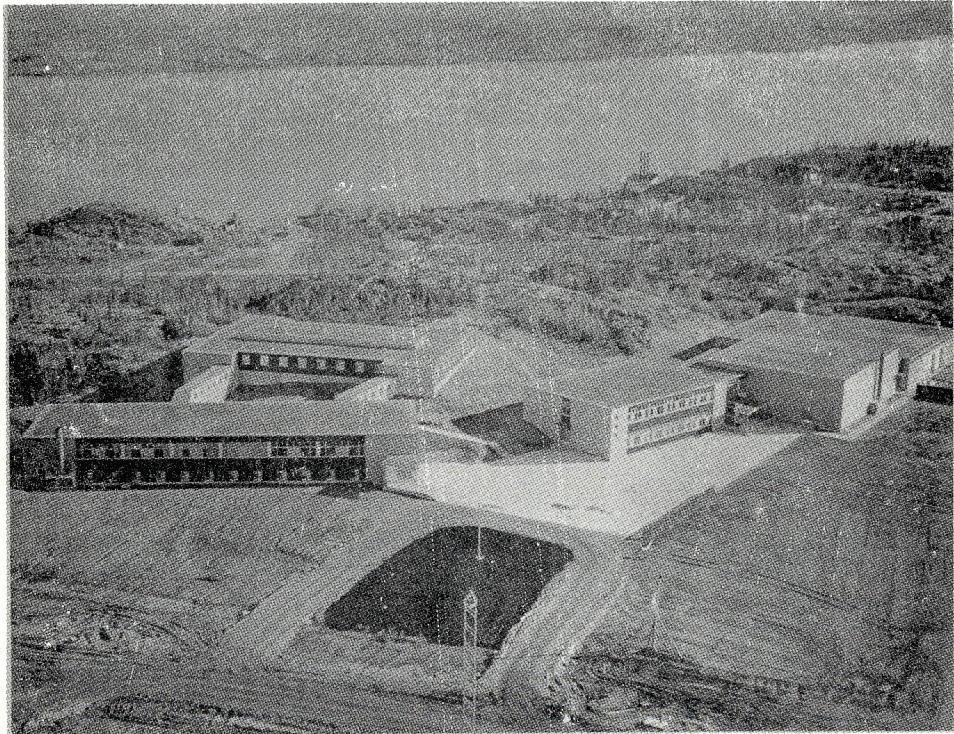
MAJOR FUNCTIONS OF THE CURRICULUM SECTION

1. To provide leadership in developing curricula and in exercising this leadership to work in a co-operative relationship with superintendents, principals, teachers, administrators, parents, civic groups, and others concerned with the improvement of instruction in the schools.
2. To prepare for teachers' use such documentary aids as Courses of Study in the various school subjects, resource units, resource materials, curriculum records of various types, illustrative teaching units, and bulletins on innumerable items related to instructional programs and child development.
3. To select professional references for teachers, student reference books, classroom texts, workbooks, supplementary readers, films, filmstrips, recordings, tapes, maps, charts, and other instructional materials geared to school programs.
4. To prepare suitable texts and instructional materials for use in the schools or negotiate with publishers interested in producing suitable texts and materials.
5. To adapt school programs and instructional materials to meet the special needs of exceptional children including the gifted and the handicapped.
6. To maintain a continuous evaluation of school programs and instructional materials and revision of these where necessary.
7. To assist superintendents in organizing and conducting pre-service training programs for teachers, seasonal teachers, and teacher aides.
8. To assist superintendents in providing in-service training for teachers through curriculum workshops, teachers' institutes, and visits to the schools by specialists in the various subjects.
9. To assist superintendents, principals, and teachers in organizing systematic testing programs, cumulative record systems, and developing standardized tests for Northern schools.
10. To provide consultative services to superintendents, principals, and teachers in matters related to classroom instruction.
11. To maintain liaison with divisions of curriculum in provincial departments of education and with the Department of National Health and Welfare, Indian Affairs Branch of the Department of Citizenship and Immigration, the U.S. Office of Education, the Bureau of (U.S.) Indian Affairs, UNESCO, and other national and international agencies, in matters related to school programs.
12. To be familiar with current trends and practices in curriculum development in Canada, the Commonwealth, the United States, etc., elements of which have a bearing on Northern educational problems.

N O R T H E R N E D U C A T I O N

T E N Y E A R S O F P R O G R E S S

**Education Division,
Department of Northern Affairs
and National Resources**



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NORTHERN EDUCATION - TEN YEARS OF PROGRESS

Only ten years have elapsed since the first federal schools went into operation in the Northwest Territories. This year, then, seems to be an appropriate one to make an assessment of what progress there has been since these first three schools went into operation, at Fort Chimo, Fort Brabant and Fort McPherson. In order to do so, let us look backward to see what educational facilities there were in 1949. In 1949, eight different authorities operated schools in the north. Only three classrooms were operated by the Department. Some schools operated for only four hours a day, four days a week, and 35% of the teachers in such schools did not hold teaching certificates. Classroom visitations were infrequent. Film services and adult education classes were provided in only three communities. There was no vocational training program nor were there any teachers employed to teach hospital patients. There was little or no provision for any program of in-service training and there were no plans for using a curriculum, other than that of the Province of Alberta. Community libraries were almost unknown. There were only 117 Eskimo children attending school on a full-time basis.

More progress has been made in education in the Northwest Territories in the ten-year period between the 1949-50 academic year and the 1958-59 academic year than has been made in any other part of Canada. The number of Eskimos in schools has increased over 1,000% and the number of federal schools has increased from 3 schools with 1 classroom each, to a total of 51 schools with 182 classrooms. The total enrolment in all schools has increased from 1,121 pupils in 1949, to 3,928 in September, 1958. In 1949, there were 103 pupils enrolled in the junior and senior high school grades. By September 1, 1958, this enrolment had increased to 576 pupils. A gradual consolidation of the various types of schools began in 1954 and in 1955 schools formerly operated by Indian Affairs Branch were transferred to the Department of Northern Affairs. In 1956, all mission school teachers became federal employees, as part of the program of consolidation of mission schools with federal schools. By 1960, there will be only two authorities operating schools in the Northwest Territories (as compared to eight in 1949.) These will be federally-operated and municipally-operated schools. All schools now offer a full five hours of instruction daily for five days a week.

