

R E P O R T
OF THE
THIRD
"SCHOOLS IN THE FOREST"
CONFERENCE

YELLOWKNIFE, N. W. T.

May 4 - 7, 1965

F O R E W O R D

This is a report on the proceedings of the Third, Schools in the Forest Conference which was sponsored by the Department of Northern Affairs and National Resources and held in Yellowknife, N.W.T., May 4 - 7, 1965. Delegates from the following departments were present:

The Department of Northern Affairs and National Resources,
The Department of Citizenship and Immigration, (Indian Affairs Branch)
The Departments of Education, Alberta, Saskatchewan and Manitoba,
Saskatchewan Teachers' Federation,
Alberta Teachers' Association,
Northwest Territories Teachers' Association,
Youth Branch, Department of Education, Ontario,
Executive Director, Canadian Native Friendship Centre, Edmonton,
Blood Indian Reserve, Cardston, Alberta.

The success of the conference was in large measure due to the excellent presentation of the speakers and panel members, who not only set the tone of the conference, but stimulated lively, intelligent and profitable discussions. To each of them we offer our thanks and appreciation. Thanks also to each delegate who participated in and contributed to the discussions.

We are indebted to the office staff of the Education Section in Fort Smith for typing, editing and compiling this report.

W. Karashowsky,
Secretary-Treasurer,
Schools in the Forest

June, 1965

Because we started late, our President rushed through his report and introduction, in order to give more time to our main speaker, who happens to be his boss. His talk was a good statement of the objectives and purposes of this conference; for lack of time we did not fully integrate them in our thinking and adjust our behavior accordingly. After him, we had a sequence of various interesting speakers but at no time was it possible to discuss their pronouncements immediately after. Like at the first conference, there was a great deal of oral reporting. Few speakers were satisfied to refer to printed documents and to attempt provoking a discussion; notice that they were from provincial agencies. May I bring back this recommendation made at the end of the first conference, namely, that all this kind of reporting be eliminated ruthlessly from our sessions. If it is assumed that the participants have not read the materials distributed beforehand, (partly because they were too busy and partly because the materials were not ready on time), then let us set aside a period of reading after the opening session, but let us get the reporting out of the actual program. In this respect Northern Affairs has amusingly behaved more or less like the youngest sister in a large family. When the youngest sister gets married, she is convinced that her presents are better and finer than those of her older sisters, and she insists on showing every visitor everything. Northern Affairs Education Division is the youngest in Canada and has certainly not missed a chance to impress all the visitors with the quality and costs of its presents. I am afraid this was slightly overdone and did not win everybody's approval.

The purpose of getting together is not to learn something that we could learn staying at home reading a report or listening to a tape-recording. It is primarily to engage in a thinking-out process whereby we can develop common concepts and discover guiding rules for whatever problems we have in common. In other words, something in the line of learning must take place at these conferences which would not take place otherwise. As I mentioned last year, perhaps educationists are the last ones to accept to impose on themselves a genuine learning experience, anxious as they are to offer everyone else such experiences.

When one looks at the agenda program as it was originally laid out, one comes to the conclusion that the planning committee either did not know, or ignored or was not authorized to follow the elementary principles of group learning processes. Had it not been for P.W.A.'s change in flight plans, we would have had practically no group discussion and general debate at all. Fortunately, this did not happen and a certain amount of discussion did take place.

Have we achieved some of our objectives as a result of the group process that we have just lived and reached certain conclusions? I think so, at least on one count, even though it was not officially on the program. I am referring to the participation of the Indian/Eskimo parents and adults in general in the official educational process. As I said, this was not an official item on the program. Our friends of Indian ancestry had been invited to express their experience in relation to pre-occupational training, etc. etc. However, in their official as well as informal contribution, they have stirred us back to the main theme of last year's conference. Chief Goodstriker's intervention, after listening to the reports of our group discussions, provoked the most spontaneous discussion of the whole conference and, undoubtedly, its highlight. I do not think many of us will forget that half-hour during which we wrestled with our collective conscience, in relation to the responsibilities that we, as a nation, have assumed towards educating children of the first residents of our national territory.

This is the second time that we have invited people of Indian background and this is the second time that they have raised the same issue, forcefully, whether on the agenda or not. Two conclusions can be drawn from the experience. First, we must keep on inviting people of Indian background to our conferences. This year again they have kept us on the ground, pulled us down from the cloud nine of our professional verbiage and slowed down our mutual shoulder-patting. Second, each year for a while we should ask ourselves, as a national conference, what progress had been made across Canada in relation to extending to people of Indian tradition, whether on reserves or in the northern stretches of the country, the same degree of participation and control that other residents of Canada have over the education of their children. If our annual conferences simply maintained and increased this particular preoccupation, they would have rendered to this nation and country the greatest service. Let us face it, as our friend Mr. Thomas said, in summing up the panel of his fellow Indian citizens, it is the Indians themselves who can solve whatever is the Indian problem. The sooner we give them full authority to solve it, the sooner it will be solved. I hope the committee now appointed to plan next year's conference will prepare a survey to find out what progress has been done along those lines, what new structures have been set up, what amendments to current legislation and what actual leadership has been exercised. As a group, I think we should not rest as long as the clause "the Minister shall determine what school the child will attend" remains in the Indian Act.

An implication of this conclusion which was also submitted by our Indian colleagues and tacitly accepted by everyone, I think, is the need to develop further and better activities and programs for adult.

Again, Chief Goodstriker summed up the situation beautifully when he said: "Do not write us off. If you help us to learn the things we can learn, we can help you educate our children".

The discussions that P.W.A.'s change of plans allowed us, have made it possible for the conference to reindorse some of the conclusions arrived at last year, namely those that have been introduced as recommendations by discussion group No. 2. They have a bearing on the training of teachers, the establishment of kindergarten and the survey of guidance counsellors' selection, training and function problems. From hindsight, one cannot but regret that such a survey was not carried out before this conference.

A lot of interesting statements had been made during those two days and I trust that the organizing committee has collected as many of them as possible and will arrange for publication. Once more, it is unfortunate that we did not have enough time to select and discuss the most pertinent ones so as to achieve a further step in the development of a common philosophy. It is quite evident to this observer, for instance, that the notion of culture is still understood in different ways and leading to contradictory conclusions. The objectives of offering school facilities and programs to Indian and Northern peoples are not too clear yet. We have a long road to go, but we will not cover the ground unless our conferences are truly a learning process. We must stop coming here just to inform one another of how well we are doing.

The Chairman of the present conference has outlined the mechanics of the process very adequately when he said that first we must find out what we are doing, second, what our consumers, the Indians, think of what we are doing and, third, how can we improve what we are doing. The break-down and the frustration element of the present conference is that we tried doing the three things all at once. I am still convinced that steps No. 1 and 2 can and must be taken care of before coming together so that step No. 3 can be achieved. Best wishes to next year's planning committee.

DELEGATES - SCHOOLS IN THE FOREST CONFERENCE

YELLOWKNIFE, N.W.T. - May 4, 5, 6, 7 - 1965

BOWLES, K.	Assistant Chief Vocational Education Section Department of Northern Affairs and National Resources.
BURGESS, N.	Placement Officer, Vocational Education Section, Department of Northern Affairs and National Resources, Yellowknife, N.W.T.
CHALMERS, Dr. J. W.	A/Assistant Regional Superintendent of Schools, Indian Affairs Branch, Edmonton, Alberta.
CHURCH, E. W. J.	Assistant Director of Curriculum, Department of Education, Edmonton, Alberta.
CLARKE, Dr. S.C.T.	Executive Secretary, Alberta Teachers' Association, Edmonton, Alberta.
COOPER, J.	Regional Superintendent of Vocational Education and Special Services, Indian Affairs Branch, Vancouver, B.C.
DEVITT, W.G.	District Superintendent of Schools, Arctic District Education Division, Department of Northern Affairs and National Resources, Ottawa, Ontario.
FEATHERS, G.T.	Blood Indian Reserve, Cardston, Alberta.
FERGUSON, J.	Supervisor of Special Programs Vocational Branch, Department of Education, Winnipeg, Manitoba.

ELLIS, Mrs. Eleanor	Home Economics Specialist Vocational Education Section, Department of Northern Affairs and National Resources, Ottawa, Ontario.
FOSS, F.J.	Assistant Regional Superintendent of Schools, Indian Affairs Branch, Winnipeg, Manitoba.
GILLIE, B.C.	District Superintendent of Schools, Mackenzie District, Department of Northern Affairs and National Resources, Fort Smith, N.W.T.
GOODSTRIKER, Rufus	Chief, Blood Indian Reserve Cardston, Alberta.
GRAFTON, B.	Supervisor of Special Services, Department of Education, Winnipeg, Manitoba.
GOODERHAM, G.K.	Regional School Superintendent, Indian Affairs Branch, Edmonton, Alberta.
JAMPOLSKY, J.L.	Head, Vocational Training and Special Services Division, Education Directorate, Indian Affairs Branch, Ottawa, Ontario.
JASPER, K.	Department of Education, Winnipeg, Manitoba.
KARASHOWSKY, W.	Regional Superintendent of Schools, Fort Smith Region, Department of Northern Affairs and National Resources, Fort Smith, N.W.T.
KIRKNESS, Verna	Teacher Counsellor, Indian Affairs Branch, Winnipeg, Manitoba.

McBEATH, A.G.	Executive Assistant, Saskatchewan Teachers' Federation, Saskatoon, Saskatchewan
McKAY, Miss F.	Chief, Adult Education Section, Department of Northern Affairs and National Resources, Ottawa, Ontario.
McLEOD, A.S.	District School Superintendent, Indian Agency Office, Indian Affairs Branch, Fort Qu'Appelle, Saskatchewan
MAC PHERSON, N.J.	Regional Superintendent of Schools, Yellowknife Region, Department of Northern Affairs and National Resources, Yellowknife, N.W.T.
MILLER, M.	Placement Officer, Vocational Education, Department of Northern Affairs and National Resources, Inuvik, N.W.T.
NIZAMA, Dr. Sareed	Youth Branch Department of Education, Toronto, Ontario.
OGDEN, N.K.	Regional Supervisor of Indian Agencies, District of Mackenzie, Fort Smith, N.W.T.
O'NEILL, G.A.	Superintendent of Vocational Education, District of Mackenzie, Department of Northern Affairs and National Resources, Fort Smith, N.W.T.
RANCIER, G.J.	Chief, Vocational Education Division, Department of Northern Affairs and National Resources, Ottawa, Ontario.

RENAUD, Rev. Fr. A. College of Education,
University of Saskatchewan,
Saskatoon, Saskatchewan.

RICHERT, R. President,
Saskatchewan Teachers' Federation,
Saskatoon, Saskatchewan

RITCEY, R. Superintendent of Vocational Education,
Arctic District Education Division,
Department of Northern Affairs and
National Resources,
Ottawa, Ontario.

ROSS, G. T. A/Superintendent Vocational Training and
Special Services,
Indian Affairs Branch,
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SCHARF, C.R. Supervising Principal,
Indian Affairs Branch,
Sioux Lookout, Ontario.

SABEY, R.J. Superintendent of Schools,
Northland School Division No. 61,
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SHIELDS, R. L. Principal, Sir John Franklin School,
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Yellowknife, N.W.T.

THOMAS, W.C. Supervisor of Vocational Education,
Northland School Division,
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THOMPSON, H.R. Superintendent of Schools for Northern
Saskatchewan,
Northern Areas Branch,
Department of Education,
Prince Albert, Saskatchewan.

THOMPSON, P. Executive Director,
Canadian Native Friendship Centre,
Edmonton, Alberta.

THORSTEINSSON, B. Chief, Education Division
Department of Northern Affairs and
National Resources.

WAUGH, T. H. Director of Provincial Educational
Services,
Department of Education,
Regina, Saskatchewan.

WHITING, G. Placement Officer,
Vocational Education Section,
Northern Affairs & National Resources,
Fort Smith, N.W.T.

YANCHYSHYN, W. Assistant to Supervisor of Special Services,
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ZAKRESKI, O.N. A/Regional School Superintendent,
Indian Affairs Branch,
Saskatoon, Saskatchewan.

AGENDA

Third, Schools in the Forest Conference May 4 - 7, 1965 - Yellowknife, N.W.T.