At the same time as school facilities have been improved, expanded and consolidated, the qualifications of teachers have also improved. Compared with only 65% of the teachers holding teaching certificates in 1949, by September 1, 1958, all northern teachers held at least a first-class teaching certificate or license. This, according to a survey made by the Canadian Teachers Federation, is the highest standard of qualifications in Canada. In-service training is now provided for all staff with orientation classes or summer school classes being held annually. Other increased professional services are now being provided and by the fall of 1959, provision will be made for a minimum of two classroom visitations a year. In

1949, such were very infrequent. Nearly all teachers belong to the Northwest Territories' Teachers' Association formed in 1953. This association is affiliated with the Canadian Federal Teachers Federation.

In 1949, no provision was made for any type of vocational training. By 1959, however, 647 students had received the benefits of vocational training. This training was carried out in 37 different fields. With the establishment, in 1958, of the first vocational school in the Northwest Territories, located at Yellowknife, a more rapid expansion is seen. Provision is made for full bursaries to enable Northwest Territories residents to attend teacher training institutions, the first of such students being employed in 1958. Special local training projects are organized in a number of settlements to prepare trainees for employment in new construction and many additional northern residents have, as a result, been employed.

From a small beginning in 1949, with adult education being carried out in three communities, by 1958, forty-nine communities carried out adult education programs. In 1949, films were circulated to only three communities. Such services are now provided to 59 centers. In 1949, there were no community libraries in operation but by 1959, there were 15. School libraries have also been established in nearly every school.

Full-time teachers are now supplied to teach patients in all hospitals where there is a large enough registration. There were no hospital teachers in 1949. School-of-the-Air broadcast recordings are now sent to all local radio stations for broadcast to school. Summer seasonal schools are now operated at six centers, providing both child and adult educational.

A curriculum section has been established and work is now under way to have a curriculum for the elementary grades especially suited to the needs and conditions of the Northwest Territories. Many different types of materials and teacher aids have been distributed to the teachers and the social studies program for all the elementary grades will be used in the schools, starting in the fall of 1959. Other courses of study are in the process of preparation.

There are many other ways progress has been made, such as improvement of the professional status of teachers, improvement in recruitment services, better and increased professional services to teachers to foster longer periods of northern employment, scholarship programs and other signs of progress. The facts outlined above should, however, give us pride in the amount that has become accomplished in such a short period of time. The credit is due to all the teachers, superintendents and administrators who have played a part in this important phase of the development of Canada's Northland.

RECORD OF FIRSTS

1. First Summer Teacher Training Course in N.W.T. - August, 1953.
2. First full coverage of all schools in N.W.T. - 1953.
3. First students sent outside of N.W.T. for vocational training - 1953.
4. First vocational survey of N.W.T. - 1954 .
5. First central libraries for professional reading established at Fort Smith and Ottawa - 1954.
6. Indian Day Schools were transferred to Territorial Government (and seconded to Department of Northern Affairs) - April 1, 1955.
7. Mission School teachers became Federal employees on April 1, 1956.
8. First University Course in Indian and Eskimo Education - July and August, 1956 (University of Alberta).
9. First Eskimo to receive training (as wireless operator) - Thomas Aneroluk.
10. First N.W.T. student received a scholarship to attend Queens University in Kingston, Ontario.
11. First N.W.T. student to receive teacher training - 1958.
12. First Vocational School established in N.W.T. (Yellowknife - 1958.
13. First Government-owned Students Residence went into operation in January, 1958 (Fort Smith).
14. First Government-operated Students Residence went into operation in September, 1958 (Yellowknife).

OTHER WAYS PROGRESS HAS BEEN MADE FROM 1949 - 1959

Community Libraries - Increased from no libraries in 1949 to 15 libraries in 1959.

Adult Education - Adult education was carried on in 3 communities in 1949-50. In 1958-59 adult education was carried on in 49 communities.

Northern Film Service - In 1949 films were circulated to 3 communities. In 1958-59 films were circulated to 59 communities.

High School Enrolment - In 1949-50 there were 103 students attending grades 7-12. By September 1958 students attendance had increased to 576.

Hospital Teachers - Full Time teachers are now supplied to teach patients in all hospitals where the registration is large enough. There were no hospital teachers in 1949.

School Broadcasts - School of the Air broadcast recordings are now sent to all local radio stations for broadcasts to schools.

Superintendents' Visits to Classrooms - All schools by 1959 will receive a minimum of 2 classroom visitations a year. In 1949 such visits were very infrequent.

School Instruction - All schools now offer a full five hours of instruction daily for five days a week. In 1950 many schools offered only 16 hours or less of instruction each week.

Eskimo Enrolment - Enrolment of Eskimos in full time schools has increased 1000% (117 pupils in 1949-50 to 1165 pupils in 1958-59).

Part Time Mission Schools - These are gradually being replaced by full time schools. Part time schools still in operation are expanding their programs.

Seasonal Schools - Schools are now operated for the summer season at six locations.

Professional Services - An increasing number of such services are now being provided for teachers and professional staff in the field.

Recruitment Services - are being extended and improved.

Curriculum Development - A Curriculum Section has been established and some materials have been prepared. Work has commenced in all subject fields.