- THEME - Post Elementary Occupational Education for
Indian and Eskimo Children
- Recorder - Mrs. F. Gordon
- May 4th - Arrival of Charter Flight - Yellowknife
- May 5th -
- Chairman - W.G. Devitt,
District Superintendent of Schools, Arctic Division,
Department of Northern Affairs & National Resources,
Ottawa, Ontario.
- 9:30 a.m. - Address of Welcome:
His Worship, Mr. J. Parker
Mayor of Yellowknife
- R. J. Orange
Administrator of the Mackenzie
- President's Report:
W.G. Devitt
- 10:00 a.m. - Opening Address: B. Thorsteinsson
"Concepts of Education in the Northwest Territories"
- 11:00 a.m. - Coffee
- 11:30 a.m. - Panel Discussion - Chairman - Mr. Gordon Rancier
"Post Elementary Occupational Education for
Indian and Eskimo Children"
- Panelists: J. L. Jampolsky
W. Yanchyshyn
T. H. Waugh
R. H. Sabey
- 12:00 - Lunch

2:00 a.m. -- Panel Discussion: Chairman -- W.C.Thomas
"Post Elementary Occupational Education for
Indian and Eskimo Children"

Panelists: Verna Kirkness
Rufus Goodstriker
G.T.Feathers
P. Thompson

3:00 p.m. -- Continuation of the Panel and General Discussion

6:30 p.m. -- Banquet

Guest Speaker -- B.C.Gillie

May 6th

9:00 a.m. -- Group Discussions based on conclusions of previous panel

10:00 a.m. -- General Assembly
Presentation of Group Reports with Recommendations

10:30 a.m. -- Coffee

10:45 a.m. -- Continuation of Group Reports

12:15 p.m. -- Lunch

2:00 p.m. -- Panel Discussion

Role of Teacher Federations in Post Elementary Occupational Education

Panelists: Dr. S.C.T.Clarke
A. G. McBeath
R. L. Shields

3:30 p.m. -- Questions and General Discussion

4:00 p.m. -- Coffee

May 7th

10:00 a.m. -- Conference Summary -- Father Renaud

11:00 a.m. -- Coffee

11:15 a.m. -- Business Meeting

-- Meeting of the New Executive

ADDRESS OF WELCOME -- His Worship, Mr. J. Parker
Mayor of Yellowknife

Mr. Parker heartily welcomed the delegates on behalf of the people of Yellowknife. He said that now is the time to evaluate efforts made toward the education and general welfare of the Indian and Eskimo people. He emphasized that for practical purposes people must be trained not only for jobs now available but also for those that will open up as the economy expands -- particularly in mining, forestry and trapping. Here in the north we have people needing work and industry needing workers. Industry in the Territories would employ adequately trained workers, but if they do not find them here they must look elsewhere.

Mr. Parker feels that, though educators are willing and money is available, the problem is that of inadequate liaison between Northern Affairs and northern business. Advice should be sought from leaders of industry and money spent in implementing their suggestions. People must be trained in such a way that they are valuable to the industry needing them. Those who train workers and those who employ them must work together to anticipate the need and provide a realistic training program to fill that need.

ADDRESS OF WELCOME: Mr. R. J. Orange,
Administrator of the Mackenzie
Department of Northern Affairs and
National Resources.

In less than twenty-six months this nation, Canada, will celebrate its Centennial - the one-hundredth anniversary of its founding as a nation. During these one hundred years many changes have come about in our country. From the initial group of Eastern provinces, the country has grown from coast to coast and from the 49th parallel to the North Pole. Our population has increased almost tenfold. We have changed from an agricultural economy to one of the largest and most prosperous trading nations in the world. Our standard of living is only surpassed by that of our neighbours in the United States of America.

Yet we must ask ourselves the question: Have all of our citizens benefited from the growth, expansion and affluence of our first hundred years? We know the answer to this question and this is one of the reasons why you are with us today.

The Schools in the Forest have recognized that an important segment of Canadiana has been by-passed. During the first 90 years of our existence as a nation, the Indian peoples of Canada have not shared in our growth in the way that those of us whose parents and grandparents have come to this country from other lands have done.

We can talk at great length about the problems of the Indian peoples; we can talk about the discrimination which they have experienced; we can talk about the economic inequality which exists in our cities, towns and villages, but this is not why we are here and this is not why there is a Conference of Schools in the Forest. You, the educators, have recognized that there are many barriers which must be overcome before our Indian citizens achieve their rightful place in our Canadian society. It is not an easy job, nor is there a ready solution. There are many, many problems, not the least of which are the cultural gaps between the Indian heritage and the modern technology. These cannot be bridged without the co-operation and understanding of the Indian people. They must know and believe that what can be offered to them is meaningful and compatible with their people and culture. I believe it is not only important, but significant, that a number of the participants in this conference represent the Indian peoples. We are interested to hear what they have to say in order that they may help those of us who are involved in the social and economic development of the Indian and Eskimo peoples. Then, maybe, in the foreseeable future, we will be able to turn over these responsibilities to those best qualified to carry them out - the first inhabitants of this country, the Indian and Eskimo people.

I would like to extend to the Indian Representatives of the provincial governments, the Teachers' Federation representatives, the federal representatives and the other people attending this conference, the best wishes for a successful conference, on behalf of the Department of Northern Affairs. We hope the conference will be meaningful and helpful to all participants and to those who will be influenced by the discussions taking place during the next few days.

PRESIDENT'S REPORT - W.G.Devitt

I assure you that I will make this report as brief as possible. First of all, it might be helpful to indicate something of the history of this organization. I learned from Mr. Harry Waugh that as a result of a meeting in Lloydminster, as far back as 1962, the idea of an annual conference to pool resources and ideas on Indian education germinated. It was not, however, until 1962, when The Northland School Division of Alberta was formed, that Mr. Les Gue, former Superintendent of Northland School Division, and Dr. John Chalmers, who is with us at this conference, began to organize the first Schools in the Forest Conference. Mr. Harry Waugh and Mr. Ken Hendsbee, both of whom had extensive experience in northern Saskatchewan, gave all possible support and assistance.

As a result, in January, 1963, Alberta pioneered the first conference which was held in Edmonton. This conference was designed to gather and hear reports from all quarters on progress and programs in Indian education.

The second Schools in the Forest Conference held in Prince Albert in May, 1964 was then able to concentrate on specific problems in this field and suggest possible solutions. Curriculum development and the relationship between federal and provincial authorities in educating children of Indian background were the two major topics of discussion. Because of the success of both these conferences it was decided to elect an executive as a first step in the development of a small organization of educators and others interested in Indian and, I may say, Eskimo education. Your very humble servant, Gordon Devitt, was given the honour of being the first President, supported by a very capable executive:

Mr. T. H. Waugh, Vice-President,
Mr. W. Karashowsky, Secretary-Treasurer

Directors: Mr. R. F. Davey,
 Mr. E. Grafton,
 Mr. W. C. Thomas

The basic aims of our organization are:

1. To facilitate reporting and evaluation of Indian education programs under federal and provincial auspices.
2. To encourage the integration of Indian educational programs wherever and whenever possible.
3. To encourage the exchange of personnel and materials between all agencies interested in Indian education.
4. To provide opportunities for the joint study and development of new programs.

5. To organize a body or group of educators and others who are directly connected with Indian education.

With no funds available, we started out bravely. Obviously we had to hold an executive meeting. Since most of the executive would be attending the Canadian Educational Association Conference held in Winnipeg in September, we decided to hold our executive meeting at that time. There the program you have before you was drawn up and later revised. Though we realized the importance of all aspects of Schools in the Forest and tundra education we agreed that, to limit a very broad field, we would concentrate this year on post-elementary occupational education. We were aware of the urgency of providing practical occupational training for the Indian and the Eskimo pupils who had a number of years of school experience, but who required special consideration in this field to realize their goal of becoming self-reliant, self-supporting Canadian citizens.

I say humbly that we are a very special group - many of us have devoted a great part of our lives to improve and expand education for Canada's first citizens. Though at this conference we are emphasizing a topic which gives the vocational experts some advantage over the strictly academic, I am always concerned when I hear someone say, "He knows nothing about academic education", or "He hasn't a clue concerning industrial arts or vocational education". Ladies and Gentlemen, I submit that all education, to a great extent, is vocational. If a teacher is doing his task in a dedicated, professional way he is always concentrating on the individual as a person; the discerning teacher is always considering the potential and future vocational possibilities of his charges; the alert vocational instructor is always considering the well informed, productive, compatible citizen as well as the skilled tradesmen or technician. He is encouraging the organization of adequate occupational preparation and working conditions conducive to participation by all his pupils in the labour force of Canada. Everyone who deals with the development of our young people - men or women (we mustn't forget the women since I am told they comprise 28% of our labour force) - must foster the fullest development of each individual regardless of race, religion or age - this, of course, includes the promotion of happy family living, occupational and economic competence, community, domestic and world citizenship as well as social progress - all, of course, in a democratic society.

I have quoted for many years research done by Dr. Robert N. Murray, a specialist in the field of personnel management relations. He demonstrated conclusively that technical skill, including the 3 R's, accounts for only 10 per cent of the factors necessary for success on the job. The remaining 90 per cent consists of one's ability to relate one's self to one's group and to society. The individual "must make a life as well as a living". The great tragedies of life do not occur because the individual concerned has not achieved mastery of a special skill, the use of which might become obsolete at any time, or a mastery of the 3 R's. They result from lack of judgment, lack of social understanding and a distinct inability to master

social situations. I do not believe that post-elementary education must choose between social adjustment on the one hand and academic and vocational achievement on the other, or that either must predominate. I believe that each school should offer to each pupil a chance to secure enough knowledge, skills and social understanding as is needed for him to take his place in society as a useful, productive, well adjusted citizen. Grant Venn, in his book EDUCATION AND WORK- 1964, stated, "What is called for is more and better . . . occupational education on a more general basis, teaching certain basic skills, of course, but devoting more time to the broader technical understanding of communication and computational abilities and of an appreciation of social, cultural and leisure activities".

Ladies and Gentlemen, in dealing with the problem of post-elementary occupational education, we must keep in mind certain basic facts and principles:

1. That it is easier to make the skilled technician than it is the well integrated personality.
2. Especially for our people, must we consider factors which impede full freedom of choice and which destroy the individual's right to a maximum opportunity.
3. That in dealing with all types of education there must be developed on the part of all Canadians a greater sense of responsibility for the promotion of national unity.
4. We must keep in mind what Sir Julien Huxley says, "Machines are going to do the job now. Man has got to learn to live".
5. That, to guarantee the survival of democracy, we must have an increasingly enlightened citizenry.
6. That, in discussing any aspects of education, we must consider them in the light of living in the most cataclysmic, revolutionary age in the history of mankind. We must not educate for the past.
7. That what we accomplish in the next couple of days will lay foundations for further study of our mutual problems and give specific recommendations on post elementary occupational education for Indians and Eskimos.
8. We must be sure that the nearly one billion dollars which, according to Dean H. Goard in a recent edition of the Phi Delta Kappa, will be spent on technical and vocational education by the year 1967, is spent wisely and equitably.

If this conference contributes a little to our enlightenment and understanding of the educational tasks before us, if it stimulates us to unite our efforts to improve the quality of our education through the stimulation of research and the sharing of ideas on curriculum, if we leave here even a little more dedicated to our task, then this meeting will not have been held in vain.

Concepts of Education in the Northwest Territories

B. Thorsteinsson

Introduction

On behalf of all of us who are engaged in the building of the educational services in the Northwest Territories, I should like to take this opportunity of extending to all those participating in this 1965 gathering of the Schools in the Forest and Tundra, a most hearty welcome to the north and a pleasant and profitable conference.

This is the first time that the Schools in the Forest Conference has been convened within the Territories. I am pleased to note that as you stepped northward across the 60th parallel for the first time, you transformed the name of this conference from "Schools in the Forest" to "Schools in the Forest and Tundra".

Because you are meeting in the Territories, it seems fitting that you should ask me to speak with you about the fascinating tasks of constructing an educational system in this remote intriguing land. I shall tell you what we are about and what we think we are achieving in this far northern part of Canada. I am sure you will agree that, our situation and our problems are somewhat unique, but I am equally certain that you will discern more common elements that bring us together than differences that separate us. In fact many of our problems are very similar indeed, and the differences that exist are often differences in degree rather than of kind. Even the differences that we all know exist in the teaching of native children on the one hand, and white children on the other, are, in large measure, differences in degree. A broad general overview of our activities within the Territories, may facilitate an understanding of the system we operate and of the problems with which we are confronted. What I plan to do in this short talk is:

- (1) to indicate how in some respects northern education may be considered anomalous, and then
- (2) to draw attention to some of our problems and finally
- (3) to indicate how we are going about meeting these problems.

Let me start by a brief reference to a few of the anomalies we find in northern education. I shall refer first to the legal basis for education within the Territories.

As the B.N.A. Act has allocated to a province the right to legislate in education within a province, so the Northwest Territories Act, an act of the Federal Government, authorizes the Commissioner in Council

to legislate in education for the Northwest Territories, and as each province has passed provincial legislation respecting education, so the Commissioner in Council has enacted the School Ordinance for the Territories.

Because of a provision in the Indian Act which provides federal responsibility for the education of Indians in Canada, an agreement was entered into between the Commissioner and the Department of Citizenship and Immigration, whereby this responsibility was transferred from the Department of Citizenship and Immigration to the Department of Northern Affairs.

Because the Territorial Government has a very limited civil service, because the Department of Northern Affairs had many administrative services to perform in northern Canada, and because it was thought desirable not to fragment the educational services, it was agreed that there should be only one school system and that this should be completely ethnically integrated. It was further agreed between the Commissioner and the Department that a Federal Department should be responsible for educational administration.

Here then are the first three anomalies:

- (1) In the first place, in northern Canada, there is no segregation in education on ethnic lines - the only segregation that we have is in that of religion. Provision is made for separate schools and
- (2) In the second place, where separate schools are not set up recognition is provided for the selection of teachers on a religious basis.
- (3) In the third place, the educational system is administered by a federal department of government.

This most interesting arrangement means that while the right to legislate in education is vested in the Commissioner in Council, the actual administration is carried on by the federal government. There is really nothing inconsistent in this unique situation for the Commissioner has simply exercised his prerogative of contracting for the education service.

A fourth anomaly in northern education is the size of the operation. Numerically, the numbers are small. There are only a little over 6,200 pupils now in school. There are, of course, some for whom we have not yet been able to build schools. It is expected that we shall reach full potential enrolment by 1970, and at that time there will be 11,507 persons of school age.

Geographically, however, the system is very large consisting as it does, with the exclusion of northern Quebec where we also operate schools for Eskimo pupils, of about 1,300,000 square miles or actually about one-third the geographic size of Canada.

Of the 63 schools within the system the most northerly, at Grise Fiord, is only 900 miles from the pole and is closer to Northern Norway and Russia than it is to Ottawa.

Financially, the estimates - capital and operating - for the fiscal year 1965-66 amount to approximately \$13,000,000. To this figure we should add supporting engineering services to the amount of another \$5,000,000. A classroom in the high Arctic often costs \$75,000. One must remember, too, that when a school is provided it is necessary to also provide living accommodation for teachers and custodian as well as a power house for the generation of electricity. The legitimate conclusion that may be drawn from these facts is that Canada is taking its commitment for northern education quite seriously. Every sign points to a continuation of this interest.

A fifth anomaly is the frontier nature of the educational system and the fact that it embraces two aboriginal ethnic groups that together help to create the northern Canadian educational mosaic. This fact, of course, is of paramount importance for it presents a multiplicity of problems as complicated as any to be found in any school system in Canada.

A sixth anomaly is found in the fact that the present system is barely nine years old, and many of the individual schools are much younger. Consequently, many pupils simply have not been at school long enough to have progressed very far through the grades. As a result of this many pupils are backed up in the early grades. What to do with these pupils presents its own problems.

A seventh anomaly in northern education is the basic concept we follow in respect to our educational program and the nature of its financial support. The program for example is a unified total program, not a fragmentary one. We believe that a public educational system should provide for a continuing education. We believe that education is so important to society as a whole that it should be provided at public expense and that it should provide for educational service from the earliest educational program right through into gainful employment. This is a completely new concept in Canadian education.

We believe that within such a system provision should be made for vocational education at any stage after the appropriate level of maturity has been reached, and that such education should provide for re-education if, as, and when necessary. Furthermore, we believe that the

narrower concepts of vocational training are no longer tenable and we, therefore, speak of "vocational Education" in place of the older concept of "vocational training". This means that all vocational education is combined with academic upgrading for all participants.

It is one thing to state our beliefs, it is another to put them into effect. We have been able to apply our thoughts about a total educational program to the following degree.

We have the small beginning of a pre-school program and we are seeking to expand this as quickly as facilities can be provided; we have an elementary school program and a secondary school program; we have a vocational education program at various levels for all who are interested; we have an adult education program, which we hope to be able to accelerate in the future as it is desperately needed; beyond the secondary school level, we offer vocational education in one of many forms. Finally, we offer four years of university education beyond senior matriculation at public expense to all who qualify. This program provides grants from the public purse to meet all fees, transportation and incidental expenses. For those who need further assistance, provision is made whereby they may borrow for the cost of room and board on very favourable terms. It is to be noted that this provision makes possible the attainment of a first degree with an additional year beyond this at public expense. In some cases this could be a vocational or professional year. In short, the educational system north of the 60th parallel provides for a continuous educational program from the earliest beginning right into useful employment. We do not believe that it is economic for the state to withhold support from a person who is capable of further education. If education is of value to the state for some, it is equally valuable for all. Again we recognize that the great burden of carrying the day to day work of the world falls on the shoulders of the mediocre - not the most able. For economic reasons alone we believe that such persons must be as well equipped as possible to carry their tasks. If they are properly trained they will do their work well. If they are also educated they will be that much more useful to themselves and to others. After all they will spend about 15 years in useful employment. Why not make each of those years produce the greatest possible in self satisfaction and in service to others.

This is probably the greatest difference between the educational system operated in the north and that of systems operated by the provinces. I am not aware of any system anywhere outside Canada which interprets educational opportunity in so comprehensive a manner. In the application of this program, no difference is made between persons because of ethnic origin, skin pigmentation or creed.

We believe that this unified and complete approach to public education is the most important development in Canadian education since schools were made free. One of the great blessings that this kind of support brings to the people of the north is the opportunity to plan ahead for the education of the young. Pupils, parents and teachers can set forth educational plans and goals assured in the fact that financial obstacles can be overcome; that ability combined with work will not be nullified because of lack of funds.

Education is often regarded as being too expensive. It is interesting to consider, however, the costs of student attendance at university. According to the Canadian University Foundation there were last year 158,300 students in Canada enrolled in degree courses at university. According to reports Canada is so financially secure that there could be an income tax cut of something like \$265,000,000 per year.

In the Northwest Territories, the average amount granted last year was \$633.00, per student for the full year for fees and travel and incidental expenses at university. If we use this average and apply it to the 158,300 students who attended university last year we have a total sum of about \$100,000,000. If we compare the dollars represented by the tax cut and the estimated costs as indicated, we could, if we really valued university education as of great worth to the nation, extend free university education to the number of students referred to above and still have \$165,000,000 left over to distribute as tax cuts. I am trying to point out that in terms of ability and in terms of money, our program of opening the gates of educational opportunity full wide is not a fantastic dream or an unrealistic notion.

Apart from the cultural value derived from greater knowledge it is growing more evident every day that there are shortages of persons with university training and education. It is generally recognized that a person can render himself much more productive both in terms of himself and in terms of others by acquiring higher education. In due time, I am sure, that others will also come to recognize that the offering of publicly supported university education is highly profitable as well as culturally desirable.

There has never been a time when the Canadian people have been so able to carry the costs of education. We are in an affluent expanding economy made so by knowledge, skill and application. It would appear that the more skill and knowledge and application there is the greater the production, and with greater production the more there is for each to share. It is not a question of dividing up the pie, in a different way - the fact is that there is more pie. It seems to me that as a nation we have been slow to recognize this. In this respect the Council of the Northwest Territories has moved with foresight and dispatch.

In the Territories we not only believe in the expansion of educational opportunity, we have done something about it. Of course the full effect will not be seen for many years and we must wait patiently until the results begin to accrue. I wager, however, that ten and fifteen years from now a most interesting picture will emerge.

Northern education is seeking to translate theory into practice. To make learning a real life experience, we embarked about four and a half years ago on a plan of decentralizing our curriculum construction activities by involving teachers and others in curriculum building. We have made some progress. Committees of teachers and curriculum specialists from the Education Division have worked together in building courses of studies. We have not gone as far as we will down this path but we are making progress. To date our efforts have been confined fairly well to the elementary school courses and to materials for adults. I draw attention in broad general terms to the work that was done in the development of a social studies program and a language arts program, where teacher committees all over the north participate in course construction. I shall refer you to Miss McKay who is present with us today and who is busy with what little assistance we have been able to give her, in preparing adult education materials. This is being done by actual field activities.

In the field of science we have until just recently had on staff Mr. Dick Fyfe who has spent last summer and the summer before that in the field gathering information on the flora and fauna of the N.W.T. Before that he taught for us at Coral Harbour from whence he travelled from time to time throughout the year gathering information. He has now moved to the Wildlife Service but we hope his good advice will still be available to us.

In an attempt to pursue our objective of making our educational offerings as vital and valid as possible, we have prepared two courses of studies; one which we call Industrial Arts and one which we call Home Economics. These courses were compiled after field trips and discussions with people in different settlements within the Territories. Because Industrial Arts and Home Economics have practical applications in a day to day and a material sense, we thought this would be a good place to emphasize the double purpose of our educational plan.

We know that very many pupils will not wish to continue through school, and at different levels of achievement they will drop out. We are quite confident that this custom will change but we recognize the present patterns. We know them, from the point of view

of usefulness to himself and to those with whom he lives, a pupil who will not continue through school will pattern his life in ways similar to that of his father before him.

This presents for us the problem of how best to serve such a pupil's educational need. We recognize that even if we were certain that a pupil were going on through school and through university he should not be torn from his environment in such a way as to rupture the relationship and the feeling he has with his physical and social setting. For this reason we have prepared units of study in practical fields closely related to the living of people across the countryside. For example, instruction is offered in care of fire arms, and outboard motors, resource harvesting and fur treatment and use, food and nutrition, sanitation, child care, and clothing- all this in the context of the immediate environment. We are broadening our horizons in this direction and will be expanding our efforts to make these courses truly worthwhile.

In passing, it should be made clear that we are not pursuing this aim for the sake of reenforcing a static culture. Our approach emphasizes both content and process. We teach certain subject matter because some things need to be known. We emphasize the local resources for still another reason - because through that which is known or familiar we can more easily move out into further knowledge. In fact this latter approach is the more justifiable because it makes possible within a familiar framework the extension of broader horizons.

The one thing we are not interested in is to teach something for the sake only of preserving it. As attractive and as quaint as any aspect of a culture may be, this does not justify an effort to freeze it into a state of perpetuity. It would indeed constitute an anachronism in this age and in this setting if we sought to maintain a stone age culture, for example, among people who find themselves impinged upon on every side by wave upon wave of modern technology, who seek through education to have their children prepared for what is upon them, and who themselves sustain life in an ever increasing degree through the facilities of a modern super market.

What we do believe in is the need for sustaining personal pride and personality and social cohesion during a period of cultural transition. We know that change is occurring everywhere; For this reason and for others we seek to lay emphasis where and when we can upon the history, upon the activities of people present and past. We believe this to be most necessary as a sustaining force to supply that degree of pride and self sufficiency necessary for normal personal growth in any group or individual.

Almost everywhere today we see people in pursuit of identity. Defining Canadian identity has been a national pastime among artists, writers, university professors for as many years as I and my history books can remember. The matter of identity in terms of ethnic origin is evident in clubs, in fall fairs and folk dance festivals everywhere.

There is no doubt but that identification serves as a sort of cohesive force within a social group. It lends example through tradition and serves as a self-generating force to progress. It is the substance upon which ambition feeds. Where there is a written language, the language serves to preserve and transmit the overlay of one element of culture upon another. Where there is no language it is not so easy to draw strength from the past and greater emphasis, therefore, needs to be placed upon the methods of transmission.

Let me for a moment speak of this need for identification in terms of individuals. Just as groups draw strength from association and identification so also does the individual. The Eskimo and the Indian just as you and I must answer the question: "Who am I?" The difference between him and you is not that the question needs answering for him and not for you, but rather that it may be easier for some of us to find answers than it is for the Indian or the Eskimo. If you stop to reminisce all of you can think of moments or periods in your lives when ready answers were not forthcoming to the question of, "Who am I?".

In my early days, my young friends thought me unusual or strange, knowledge of my ancestors and my race which was generously and proudly offered to me by my mother, availed me rather little sustenance; I had to look elsewhere for the kind of self-assurance that anyone needs to maintain himself among others. It was necessary for me to draw strength in those early days from my own talents and capabilities as best I could. I was able to achieve this in several ways - all of which reflected my own ability to perform in some area of activity where I could achieve as well or better than my fellows. With assurance of success in some important field of activity one can find a positive answer to the question of "who am I". And so, identity can to a degree be found in the history of the race, but it can also and much more importantly be found in one's own achievements.

Perhaps as I have suggested, the difference between southern white Canadians on the one hand and Indians and Eskimos on the other in answering the question "who am I"? is really a difference in degree.

Perhaps because of a lack of a written language there is less recorded and available for the northern Indian and the Eskimo than for the white. Perhaps we should devote more time to the preparation of such materials.