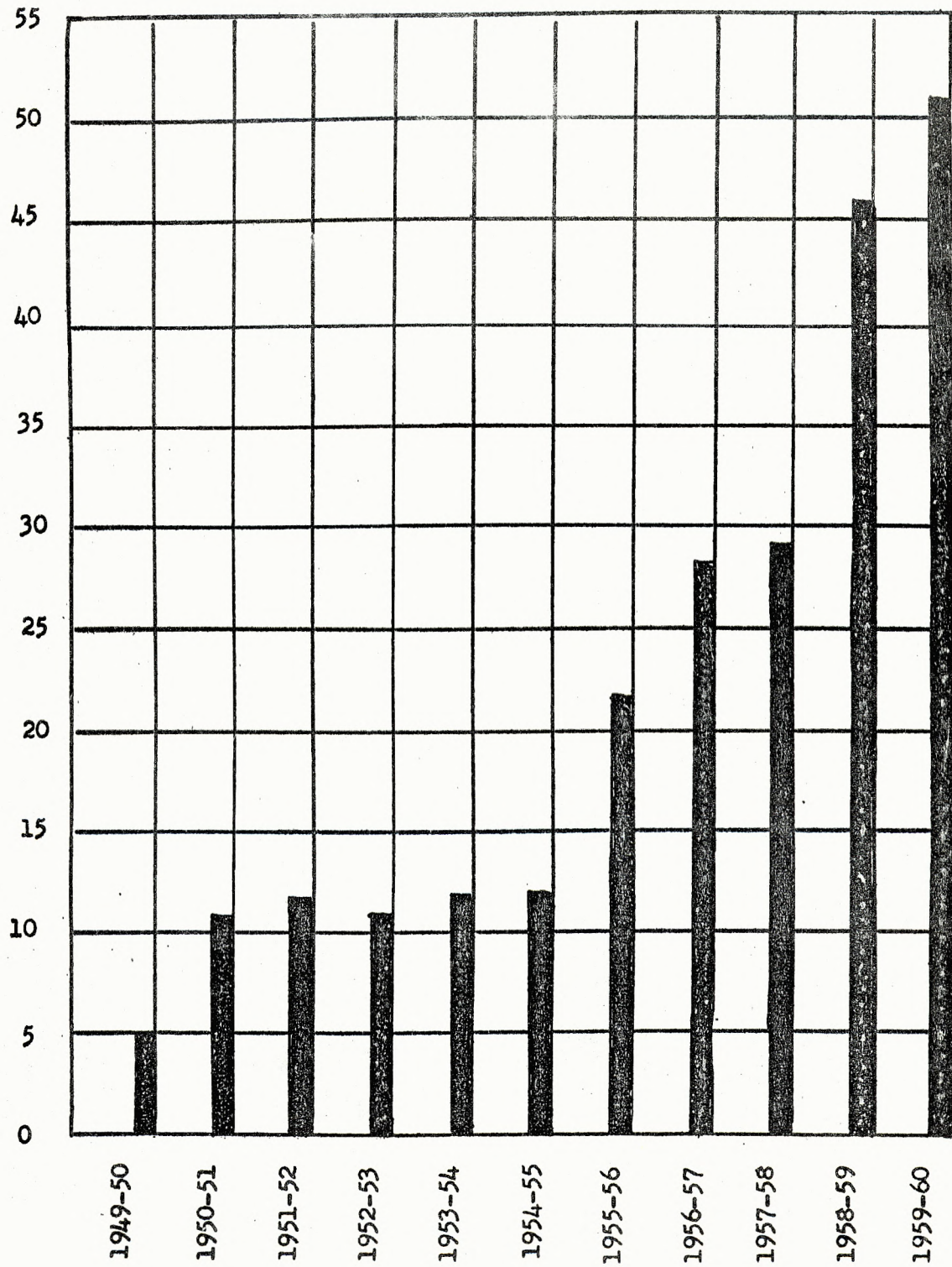
Teacher Qualifications - The professional status of teachers has been greatly improved. In 1949 35% were unqualified. In 1959 100% were fully qualified.

Teacher Training Courses - These together with Orientation courses are now held on a regular basis. None of these were organized ten years ago.

Vocational Training - In 1949 there was no provision for any type of vocational training. By 1949 the Education Division had trained 674 students to earn a livelihood.

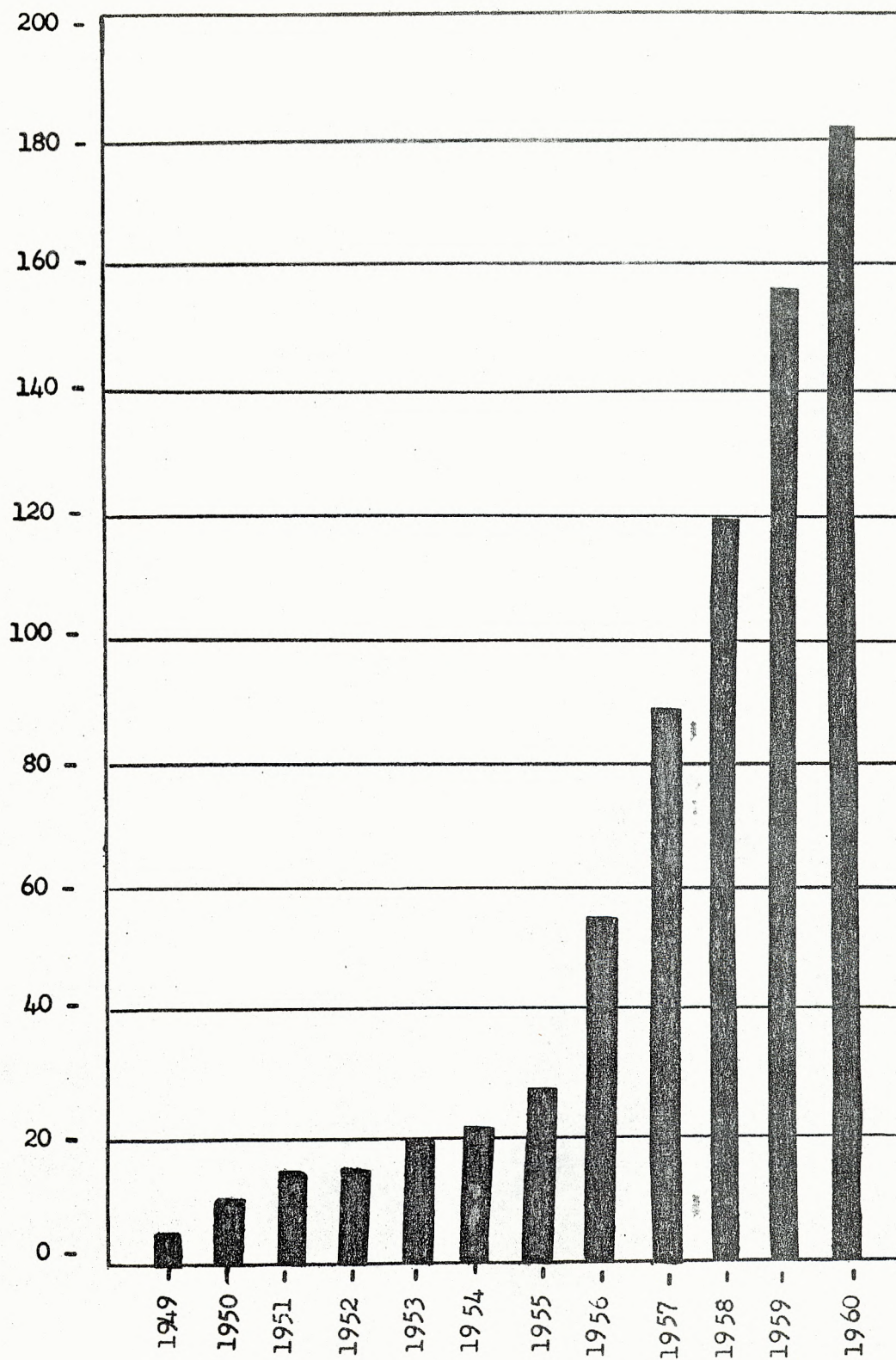
Consolidation of Schools - In 1949-50 the N.W.T. schools were operated by 8 different authorities. By 1960 these will be reduced to 2 (Federal and Municipal).