Perhaps, too, we should seek to recognize individual performance in any area of activity where superior performance is demonstrated. One danger of course is that some of us may place values on certain achievements which do not fit into the value scales of the persons concerned. Here we need to devote much more attention and much more study. What have we tried to do to recognize individual performance. Is it possible that we have not yet met some pupils on an appropriate level?

Without doubt we have much more to do in the field of folk-lore, placing ancient tales and dialogues on tape, writing up attractively the life stories and achievements of native people. We ought to be doing this in our adult education work, but to date we simply have not had the staff. The Indian-Eskimo Association has done something in this direction and we expect to hear of more.

Conclusion:

To this point I have offered only in snatches and pinches some aspects of our northern education system. I have tried to speak in general terms and have referred to the broad rather than the more specific aspects of our work. You will now have an opportunity of exploring the specifics in greater detail. In short, I have indicated a few of the anomalies in northern education.

I have tried to draw attention to our view that northern education differs more in degree than in kind from southern situations. I have tried to offer a few examples of how we seek to apply theory to operation. Finally I referred briefly to the need that all people have for identification. I gave a few examples of how we are seeking to meet that need.

We could continue endlessly discussing these interesting and complicated problems but the time has come for more detailed consideration of specific topics and in thanking you for your kind attention may I again wish you success in your further deliberations in this conference.

Post Elementary Occupational Education
for Indian and Eskimo Children

Vocational Training, Education Division
Department of
Northern Affairs and National Resources

The occupational oriented programs in operation now and proposed for the future in the Northwest Territories are dependent on a good basic education including exploratory subjects in which potential trainees determine, through study, guidance, and counselling, the vocation they would like to pursue. The occupational program is proposed to go further than the in-school program, and may be closely related to both the theory and practical aspects of such programs as our apprentice training program which was developed through the work of Mr. Bowles.

The In-School Program

The in-school education program operating in the Northwest Territories has its base in the Junior High School Industrial Arts and Home Economics Programs developed by Mr. H. A. Macdonald and Miss Barrie Worthington. These programs were designed with the unique cross-cultural composition of the school population in mind, and so contained sections of work on transportation with emphasis on water and air travel and on the preparation of indigenous foods, with projects, recipes, and patterns which have been chosen with the background and experience of the children in mind. Home Economics and Industrial Arts are compulsory subjects in Grades VII through IX in the Mackenzie District of the Northwest Territories and in some schools commercial is offered in Grades VIII and IX as an option.

The Senior Secondary School Program caters to a relatively small but growing proportion of our school population. In order to facilitate articulation with provincial institutes of higher learning, the secondary school curricula of the Province adjacent to the various regions of the Northwest Territories is revised and adapted. In this way it is possible to offer comprehensive academic and pre-vocational senior secondary school curricula from which graduates may enter universities and institutes of technology in southern Canada.

A large number of pupils in the schools in the north are age-grade retarded through no inherent fault of their own. A child may spend only part of the year in school because he must accompany his parents in hunting expeditions that may last several months. There are now major attacks on this problem. One approach is spear-headed by our pre-vocational schools at Yellowknife and Churchill. In these schools pupils attend a four-year program and spend 50% of their time in vocational training and 50% in a special academic up-grading program. While attending the school, they live in a modern residence on the campus.

The boys enrolled in this program spend the first year (the first two years in Churchill) in an orientation program during which time they are exposed to several occupations. Then they begin to specialize by selecting a broad family trade, for example, woodwork or mechanics. The third and fourth years are spent in specialized training which becomes more and more specific. Some of the courses offered at our pre-vocational schools are offered at schools of this kind in the provinces of southern Canada. However, until very recently schools in Canada which catered to pupils in the age-group had very little to offer in such fields as Heavy Equipment Operating or in Mining.

The program designed for girls is bifocally centered on Home Economics and Commercial Training. The girls receive experience in home making, clothing construction, cooking on a scale suitable for a family and institutional cooking; or they may specialize in a business course.

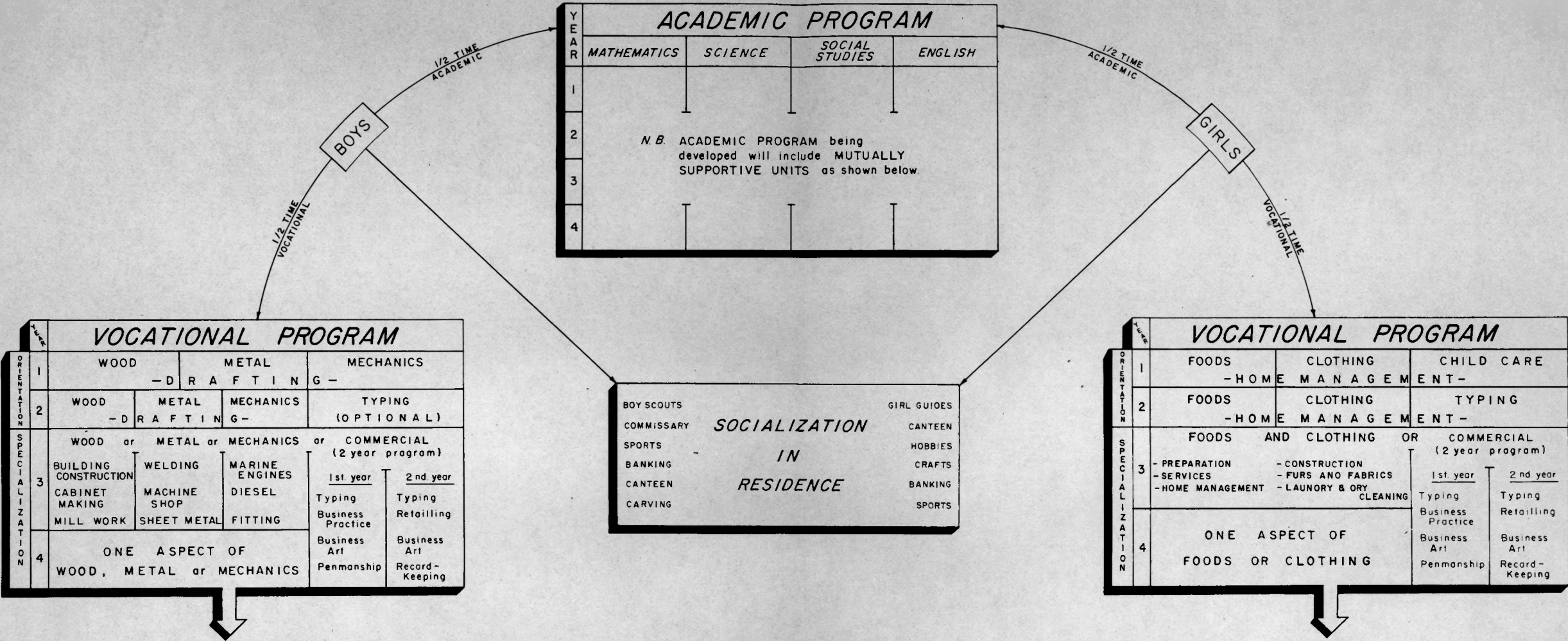
There is a summer employment program for both boys and girls which ensures that the pupils receive on-the-job training, during which time they are assisted and supervised by school officials. This is considered to be an extremely important facet of the whole program as the building of suitable attitudes towards employment is of paramount importance.

There is an exciting experiment in program development under way in the newly-opened pre-vocational school at Churchill (see chart on next page). In addition to the academic up-grading classes and the usual vocational subjects (wood, metal and mechanics for the boys, and foods, clothing, and home management for the girls) the teaching staff is pioneering the development of a series of mutually supportive academic vocational units. These units are prepared by an academic teacher and a vocational teacher working as a team, and are designed to help the pupils interpret the new subject matter in terms of what is familiar to them. The units are presented to the pupils by the academic teacher, at the same time as the vocational teacher is introducing the related practical work in the shops or Home Economics laboratory.

For example, while the boys in the woodwork class are making a table, the mathematics teacher may be teaching them how to calculate board feet and to estimate the cost of the table; or while the girls are making duffle liners in the sewing laboratory, they may learn from the Social Studies teacher where the wool comes from, and how habits, customs and climate determine our choice of clothing.

Several of these mutually supportive units will be prepared and presented each year, and it is to be hoped that in time a completely co-related academic vocational program will be developed which may well prove to be unique in the field of education.

CHURCHILL PRE - VOCATIONAL SCHOOL



Leading to:

- Apprenticeship
- Employment
- Institute of Trades and Technology.

MUTUALLY SUPPORTIVE ACADEMIC - VOCATIONAL UNITS											
MATHEMATICS			SCIENCE			SOCIAL STUDIES			ENGLISH		
WITH:			WITH:			WITH:			WITH:		
WOOD	DATE PREPARED	DATE PRESENTED	WOOD	DATE PREPARED	DATE PRESENTED	WOOD	DATE PREPARED	DATE PRESENTED	WOOD	DATE PREPARED	DATE PRESENTED
METAL			METAL			METAL			METAL		
MECHANICS			MECHANICS			MECHANICS			MECHANICS		
FOOD			FOOD			FOOD			FOOD		
CLOTHING			CLOTHING			CLOTHING			CLOTHING		
COMMERCIAL			COMMERCIAL			COMMERCIAL			COMMERCIAL		
N.B. THESE UNITS WILL BE INCORPORATED IN THE ABOVE ACADEMIC PROGRAM											

Leading to:

- Apprenticeship
- Employment
- Institute of Technology
- Homemaking

A special feature of the Northwest Territories Vocational Education Program is the Selection and Placement Service which endeavours to place graduates of vocational programs in employment, in further training programs in more specialized trades and technical institutes in the provinces of the south, or in the Northwest Territories Apprenticeship Program. It is intended by this means to give support to people making the difficult transition across the cultural gap to wage employment. Five Selection and Placement Officers scout the one and one-third million square mile area of the Territories in pursuit of this work.

In small isolated communities where schools have only recently been established, the age-grade retardation problem is particularly acute. In such settlements as Tuktoyaktuk with a total population of some 400 people, it is impossible to offer a full program of vocational education in the schools. The majority of the pupils intend to remain in, or around their home settlement and can expect, at present, only a marginal existence gleaned from harvesting natural resources. One of the efforts to make the school program realistic and applicable to the environment and needs and experience of these people is a pair of complementary Practical Programs in Home Economics and Industrial Arts and Related Activities developed in the Education Division and instituted this year by Mr. Macdonald and Mrs. Ellis. These programs have been published in a form intended to help teachers who are not necessarily specialists in the Home Economics or Industrial Arts fields, organize practical projects and courses. Some of the courses outlined in these books are: trapping and fur preparation, home care of the sick, care and use of firearms, maintenance and repair of outboard motors, as well as more common subjects of foods, clothing, woodwork and metalwork which are treated in a fashion suited to the north.

Proposals for the Future

In preparing plans for the future, analysis of the enrolment patterns in the schools of the north reveal some extremely important indicators for policy making. In January 1964, in the Mackenzie District, 46.46% of the total enrolment was made up of pupils who were two years or more age-grade retarded and approximately 45% of this group were 14 years of age or more. At the same time, in the Arctic District, 52.93% of the enrolment was made up of pupils two or more years age-grade retarded, and 30% of this group was 14 years of age or more. It is because of the comparative recency of the development of the school system, compounded by the sparsity and widely-dispersed nature of the population in the Arctic, that many of this over-age under-grade group of children are not yet fourteen years of age. However, the pattern for the future is extremely clear. These figures refer only to the situation as of January 1964 and make no prognosis of the number of age-grade retardates for the future. This year,

approximately 302 pupils who are now two years or more age-grade retarded, will join the 14 years or more age group, and for a number of years this trend will continue.

This age-grade retardation becomes a matter of major concern as pupils approach the age when school attendance is no longer compulsory, and their hopes for the future are limited to swelling the ranks of the uneducated, unskilled, and unemployed.

The chart on the next page indicates that the total number of pupils in each grade in the schools of the Northwest Territories decreases as the grade level becomes higher. This pattern is common to most school systems, and while the reasons for this are complex, most educators would agree that a contributing factor is the lack of a realistic program geared to the specific aspirations, needs, and capabilities of this particular type of pupil.

For these pupils in the schools of the Northwest Territories who are 14 years of age and two years or more age-grade retarded, an occupational program with the following characteristics is proposed:

1. The aims of the program would be:
 - (a) to provide a basic academic education more closely related to skill development.
 - (b) to provide the pupils with vocational exploratory experiences which will assist them in choosing an occupation.
 - (c) to provide the pupils with fundamental skills, relevant to the occupations, which may assist them in successful job adjustment at the conclusion of the training program.
 - (d) to channel pupils directly into jobs or to arrange for their advancement into a training program demanding a higher degree of skill.
2. This program would be of two years' duration, calculated on the basis that compulsory school attendance ends at age 15.
3. Approximately 50% of pupil time allotment would be spent in academic up-grading in subjects closely related to skill development. We consider that a special curriculum, covering the basic subjects and adapted to the specific needs of these pupils, should be implemented.
4. A minimum of 50% of the in-school pupil time allotment would be in occupational training courses such as:

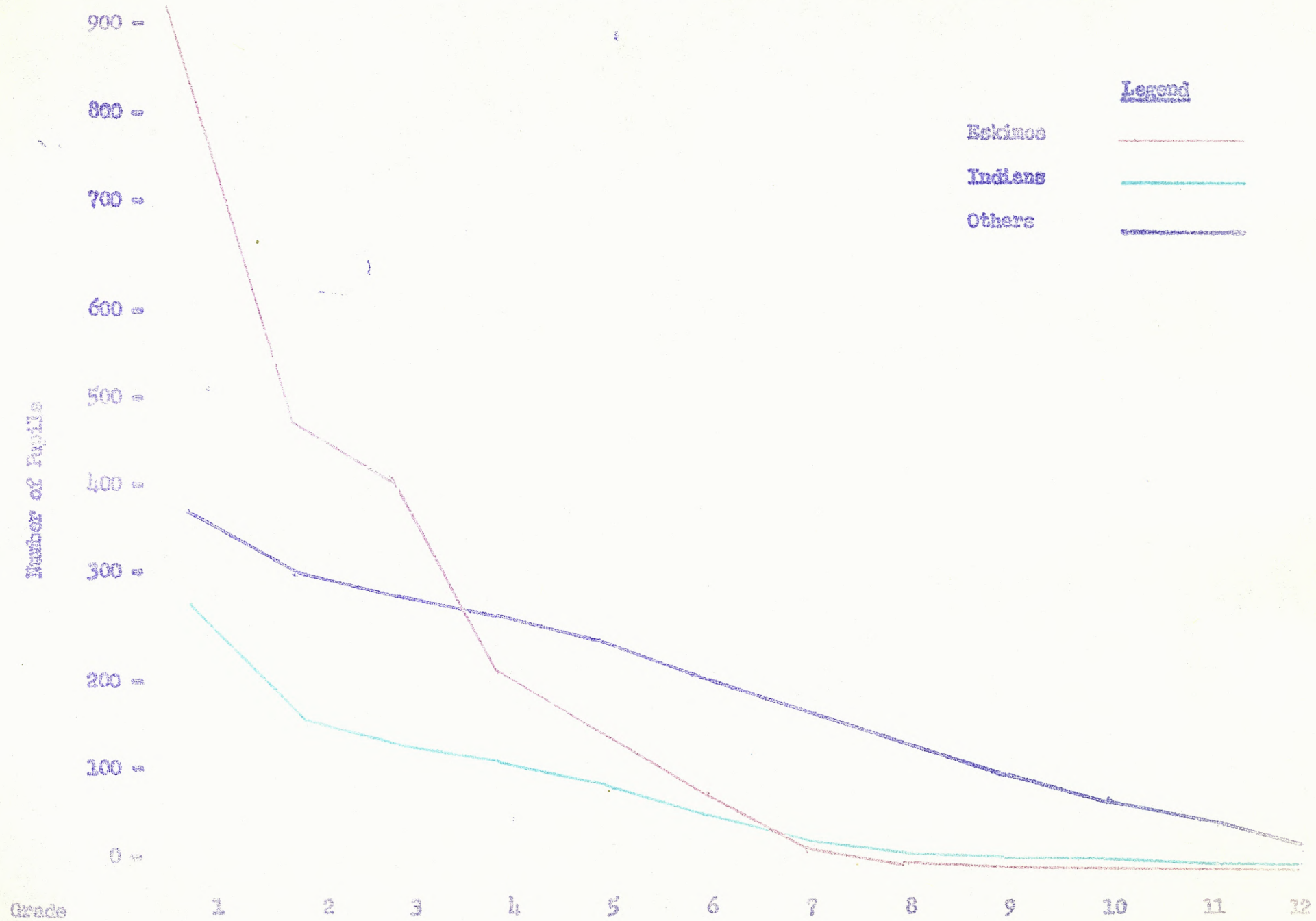
BREAKDOWN OF AGE GRADE PLACEMENT - MACKENZIE DISTRICT

Racial Status	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other				
Age	I			II			III			IV			V			VI			VII			VIII			IX			X			XI			XII			
6	70	87	256		2	5																											420				
7	56	83	68	9	19	190			4			3																					430				
8	56	60	32	34	44	72	5	13	152			6																					474				
9	20	22	10	31	41	23	14	32	73	4	6	139			7																		422				
10	15	12	5	15	31	6	15	34	35	11	27	64	4	5	113			9															401				
11	5	5		12	15	5	21	31	16	19	33	26	11	11	59	2	3	87	1	11													373				
12	8	2	1	19	5		13	19	5	13	28	19	13	33	25	11	15	59	4	4	63			11									390				
13	5			10	2	1	12	11	2	8	18	13	15	31	17	10	21	26	7	9	33			4	71		14			2			342				
14	3			6	2		9	6	1	8	13	3	9	18	11	12	28	20	14	20	39	1	3	40	1	1	54			6			328				
15	5			4			6	4		2	10	1	12	10	4	7	20	5	8	23	17	12	10	21	3	7	33		1	44		3	272				
16				1			8	1		1	3		3	1	1	6	10	1	5	6	4	4	7	9	3	9	15	3	1	34	1	2	41	6	186		
17							6			3	1			1		2	2	3		3	2	3	3	2		9	4	4	6	10	1	2	30	19	116		
18										1			1			2				1		3			1		3	3	7	6	1	1	7	1	1	12	51
19	1						1														1			2	2		2	2		3	5	1	2	22	44		
20-64	244	271	372	141	161	302	110	151	288	70	139	272	68	110	237	52	99	210	39	65	190	23	28	154	10	28	123	10	17	104	6	10	82	1	3	59	4249
Total	887			604			549			481			425			361			294			205			161			131			98			63			
65-69	241	291	357	136	205	303	76	187	273	82	141	243	62	136	240	43	71	172	32	68	190	19	41	138	18	30	125	6	14	92	3	4	74	1	4	65	
Total	889			644			536			466			438			286			290			198			173			112			81			70			

BREAKDOWN OF AGE GRADE PLACEMENT - ARCTIC DISTRICT

Racial Status	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other	Eskimo	Indian	Other				
Grade	I			II			III			IV			V			VI			VII			VIII			IX			X			XI			XII			
Age																																					
6	193	6	18	2		1																															220
7	156	1	3	15		9	1																														185
8	106	1		38		1	6		7	2																											161
9	84	3	1	74	3		23		5	4		2																									208
10	61	2		64	2		25	1	1	10		5																									173
11	22	1		38	2		55	1	1	23		5	2	5	3		2		2																163		
12	12	2		10			51	1		21	2	1	15			5			3																166		
13	14			30			49			44	2	2	11		1	1			1																185		
14	13			21	1		44	2		30	1	3	15		1	1								2										167			
15	6			4			30			16	1		19		5		5		1					2										89			
16	5			7			8	1		10			11		7		2		3																54		
17				2			3			1			1		1		1		1																10		
18				1													1																		2		
19	1									2			1				1																		5		
63-64	680	15	22	344	8	11	294	6	15	161	6	15	106	6	14	49		5	12		4	5		6			4							1788			
Total	717			363			315			182			126			54			16					4													
62-63	740	6	20	344	10	19	284	7	24	156	6	12	75		3	29		8	15		11		4			3											
Total	766			373			315			174			83			37			26				4		3												

Grade Placement of Pupils in N.W.T. Schools as at January 1964



Boys

Welding
Forestry
Mining
Fishing
Repairs to small motors and
electrical appliances
Short Order Cooks
Construction Helpers

Girls

Food Services
Laundry Worker
Dry Cleaning
Merchandising
Maid Service:
(i) Domestic
(ii) Institutional

5. Class sizes should be not less than five pupils per class, not more than 20 pupils per class with the optimum size at 12-15 pupils per class.
6. On the basis of the January 1964 enrolment figures, using the optimum class size, we could have 26 classes of boys and 24 classes of girls enrolled in this program at the present time.
7. Thirteen vocational teachers and 13 academic teachers and classrooms would be required for the boys, while 12 vocational teachers and 12 academic teachers and classrooms would be required for the girls. A minimum of 25 occupational training shops could be used immediately.
8. Living accommodation would be required for 754 pupil trainees, 50 teachers and maintenance staff.
9. The location and approximate costs of the shops and classrooms required for this program have been outlined by the Department.

The Need for Secondary School Vocational Training Programs.

To meet the changing needs of the secondary school-age population in the Northwest Territories a philosophy of secondary education should include a comprehensive approach to vocational education. The Vocational Education Section of the Education Division has outlined such a philosophy as follows:

1. Junior-Secondary

All pupils in Grades VII, VIII and IX in the Northwest Territories should have as part of their general education, Home Economics for girls and Industrial Arts for boys. A Curriculum Guide especially aimed at meeting the needs of northern pupils has been developed and is at present being introduced into our Junior-Secondary schools. Facilities to ensure the continuation of this program have been included in present school building plans. The overall plan for development in education calls for a measure of decentralization of Junior-Secondary schools.

This, in effect, will increase the need for facilities for Home Economics and Industrial Arts in these schools.

2. Senior-Secondary

The growing need for emphasis on senior-secondary education is becoming apparent as each year a larger portion of pupils remain in school beyond the school-leaving age. It is evident from observance of current practice in southern Canada, and in developing countries abroad, that a traditional, purely academic curriculum will adequately meet the needs of only approximately 25% of the pupils. This figure indicates that 75% of all pupils in our secondary schools should be enrolled in a vocational program of one of the following forms.

Approximately one-third of this group could probably benefit most from a program leading to technical training of the type obtainable at institutes of technology in southern Canada (for example, the Northern Alberta Institute of Technology, Edmonton). To gain entrance to most courses in these institutes a partial matriculation or high grade level is usually required with emphasis on academic and vocational subjects related to the eventual occupation. Suitable offerings in practical subjects supplement the academic training, provide motivation, and most important make it possible for the pupil to make a more realistic and valid occupational choice. This vocational or practical subject helps to demonstrate to the pupil the utilitarian value of education. A further one-third of the senior-secondary school group requires a more heavily concentrated course in vocational preparatory subjects. Such pupils would spend an amount of time equivalent to two full credits or approximately 25% of schooltime in vocational options in each year of Grades X, XI and XII. This would enable the course of studies offered to become quite specific, detailed and directly aligned with apprenticeship and/or trade school offerings in specific trade occupations. This type of program should be carried on only where there are enough facilities to offer a fairly wide exploratory first year course which would give the pupil a background of experience on which to base his choice of specialization. This specialization would be in a "Family of Trades". For example, carpentry may now include mill-work, cabinet making, basic electrical wiring and heating and ventilating. Only in the final stages, e.g. Grade XII of such a course could a pupil specialize to the extent of studying in only one area of this "Family of Trades". It is proposed that a program of this type would be offered at four centres: Fort Smith, Hay River, Yellowknife and Inuvik.

The final one-third of the secondary school group would fall into a vocational secondary school program in which they would spend one-half of their time in school in vocational subjects. The ultimate

employment objective for this type of pupil would most likely be direct entry into the labour force, apprenticeship, or trade schools. A program of this nature requires a large number of shops since two classes of maximum enrolment of 20 pupils each will occupy a shop or girls' vocational room full-time. Courses of this nature would be carried on at Yellowknife and perhaps Fort Smith and Inuvik.

To meet the secondary school requirements of the pupils of the north, the following proposals have been made by the Department.

1. Facilities for Home Economics and Industrial Arts should continue to be provided in all junior-secondary schools in the Northwest Territories.
2. The secondary school program should be expanded to include facilities which would enable us to offer at the senior-secondary school level:
 - (a) A one-option program in which the pupil would spend an amount of time equivalent to one period per day or $12\frac{1}{2}\%$ of school time in Vocational Education. The aims of this program would be:
 - (i) Matriculation level academic work,
 - (ii) Motivation of the pupil,
 - (iii) Exploratory vocational experience,
 - (iv) Preparation of pupils for courses in engineering and advanced technology.

This program would be of three or four years' duration post Grade IX.

- (b) A two option vocational education program in which the pupil will spend two periods per day or 25% of school time in vocational education. The aims of this program would be:
 - (i) Preparation of pupils for entrance to technician and advanced trade training.
 - (ii) Exploration of vocations.
 - (iii) Experience in a progressively more specific vocational area which may permit exemption from parts of post-secondary education (for example, in the apprenticeship program or certain trade/technical institutes).

This program would be of three years' duration post Grade IX.