INCREASE IN NUMBER OF SCHOOLS
(Full Time Federal)
1949 - 1959

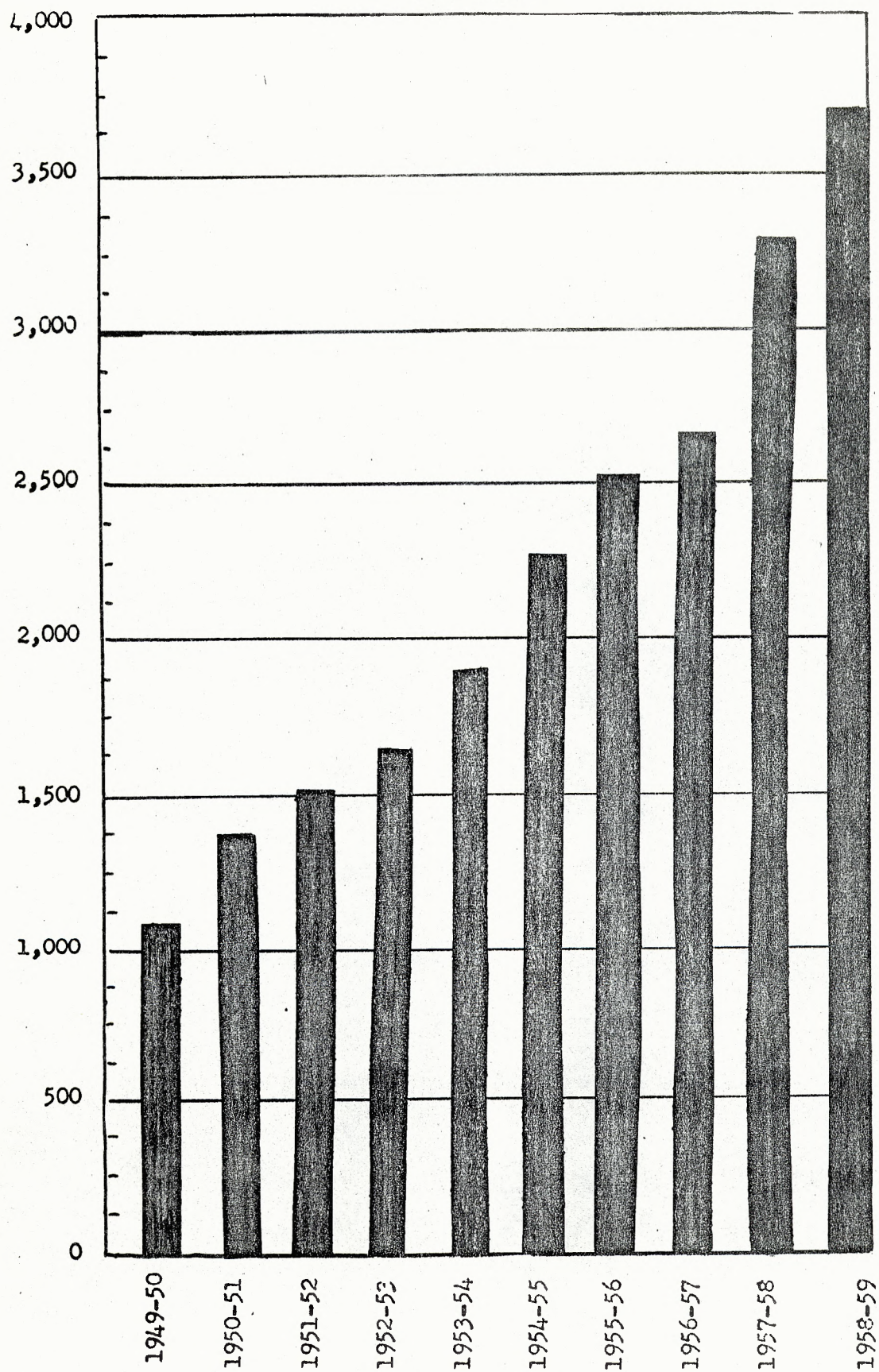


INCREASE IN NUMBER OF CLASSROOMS
(Full Time Federal)