- (c) A vocational program in which the pupils will spend one-half of their school time in vocational subjects. The aims of this program would be:
 - (i) Preparation of pupils for direct entry to industry and for entry to trade schools and the apprentice training program.

- (ii) Vocational exploration
- (iii) Extensive work in specific trade area.
- (iv) Academic studies closely related to this work.

This program would be of two or three years' duration post Grade IX.

3. Some of the vocational fields which should be covered by such an approach to secondary education might be: foods; clothing; clerical, mechanics, welding, carpentry, electrical trades, drafting, metals.
4. The recommended location and approximate costs of the facilities required for this program are outlined and in a proposal stage at the present time. If accepted they will fit within the "Five-Year Education Plan for the Northwest Territories and Northern Quebec 1965 - 1970".

Out of School Training Program

The Vocational Education programs for those residents not in the regular school system cover all age and ethnic groups. The program which commenced in 1953 has been constantly expanding as can be seen from the accompanying chart entitled "Vocational Education Trainees 1953-54 to 1959-60 and 1960-61 to Date". It will also be noted that this chart covers three distinct types of trainees, those who take their training outside the Northwest Territories, those who take it within the Northwest Territories, and those who are enrolled in the Sir John Franklin and Churchill Vocational Schools. As the Sir John Franklin and Churchill Vocational are covered in another part of this paper, we will make no further reference to them other than the fact that a number of persons who have attended the Sir John Franklin School, and either dropped out or graduated, have gone on to take further courses either within or outside the Northwest Territories.

Since the signing of the Technical and Vocational Training Agreement and the Apprentice Training Agreement by the Commissioner of the Northwest Territories with the Minister of the Department of Labour, we have divided our vocational offerings to match the program numbers and requirements of these Agreements. This can be seen from the chart entitled "Summary of Vocational Training of Indians, Eskimos and Others, April 1, 1964, to March 31, 1965" which shows a typical year's offering. These persons taking training under Programs 2, 7 and 9 have reached at least the junior matriculation level before proceeding further and, therefore, for our purposes require no further consideration. The other programs, 3, 5, 8 and Apprenticeship, as mentioned earlier, cover all ethnic and age groups and show the variety of occupations for which training has been made

available. Employment in all of these occupations is available, both in the Northwest Territories and in southern Canada, but some definitely offer more opportunities in one place than the other. As can be seen from these figures, there seems to be a tendency for Indians and Eskimos to choose training in occupations that, irrespective of employment prospects in southern Canada, do have a greater application in the north. One program not shown on this chart is that of Small Business Management Training, which is offered in co-operation with the Department of Labour and Chambers of Commerce in various areas of the Mackenzie District. To date 75 small business people, whether employers or employees, have taken courses in Bookkeeping and Management Accounting. In the coming year these two courses will be offered in other areas and, in addition, new courses in Retail Management, Personnel and Business Law will also be offered.

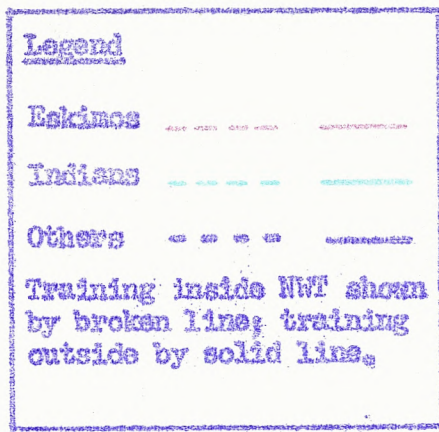
So far as Apprenticeship is concerned, this is a two-fold program, namely, Apprentice Training and Occupational Certification, and is designed not only to provide training for residents up to a standard of skill where they can compete on an equal basis with southern Canadian residents, but also to provide a means whereby persons who have not been apprentices, but have varying amounts of experience in an occupation, can either obtain the highest level of certification, namely journeyman, or take further training which will allow them to reach this standard. This program, generally speaking, has required more work than the others for, not only must co-ordination with all Canadian provinces be achieved, but as the actual training period covers a long period of time, varying from 4,000 to 10,000 hours, a great deal of work has been done to ensure that the training is controlled, regulated and follows a definite pattern. This work can be seen in the list of trades which have been analyzed and the list of trades which are now in the process of being analyzed. In addition, the examinations set must be on a standard acceptable to all provinces. This program, however, does allow us a rather unique opportunity to bring recognition to occupations not now considered for official training programs. By means of analyzing and making them apprenticeable, it enables persons to be brought to a position where they can prove conclusively to employers and any other interested parties that they have indeed reached a standard of skill. Thus, it is quite conceivable that in the future, apprenticeships will be available in guiding, forestry occupations and occupations applicable to the fur industry, all of which form a major part of the employment opportunities available in the north.

Co-ordinated with all of these programs is the Selection and Placement Service. The Selection and Placement Officers not only counsel persons in the training they should take, but in addition, through an agreement and with the co-operation of the National Employment Service, offer assistance to all residents, both vocational trainees and non trainees, in finding employment not only in the north but in southern Canada as well. In addition to the above, the Selection and Placement Officers are now working with officers of the Canadian Armed Forces in arranging for the possible recruiting of Northwest Territories residents for service in the Armed Forces.

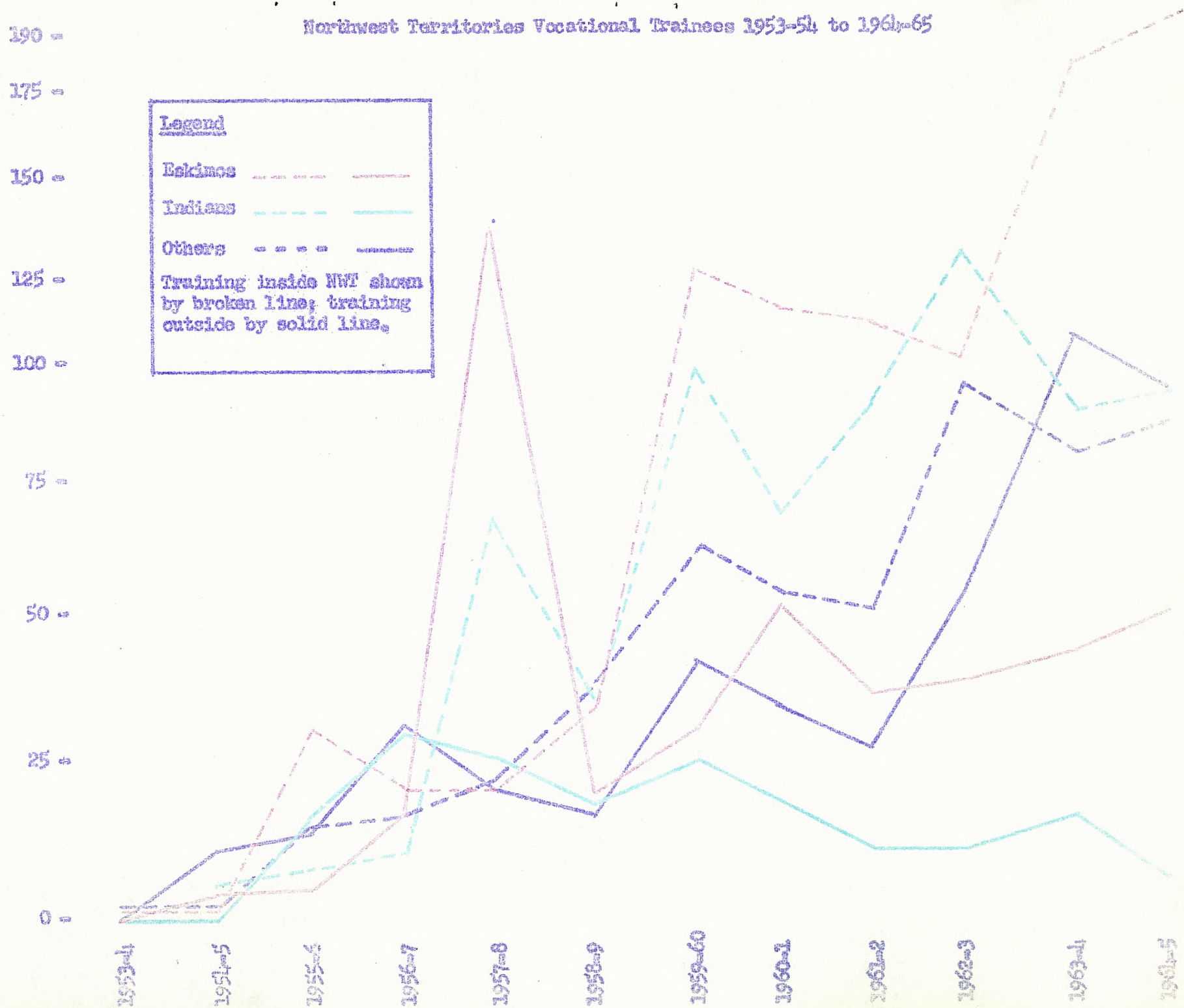
Northwest Territories Vocational Trainees 1953-54 to 1964-65

Number of Trainees

190 =
175 =
150 =
125 =
100 =
75 =
50 =
25 =
0 =



1953-4
1954-5
1955-6
1956-7
1957-8
1958-9
1959-60
1960-1
1961-2
1962-3
1963-4
1964-5



Summary of Vocational Training of
Indians, Eskimos and Others
April 1, 1964 - March 31, 1965

<u>Program 2 - Technician Training</u>	<u>Indian</u>	<u>Eskimo</u>	<u>Other</u>	<u>Total</u>
Recreational Leadership	1	1		2
Automotive Technology			1	1
Chemical Technology			1	1
Civil Technology			2	2
Drafting Technology			2	2
Electronic Technology			5	5
Industrial Electrical Technology			1	1
Land Surveying Technology			1	1
Mining Technology			1	1
Resource Management Technology			1	1
Totals	1	1	15	17
<u>Program 3 - Trade and Occupational Training</u>				
Barber		1	1	2
Caretaker		6		6
Carpentry		15		15
Clerical	1	9		10
Heating Equipment Servicing		1		1
Heavy Equipment Operators	3	6	3	12
Marine Engine Room Operators	2	1	3	6
Nurses Aide	1	2	2	5
Secretarial		1	6	7
Stenography		1		1
Tourist Guiding	20		4	24
Arts and Crafts		12		12
Banking			1	1
Business Administration			1	1
Cleri-type			2	2
Commercial Flying			3	3
Commercial Radio			1	1
Electronics			2	2
Hairdressing			2	2
Office Machine Repair			1	1
Prevocational			1	1
Public Administration			6	6
Real Estate			1	1
Refrigeration Servicing			7	7
Waterworks and Sewerage Operator			1	1
Welding			2	2
Totals	27	55	50	132

Program 5 - Training of Unemployed

	<u>Indian</u>	<u>Eskimo</u>	<u>Other</u>	<u>Total</u>
Basic English		8		8
Boat Building		5		5
Craft Management		1		1
Electronics (T.O.J.)		2		2
Furniture Repair	2	2	2	6
Handicraft Management		1		1
Heavy Equipment Operators	4			4
Boat Maintenance and Repair		6		6
Oil Burner Servicing		1		1
Power Plant Operators	1			1
Prevocational		5		5
Sawmill Operation		6		6
Truck Driver (T.O.J.)	1			1
Fur Garment	1	22		23
Assayer			1	1
Bartending			1	1
Clerical			4	4
Navigation			1	1
Totals	9	59	9	77

Program 7 - Training of Technical and Vocational Teachers

Commercial		1	1
Home Economics		1	1
Totals		2	2

Program 8 - Training for Federal Government Departments

Heavy Equipment Operators		1	1
Marketing		15	15
Totals		16	16

Program 9 - Student Aid

Nursing		6	6
Totals		6	6

N.W.T. Apprentice Training and Occupational Certification Program 1964-65

1. List of trades analyzed and made apprenticeable in N.W.T. to March 31, 1965

Oil Burner Mechanic	Heavy Duty Equipment Repair
Painting and Decorating	Heavy Duty Equipment Operating
Electrical Construction	Steamfitting
Motor Vehicle Repair (Mechanical)	Carpentry
Motor Vehicle Repair (Body)	Electrical Welding
Electrician (Plant Maintenance)	Sheet Metal
Plumbing	Commercial Cooking
Machinist	

2. List of trades now being analyzed for apprenticeship purposes

Millwright	Lineman
Mine Maintenance Mechanic	Power Plant Operator
Stationary Engineer	Clerk

3. Journeyman's Certificates issued without examination (Applicants already hold accredited certification)

Bricklaying	1
Machinist	4
Motor Vehicle Repair (Mechanical)	5
Plumber	5
Heavy Duty Equipment Mechanic	2
Sheet Metal	2
Electrician (Construction)	2
Painter and Decorator	2
Carpenter	2
Total	<u>25</u>

4. Certification by Examination

<u>Trade</u>	<u>Exams Written</u>	<u>Certificates Issued</u>			<u>4th Class</u>
		<u>Journeyman</u>	<u>2nd Class</u>	<u>3rd Class</u>	
Electrician (Construction)	3			2	
Electrician (Plant Maintenance)	1		1		
Carpenter	9	6	1	1	
Heavy Duty Equipmeht Operator	2	2			
Motor Vehicle Repair (Mechanical)	7	1	3		
Machinist	4	1	3		
Heavy Duty Equipment Mechanic	3		1		
Plumber	<u>5</u>	<u>—</u>	<u>1</u>	<u>2</u>	<u>—</u>
Totals	34	10	10	5	0

Post Elementary Occupational Education for Indian and
Eskimo Children

Chairman: - Mr.G.Rancier
Panelists: - J.L.Jampolsky
 W. Yanchyshyn
 T. H. Waugh
 R. H. Sabey

Mr.G.Rancier - Introduction to the Panel

It has been said: Getting together is a beginning,
 Keeping together is progress,
 Working together is success.