1949 - 1959

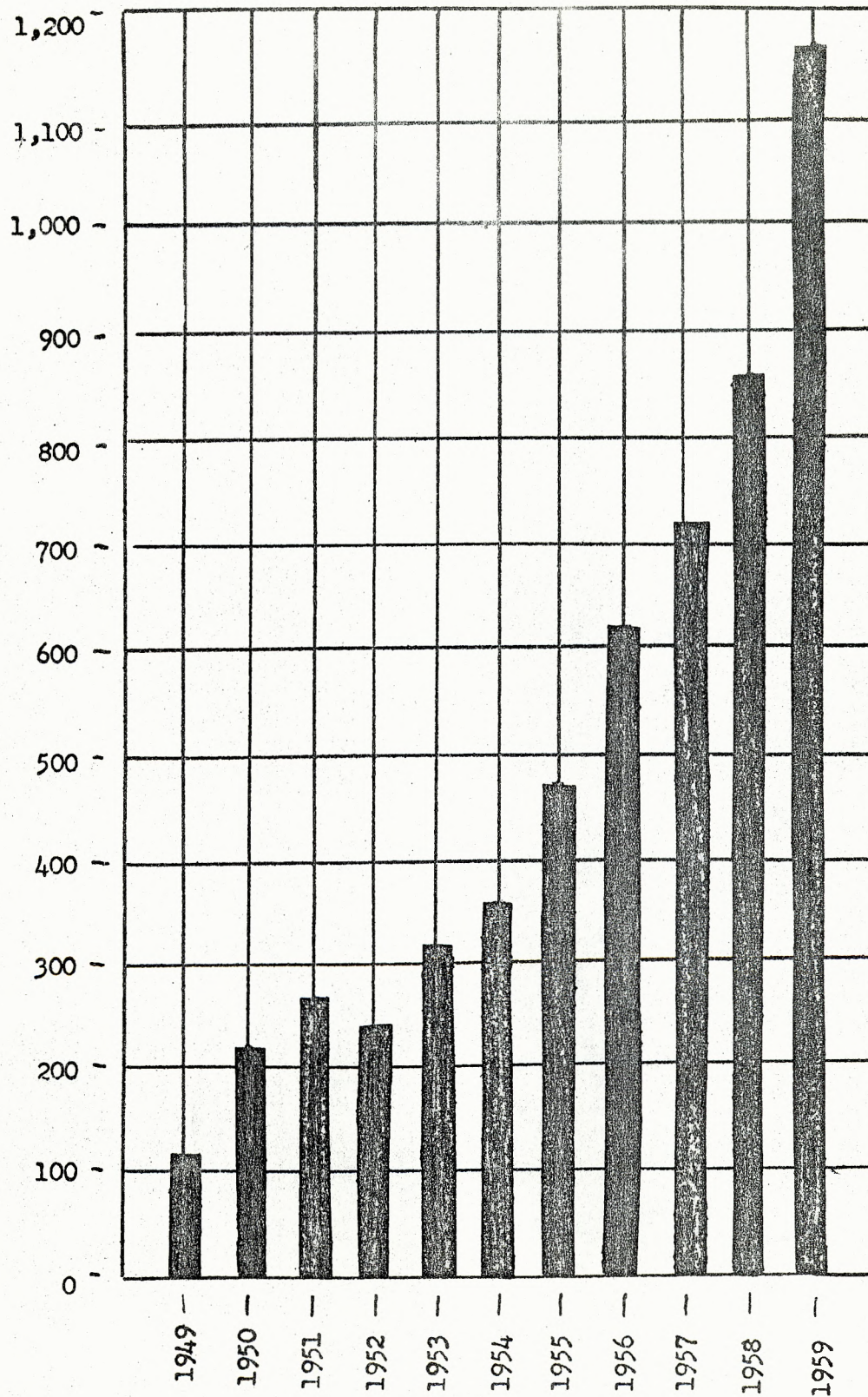


INCREASE IN ENROLLMENT
All Full-Time Schools
1949-1959



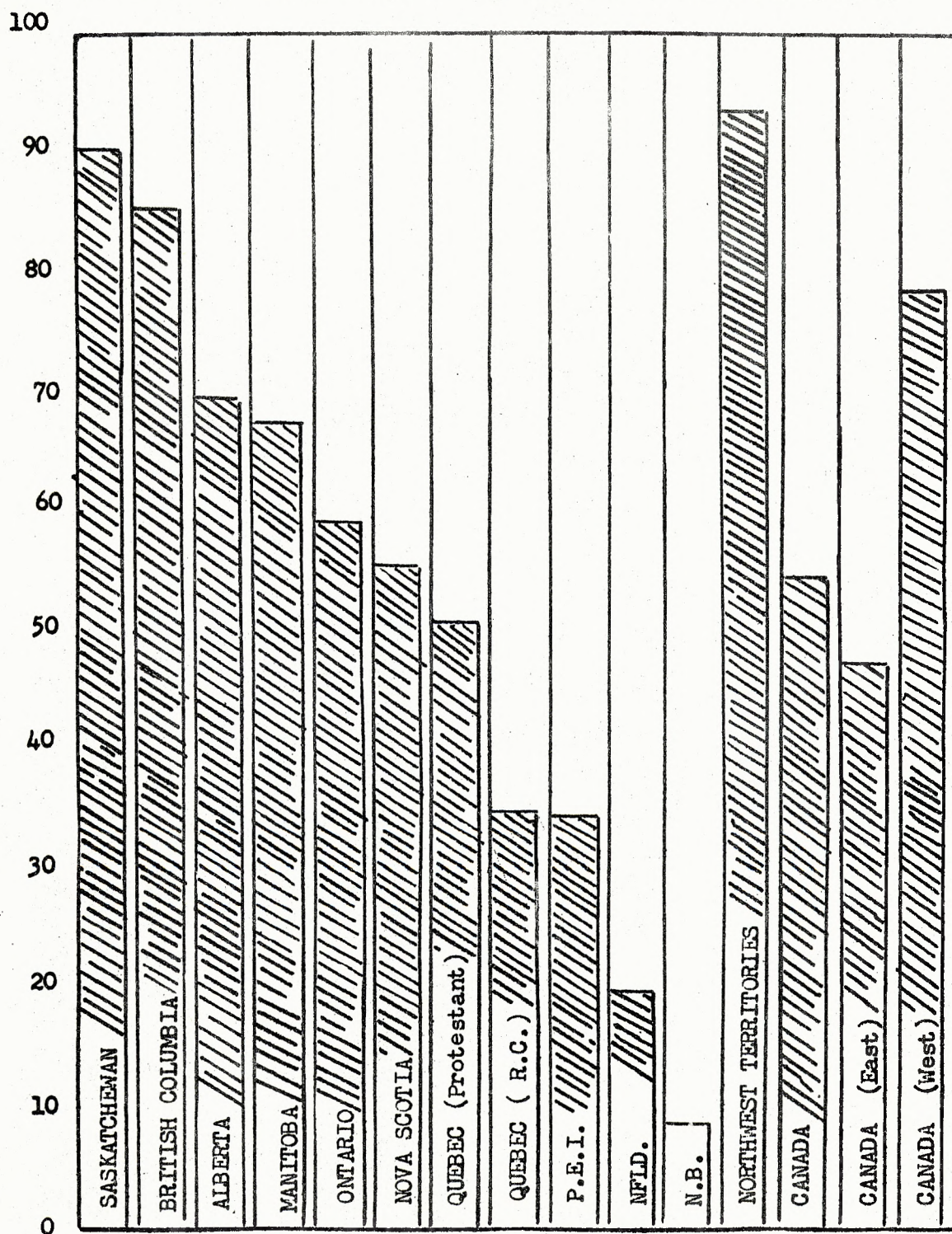
INCREASE IN ESKIMO ENROLLMENT
(Full Time)

1949-1959



QUALIFICATIONS OF TEACHERS IN CANADA

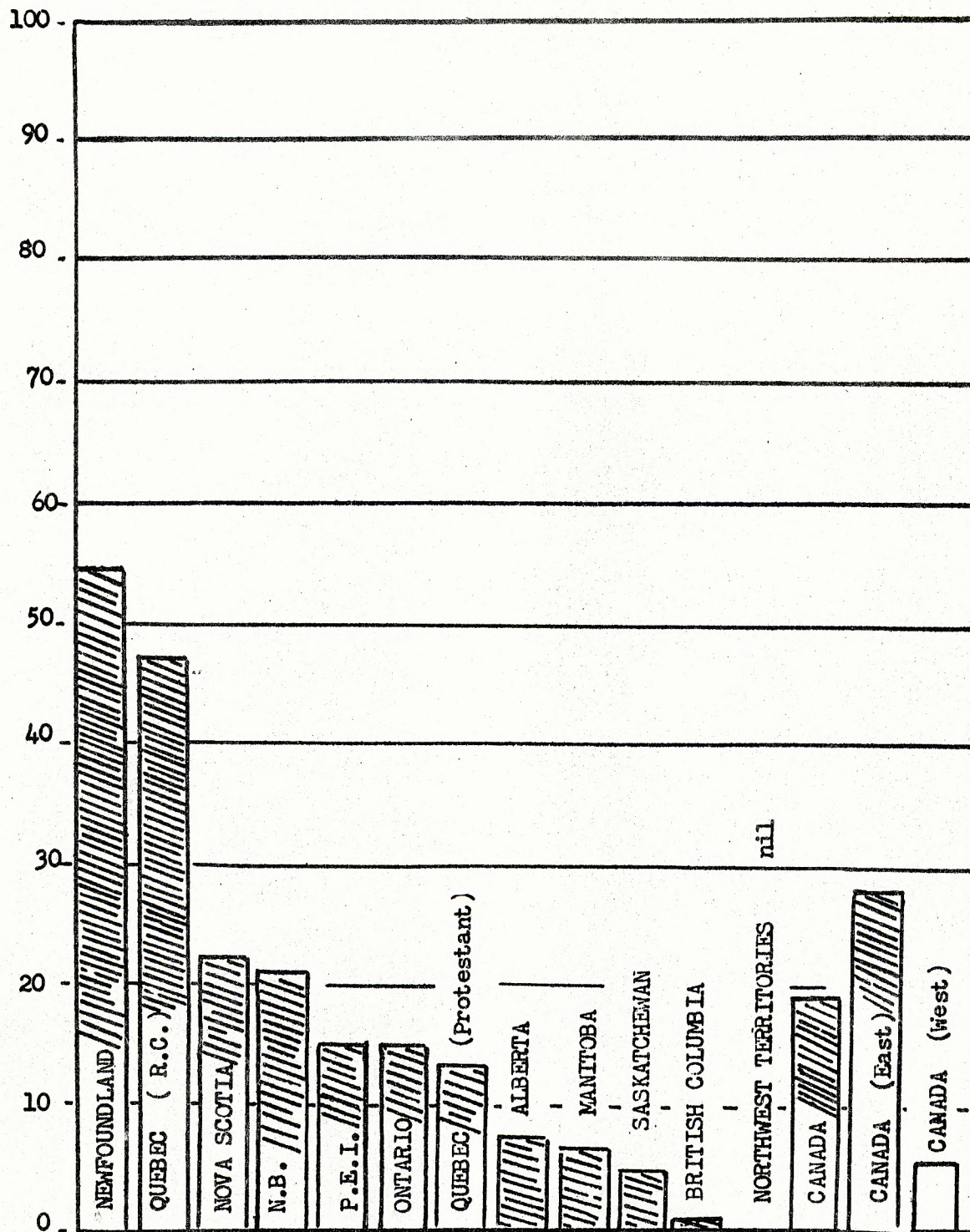
Per Cent of Teachers Having Senior Matriculation
and a Minimum of One Year of Teacher Training
(Based on information supplied by Canadian Teachers' Federation)