In that this is now the third Conference dealing with common problems and goals, we can probably place ourselves somewhere between keeping together and working together, in other words, between progress and success. We are certainly beyond the getting together stage but not yet at the stage of complete success.

The group of educators on the first panel need very little introduction. They represent many years of specialist education service and experience which I will not elaborate in our limited amount of time. Their positions of responsibility reflect much of their status.

In order that the presentations of each member of the panel would have something in common and thus provide a foundation on which the follow-up group discussions might work, we are proposing to outline the Vocational Education offerings in our respective provinces or department. Because of the limited amount of time some of the members of the panel have prepared in hand-out form information that would be of value in our discussions at this Conference.

Vocational Education covers a wide range of offerings to such a varying grade and age levels of pupils, we will be trying to limit our discussions to those pupils who drop out of school at a level below the entrance level of most trade and vocational schools and apprentice training programs. We will, of course, give you some information on what we are doing in the other areas as well. You will realize this problem drop-out group varies between the provinces and agencies of government but in general, this group is made up of drop-outs or potential drop outs between Grade IV and Grade IX, probably averaging about Grade VII or VIII. Their ages may vary from below 15 years of age up with the major group falling in the 15 to 20 year age group. If these pupils reach an academic level of Grade X to senior matriculation, there is not nearly the problem educating them vocationally. With the tremendous expansion of physical facilities for Vocational Education across Canada and the

generosity of the provinces in making these institutions available to us, most young people will find a wide variety of programs available to them in these schools, provided they have the internal drive and guidance or counselling to encourage them to go on.

I found the material collated and written by Tom Taylor (received in advance by delegates to this Conference thanks to Harry Waugh) of much significance and interest. I must say too, that an article written by Seymour L. Wolfbein, Deputy Manpower Administrator, U.S. Department of Labour (School Shop, February 1965, pages 25, 26, 56) struck me as being equally significant to our problem. Part of it is as follows:

"The relationship between educational attainment of young people and their parents' economic position is unmistakable. The facts in the table show features that give an appearance of an hereditary nature of educational attainment.

The problem of "social heredity" in this connection is underlined again by data for 1960. About 25 percent of all males age 16-24 were enrolled in college. But the proportion enrolled in college was:

- 15 percent among those whose fathers were high-school dropouts;
- 36 percent among those whose fathers were high-school graduates;
- 52 percent among those whose fathers had some college;
- 71 percent among those whose fathers graduated from college.

Among females age 16-24 about 12½ percent were enrolled in college in 1960. But the proportion enrolled was:

- 7 percent among those whose fathers were high-school dropouts;
- 16 percent among those whose fathers were high-school graduates;
- 35 percent among those whose fathers had some college;
- 43 percent among those whose fathers graduated from college.

Further evidence of the "chain-reaction" nature of the "Social heredity" factor is that family income clearly has a critical role in affecting the relationship between the father's educational attainment and college attendance. Even among those whose fathers were high-school drop outs, the proportion attending college where family income was \$10,000 or more was triple that among young people from families with incomes under \$5,000. And the differential holds at significant levels, no matter what the family income is, between those whose fathers did not finish high school and those whose fathers received a high-school diploma".

These figures are based on American statistics but I rather doubt that there would be a significant difference in Canada. Certainly if there is a similarity at all and unless there are different trends in the future, we will have to adjust our thinking to educating this generation for the benefits that might be attained for their children and grandchildren.

How can we dent the problem in our northern areas in making the world of work meaningful and positively challenging to native young people? I think it is generally agreed there is a long way to go and time will be an important factor. Adjustment is slow and we must understand there is more to this than just shifting occupations. It is a shifting of a whole way of life with its concomitant changes in philosophies, languages, attitudes and outlook. With this in mind, obviously there is a lot more to vocational or occupational training than just training for a job, and it implies a close working relationship between those in academic education and vocational education.

Panel Presentation

In the Northwest Territories we are making considerable progress in developing programs to meet the special needs of the native people. We try to offer these in a setting that places the Indian, Eskimo or Metis child equal in opportunity to white. From our point of view we are prepared to train anyone for a job provided the potential trainee has reasonable ability, background and willingness to work and provided a job is available at the end of training.

Our programs may be divided roughly into two main groups; the in-school programs and the out of school programs. I shall deal with the latter first.

1. Out-of-School Programs

By this broad term we mean vocational offerings for pupils who have dropped out or graduated from our regular school program. Many and varied courses have been given both in the Territories and the provinces as can be seen on the table in your hand-out. In this chart you will see we have organized our programs according to the program classification used by the Department of Labour. I am sure many of you will realize that almost every one of the young people represented as a statistic on that chart is a story in himself or herself and certainly represents a good deal of planning and special arrangements by Mr. Ritcey and Mr. O'Neill, our District Superintendent of Vocational Education in Ottawa and Fort Smith. Both of these gentlemen could entertain us for some time with the stories of incidents that northern young people have when they go south for courses or go on specially arranged courses. You will note on the breakdown of these courses that many southern oriented offerings are taken by whites whereas training that would tend to lead to employment in the north is taken more by the native population. In terms of time and growth of these vocational education programs, I would like to refer you to a chart which reflects this growth. I should point out that we do not train just for trainings sake but with a definite objective of placing the trainee on a job and our intent is to carry the program to the point of employment.

Apprenticeship

Over the past few years we have recognized a growing importance of the employer assisting by acting in the capacity of trainer. It is almost impossible to duplicate the advantages of training that are found on the job in a live work situation and in order to attain this arrangement, we have developed an apprenticeship program for the Northwest Territories. You can see from the display material that considerable research and work has gone into this. Mr. Bowles has been the person most responsible for this work and has been instrumental in pursuing our program to its present state. Of particular significance recently, is the recognition given by our Department of this program. They are now opening the doors to apprentices in the fields of technical work, most of this with the Engineering Division in the field, and clerical work, most of which will take place in government offices. Through these formalized training-on-the-job schemes, an apprentice can progress from a beginner to a highly qualified journeyman and in this state will be recognized, not only in the north, but also in the provinces.

Selection and Placement Service

Across the north we have five Selection and Placement Officers in the five major regions, whose prime purpose it is to select trainees for established training programs, propose training programs for trainees who could benefit, and to place trained people on jobs. We have found this an extremely useful and essential part of our total program. In the past year their work has been expanded to that of acting as agents for the National Employment Service in the Northwest Territories.

2. In-School Programs

Junior Secondary Programs

In grades VII to IX in the Northwest Territories, we have an Industrial Arts and Home Economics program comparable to those of the provinces. These programs are based on special curriculum guides developed by Mr. Macdonald and Miss Worthington (Mrs. Ellis is pursuing the work this year while Miss Worthington is at Columbia University) and in my opinion are second to none across Canada, certainly in this experimental stage. I understand that we pioneered the placement of such units as "Transportation" as a major offering in Industrial Arts. Other provinces are now including this as one of their units in their curriculum guides. Units such as this, and any of the other special units in these guides, are related to the needs and understandings of northern young people and have projects, recipes and patterns basic to their needs. These courses explore the world of work through the eyes of a junior secondary pupil and give them understanding in the use of basic tools and equipment.

Senior Secondary Programs

In secondary or high school we offer an option program recognized by the provinces immediately south of the District. In the case of the Mackenzie District, the senior high school Industrial Arts, Home Economics and Commercial programs are patterned off the program of Alberta. In the next two or three months we are hiring an expert in the field of commercial work to investigate our offering to determine whether it really meets the need of our young people as well as the needs of the occupations into which they will be moving. We are going to have to expand our commercial offering and we want to do it properly. Senior secondary Industrial Arts and Home Economics programs are presently being investigated to determine whether they do in effect provide the basic information to feed the young people into training programs, into trades schools, vocational schools, technical schools and apprentice programs in the south or in the north. I am not going to dwell on this section too long because I will speak on it briefly when I mention trends.

3. Practical Programs for Elementary Schools

In offering a basic practical program for the elementary grades for over-age, under-grade pupils, and in fact many who are in normal age-grade placement, what is our program for pupils in elementary grades (also in some small Junior and Senior Secondary Schools, who are obviously ready for some practical training? Probably one of our most exciting developments for these people has been the development of "Practical Programs in Industrial Arts and Home Making". You will see a vertiable wealth of material of obvious use to teachers and other workers in isolated communities.

Units on	Trapping and Fur Preparation	Woodwork
	Care and Use of Firearms	Woodcarving
	Outboard Motors	Metalwork
	Clothing	Welding
	Child Care	Foods
	Home Care of the Sick	

provide the "grass roots" information required by these people. You will note as an example the "Foods for Health" unit is written in the simplest of language and instructions can be understood by anyone. I think it is significant that we are now having this translated into Eskimo and it has been lifted from the main text and will be used by adults and others as a recipe book. As we add other units we find the response very encouraging. Mr. Macdonald and Miss Worthington did the preliminary planning and work of this project. I would like to give credit too to Mr. Thorsteinsson for his initial effort in having us move beyond the more routine vocational education programs. We could see the need for this in many communities, particularly for those pupils who would go back to living off the land.

Pre-Vocational or Occupational Training Centres

In Yellowknife and in Churchill, we have two centres which are hard to define by any standard nomenclature. To some of the trainees, these are pre-vocational schools which will obviously lead to other vocational schools or training programs. The vocational trainee-pupils in these schools spend approximately 50% of their time in shop, home economics, or commercial programs and 50% in academic upgrading. It has been the intent that in the initial one or two years, the pupils take a broad orientation course covering various family trades before choosing one in which they work specifically (half time shop, half time academic) in the last one or two years. The chart on the Churchill program pictures our plans quite clearly and points out the tremendous effort put forth by that staff and such people as Mrs. Ellis, Mr. Macdonald, Mr. Wattie and Mr. Ritcey in their visionary planning. When trainees leave these schools, they may go on in vocational training programs of a higher level in schools in the south, they may go directly into employment, preferably as apprentices, or most important, they may decide to go back to school and increase their academic level.

Proposed Plans for Occupational Training

For the specific problem group that I understand concerns us at this conference, I want to put forward proposals:

1. Does such a group exist?

From the chart you can see a considerable drop-off of pupils from Grade I to Grade XII. I would not want to mislead anyone into thinking the lines should stay level, because there are many reasons for Grade I being much larger in number than Grade IX. Also, it must be clearly understood that the Grade IX total does not reflect a drop out from Grade I as large as one might gather from a quick glance at the chart. There were fewer pupils in Grade I nine years ago. We have pursued this and drawn tables that provide almost frightening statistics. As of January, 1964, of the 3,503 public school pupils in the Mackenzie District, 927 or 26.46% were two years or more age-grade retarded. 433 (214 boys, 219 girls) were 14 years of age and older and these numbers are undoubtedly larger now. In the Arctic District the same pattern is repeated but the percentage of age-grade retarded is even higher, with 973 or 52.9% of the total 1,838 pupils being two years or more age-grade retarded. Of this number, 321 (175 boys and 146 girls) were 14 years of age or older as of January 1964. I doubt that there would be an automatic cut-off of this percentage at an imaginary line we call the border between the N.W.T. and the provinces. There are many legitimate reasons for this high percentage, not the least of which are the educational grade measurement by souther Canadian standards as well as the mobility of the native family in the north. This retardation does become a concern, however, when the child approaches the age where school is no longer compulsory and his hopes for the future are

limited to the swelling ranks of the uneducated, unskilled and unemployed. I am not referring only to southern employment because many of these young people are beyond the stage of returning to the land.