December, 1958

QUALIFICATIONS OF TEACHERS IN CANADA

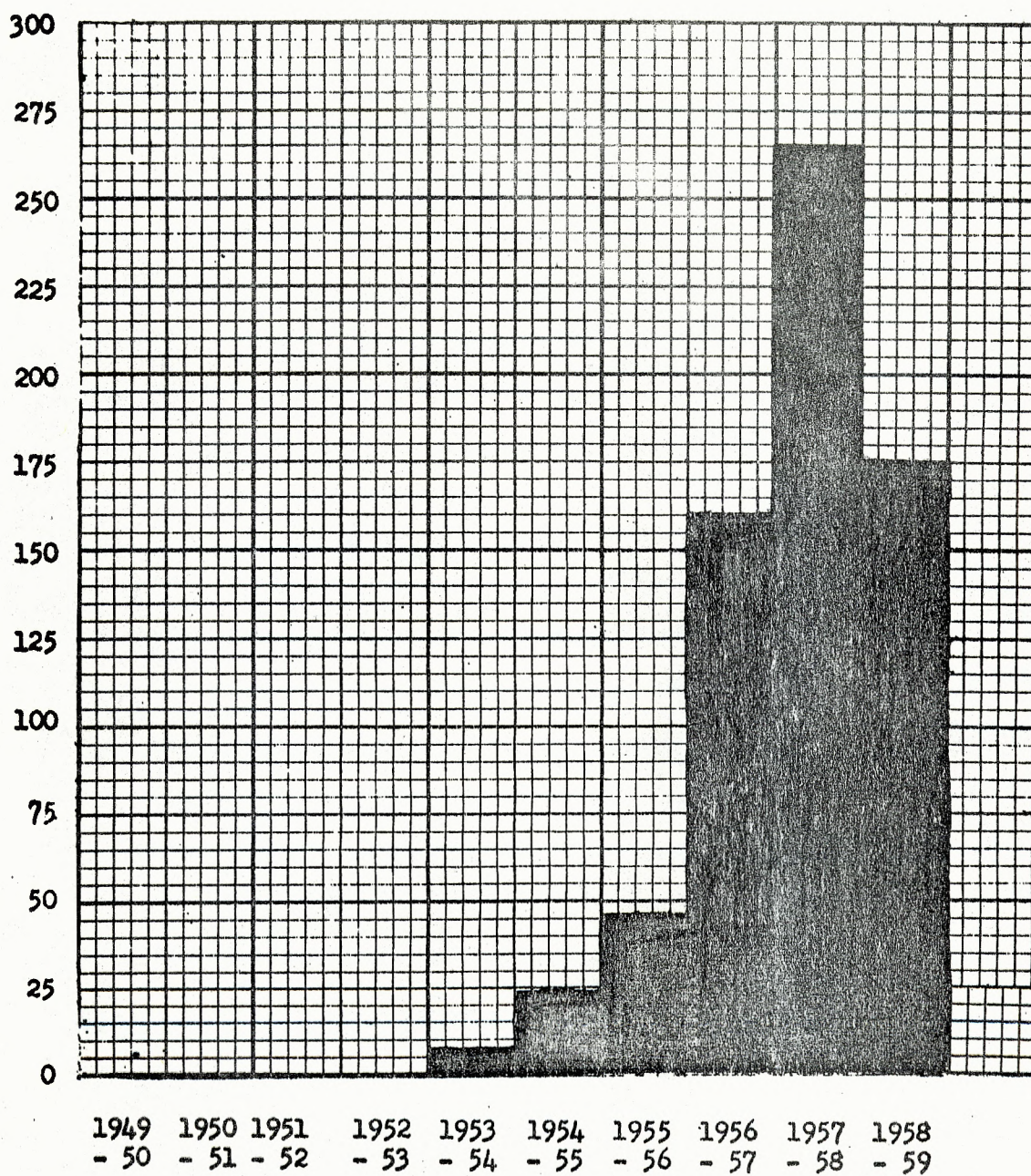
Per Cent of Teachers Who Are Not Fully Qualified
(Having Less than JUNIOR Matriculation and One Year of Teacher Training)
(Based on information supplied by Canadian Teachers' Federation)



December, 1958

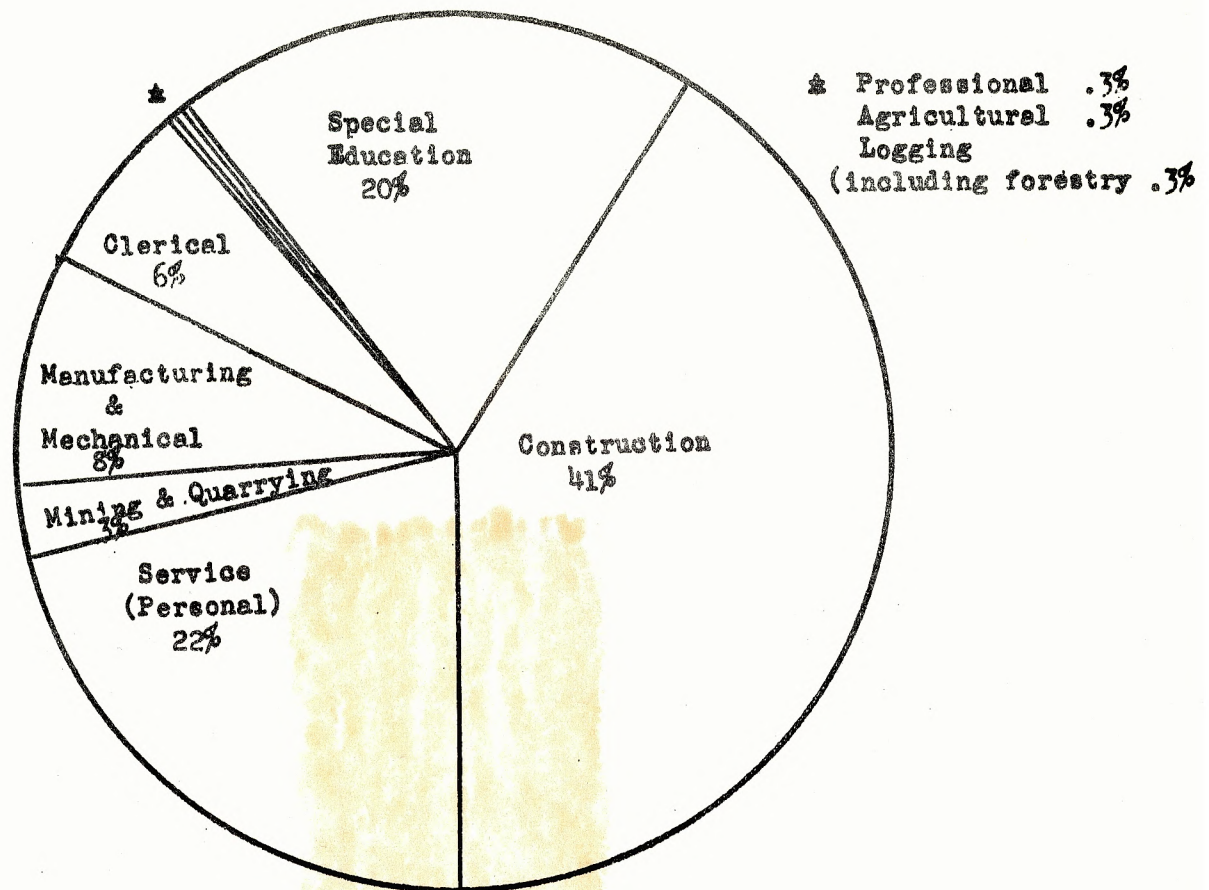
INCREASE IN NUMBER OF PERSONS TRAINED IN VOCATIONAL TRAINING

(Years 1949-1959)



(1957-58 figures include Leduc Course)

TYPES OF VOCATIONAL TRAINING GIVEN - 1954-59



Special Education.....136
 Academic training outside
 the N.W.T.; Drama, Art,
 Special Training Institu-
 tions for deaf, mute, blind.

★ (Professional..... 2
 Drafting

(Agriculture..... 2
 Fur farming

(Logging (including Forestry).. 2
 Wardens

Clerical..... 40
 Commercial

Manufacturing & Mechanical... 57
 Welding 6
 Watch Repairing 2
 Mechanics 34
 Sawmill operation 12
 Dressmaking 3

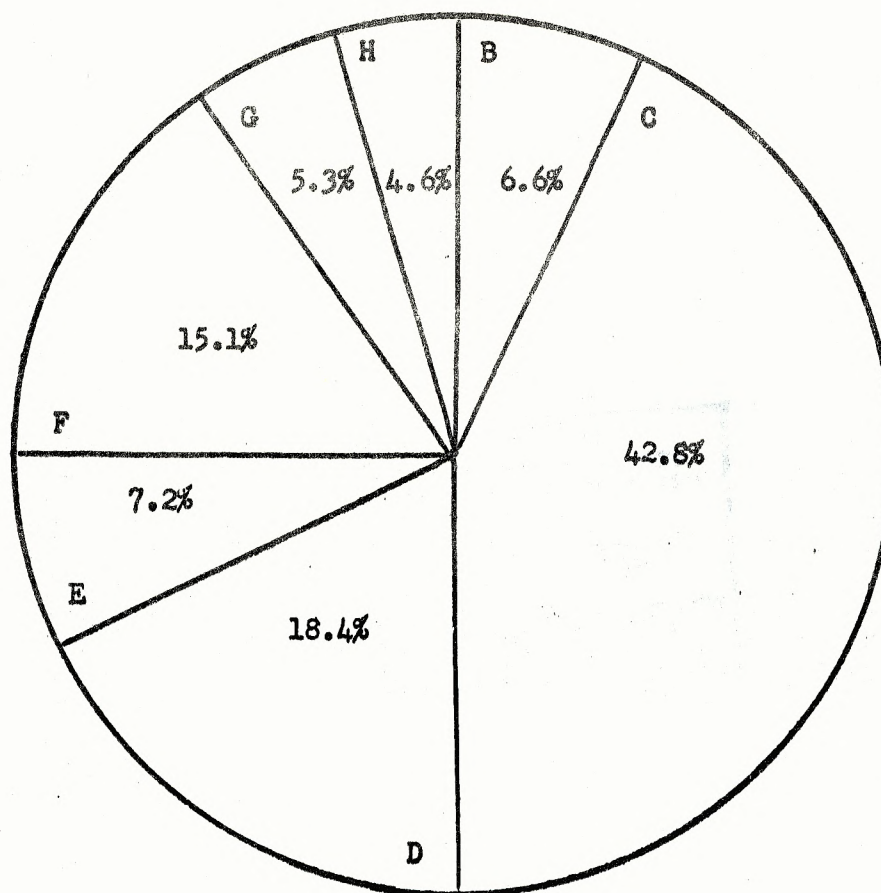
Mining & Quarrying..... 16
 Mining

Service.....144
 Nurses' Aides 63
 Laboratory Aides 3
 Hairdressers 7
 Barbers 4
 Food Service 51
 Bldg. Maintenance 4

Construction..... 278
 Electricity 24
 Carpentry 93
 Plumbing 2
 Heavy Equipment 156
 Painters 3

Total: 677

QUALIFICATIONS OF TEACHERS IN N.W.T. FEDERAL SCHOOLS, DECEMBER, 1958



A.	Teachers with no training (nil)0.0%
B.	<u>Junior</u> Matriculation and One Year of Teacher Training.....	6.6%
C.	Senior Matriculation and One Year of Teacher Training	42.8%
D.	Two Years' Training.....	18.4%
E.	Three Years' Training.....	7.2%
F.	Four Years' Training.....	15.1%
G.	Five Years' Training.....	5.3%
H.	Six Years' Training.....	4.6%

100.0%