2. What are we going to do?

In the north we are proposing considerable expansion of facilities such as those at Yellowknife or Churchill. These schools will undoubtedly expand by several shops and girls training laboratories, many of these offering courses at a senior secondary level. We are taking the trades and industries of the north, such as mining, analyzing these and breaking them down into their component parts. We feel that if we can train these people in these areas we can work with industry to encourage employment. Our objective is also to provide a broad basis for employment with built in flexibility so the trainee can move from job to job as the need arises without having to go back to school and start at the beginning. Probably most important is the academic up-grading that is paralleling the vocational training. These vocational centres will offer programs to incoming pupils of various age-grade levels and at the same time provide high school shop option programs, but there is an honest effort to get down to the level where the problem really is. If a pupil is at least two years age-grade retarded by the time he reaches his 14th birthday and is showing little inclination toward the academic program we are considering him as a logical candidate for occupational training. He would still work 50% of his time in academic work and the path would be open to him to return to full time study.

PANEL DISCUSSION

Post Elementary Occupational Education for Indian & Eskimo Children

J. L. Jampolsky

Before entering into a discussion of what is being done at present in terms of the post-elementary education of Indian pupils, I think it would be profitable to look back to the 1949-50 school year, a matter of 15 years ago, when out of a total enrolment of 23,409, a mere 369 students or 1.5% of the enrolment were in grades 9 to 13. Of these, 283 were in grade 9 with only 11 students in grade 12.

By comparison, during 1964-65, the grades 9 to 13 pupil population made up 9.1% of the total enrolment, an enrolment of 4,761 pupils out of 51,775. If we take a look at this statistic from the standpoint of what is happening with the non-Indian school population we find that 20.2% as reported in the 1963-64 Canada Yearbook for the 1961-62 pupil population, were enrolled in grades 9 to 13. The difference between 9.1% and 20.2% gives us the distance that we have to travel before the Indian high school population is at a comparable level with the non-Indian high school population.

TABLE 1

<u>Grade</u>	<u>1949-50</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>
Pre-1	- -	2,687	2,911	3,560	3,759	3,897	4,027
1	8,199	7,253	6,974	6,972	7,016	7,507	7,626
2	3,686	5,908	5,811	6,207	6,147	6,651	6,737
3	3,294	5,323	5,566	5,760	6,098	6,322	6,242
4	2,540	4,826	4,863	5,220	5,357	5,763	5,905
5	2,152	4,128	4,325	4,692	5,079	4,858	5,313
6	1,541	3,389	3,686	3,895	4,038	4,352	4,406
7	1,005	2,652	2,784	3,378	3,334	3,557	3,884
8	623	1,715	1,967	2,320	2,438	2,604	2,874
9	283	1,115	1,294	1,681	1,827	1,959	2,309
10	37	599	691	817	1,065	1,140	1,212
11	38	384	417	503	541	620	726
12	11	166	261	350	367	314	481
13	- -	17	22	30	30	30	33
	23,409	40,162	41,572	45,385	47,396	49,574	51,775

. . .

TABLE 11

POST-SCHOOL ENROLMENTS

	<u>1949-50</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>
University	12	58	60	50	57	82	88
Teacher							
Training	5	33	13	25	20	--	24
Nursing	7	25	18	20	20	16	20
Commercial	20	90	108	78	93	--	--
Trades	8	189	225	155	148	438	919
Nurse's Aide	<u>6</u>	<u>22</u>	<u>23</u>	<u>23</u>	<u>13</u>	<u>18</u>	<u>74</u>
	58	417	447	351	351	554	1125
					Upgrading		526

When looking at what has happened over the last 15 years in respect of the post-school enrolments, in 1949-50 there were only 58 students enrolled in universities, colleges and vocational schools. During 1964-65, by comparison we have an enrolment of 1125 students in post-school programs with an additional 526 enrolled in upgrading courses either operated by the Branch or under Program 5 of the Canadian Vocational Training Program.

In short, in a period of 15 years, we find that the Indian pupil population has increased by 24,5%; the post-elementary population has increased by 600% and the number in post-school programs has increased from 58 to 1125, a growth of approximately 2000%. Two observations should be made at this point: first, while there has been a substantial increase in the post-elementary school population, if levels comparable with the non-Indian population are to be reached, emphasis will have to be given to the retention of students at the high school level. Second, while increasing numbers are entering post-school programs, it is imperative that we know the extent of the dropout problem, the employment status of graduates from post-school programs, and the changes that are taking place in the employment market. In order to meet the needs of the post-elementary population, we have embarked on the following programs:

We have developed a staff of Vocational and Guidance Counsellors whose responsibilities are:

- (a) to maintain liaison with students at the secondary school levels;
- (b) to provide Indian students with information relative to job opportunities;

- (c) to administer the educational assistance program which provides the financial base for students who are in secondary school programs on a boarding home basis and who are in vocational, college and university programs;
- (d) to provide Indian students with guidance and counselling while they are enrolled in post-school programs, and
- (e) to assume responsibility for job placements of students from vocational training programs.

We have or we will be appointing Superintendents of Vocational Training and Special Services to each region (a region coterminous with provincial boundaries in all instances other than the Maritimes) to co-ordinate and direct the vocational training and placement program.

We are implementing special training programs to provide Indians who do not have the prerequisites for formal training programs with vocational skills that are consistent with the job opportunities reflected in the local economy.

We are initiating an adult literacy program which is intended to provide the illiterate with basic literacy, the person who is illiterate but requires upgrading in order to enhance job opportunities with functional literacy, and to provide those who wish to broaden their educational horizons with an opportunity to do so.

During the 1966 school year, we propose to identify and delineate the dropout problem and to develop opportunities for the dropouts to acquire saleable skills. Our policy is to purchase training services. This policy is based on the supposition that the social skills are as functionally important in terms of the job market as the academic or strictly vocational skills. These social skills, we contend, are most effectively developed in integrated settings. Too, the larger the vocational school, the broader its course offerings and the wider the range of needs it is able to satisfy. Accordingly, our policy is to take full advantage of provincial facilities and the programs that are functioning under Federal-Provincial agreements.

In summary, it is becoming more and more apparent that employers are asking for high school graduation as a minimum. The entrance requirements to vocational schools are steadily rising. The day of the unskilled worker finding a permanent place in the economy is rapidly drawing to a close. If these observations are valid, then the course of action that we should be pursuing becomes manifestly apparent. First, we have to set, as basic objective, grade 10 as a minimum target for all students. This is the prerequisite for admission to most areas of vocational training. Second, through the provision of guidance and counselling, we have to ensure that every student is provided with information relative to training and employment

opportunities along with the guidance and counselling needed to take advantage of the opportunities available to him. Third, we have to develop special training programs for those individuals who lack the prerequisites for admission to regular programs either through deficiencies in their early schooling or for one of a number of other reasons. And generally, the success of any of our programs is predicated upon the motivation of the Indian population toward the values of that which education, training, and permanent employment have to offer. Adult education has a major role to play in this regard

R.F.Davey,
Director - Education Services,
Indian Affairs Branch,
Ottawa, Ontario

Panel Discussion - Walter Yanchyshyn

"Post Elementary Occupational Education for Indian & Eskimo Children"

We in Manitoba are in the process of making certain changes in our northern educational administration. This will mean a new policy or at least a modified one. Just what the changes will be I cannot say at this time as the program has not been finalized, but perhaps this is just as well because now our Manitoba representatives can add good and workable ideas gained from this conference.

One of the greatest problems in Manitoba is that of the potential drop-out. To encourage him to stay in school we have put into effect the following plans:

1. The Family Development Plan which is a course where an Industrial Arts program is taught to the older men as well as to the boys, and Home Economics to the women as well as to the school-age girls. This creates greater parental interest in the school with the result that the children are encouraged to stay on.
2. We have community teachers - one who teaches from nine till four and does about ten to sixteen hours a week community work with the parents.
3. We provide up-grading courses for people with very little education. Along with this we have a Basic Skills training program set up by the Vocational Branch.
4. We encourage Parent-Teacher organizations.
5. We are hoping to start a short course for teachers going into the North. This we feel is a necessity. Too often the teachers have no true idea of what to expect, either from the community in which they will live or from the people with whom they will work.

Drop-outs are not a result of inadequate facilities. For the last few years schools and equipment have been very good. A potential drop-out can be identified while still in the school. He is often

1. a person who is living in an area where he misses about four months of instruction because of having to go out trapping or fishing in order to help the family;
 2. a person who has failed in the lower grades and finds himself in junior or senior high school with boys and girls who are much younger than himself;
 3. a child of parents who are indifferent toward education;
 4. a person who has had too many changes of teachers.
- . .

Because of reasons implied in the above points we must not be understaffed in our work. An adequate staff is required if we are to prove to northern people the value and efficiency of education.

Let us keep in mind that classrooms, shops, tools and equipment, excellent as they may be, are but aids to instruction. The real key to the success of a program is the teacher - the one who imbues the whole with inspiration and purpose. The selection of teachers for the North is a very important task. A teacher must have an understanding of the pupils and a sympathy for their efforts. He must appreciate the pupils' abilities and tolerate their shortcomings. A teacher must value the small successes of the children for his praise is an invaluable motivating force. A teacher's respect for the children wins the children's respect for the school.

It is very difficult to say where training emphasis should be placed for future employment. To train a boy or girl in skills to be used ten or twenty years from now is useless and unrealistic. Industrial planners themselves do not know just what will be needed. The gap can only be bridged by a joint effort on the part of industry and the school - an effort such as we have never made before. We must examine our procedures for job analysis with a view to more efficient placement of applicants. We are moving into an era in which the school must provide the non-university students, especially our northern people, with a good ground work of basic education and must operate jointly with industry in a subsequent life-long process of combined work and education. It is important that the schools provide a good general education in the Three Rs but it is important too that education includes a concern for human relationships, the ability to deal effectively with people, to see problems and to organize their solution. These talents are needed in any work and in all walks of life.

In 1963, 35% of available jobs were for unskilled or semi-skilled workers and by 1965 it had declined to 12%, yet two thirds of our students leave school before attaining Grade 12 standing. Even if 70% of the unemployed have no more than elementary education it would be an invalid conclusion to assume that raising everyone to a Grade 10 level would cause unemployment to drop significantly. In the placement of workers we must try to find jobs that suit individual abilities. The people who have been trained to their capacity and placed in corresponding jobs are the ones who succeed whatever the level of the job. A Grade XII student hired for a certain type of menial work could be uninterested and unchallenged and so leave before long, whereas a well-trained Grade VIII student might do the same work with pride and efficiency. If the wrong person is placed in a job society loses because one who could do it may be unemployed and because the job is not being as well done as it could be.

Occupational Education in Saskatchewan

T.H.Waugh

1. (a) How can we identify potential drop-outs in our schools?

Research indicates critical years are first years in school. (See Dr.W.H.Worth's article in Canadian School Journal, April, 1965, and The School Dropout: Daniel Schreiber, Editor, National Education Association) "Every poor reader is a potential dropout." Teacher observation of aptitude, attitude and adjustment is important. Formal subject achievement tests and interest inventories are also valuable.

- (b) What can we do for the potential drop-out to encourage him to stay in school or to assist him in training for a job when he leaves school? Grade IV to VI? Grade VII and VIII? Grade IX and X?

Eliminate failure concept, improve teaching in the elementary school, provide curriculum related to child needs and interests, provide remedial reading, and terminal courses. (See page 161 and 169 in "The School Dropout".)

- (c) What can we do after he/she drops out of school?

Provide trade training opportunities, basic in-service training and later job placement services.

2. (a) Should training emphasis be given toward future employment in the north? in the south? in rural areas? in urban areas?

Panel composed of Canadian Indians could best develop this answer. Our feeling is that training should be provided to fit the individual to live either in the north or in the south. At present in Saskatchewan most jobs are in the south.

- (b) What job opportunities actually exist for lower grade drop-outs and adults in this category at the present time?

Labour force - mining and forest industries, fishing, trapping, tourist guiding.

- (c) What job opportunities are likely to become available in the future?

Probably more opportunities in labour force mentioned above and also in tourism.

3. (a) From the point of view of the Indian, Metis, and Eskimo parent, does he want the child to perpetuate the older more traditional way of life?

Views of Indian panel would be best answer here. Our feeling is that Indian, Metis, and Eskimo parents do wish to perpetuate their culture and traditions. Trouble ensues when education separates children from illiterate or semi-literate parents.

- (b) Whose responsibility is it to determine the future vocation of pupils?

Immediate responsibility rests with educators and ultimate responsibility rests with the young people themselves.

- (c) How much guidance should there be, by whom and at what stage does the pupil feel he is being pushed rather than guided?

There should be a good deal of guidance beginning in the senior elementary grades. A guidance counsellor, informed and competent teachers, and library material are essential. It is important to make the pupil feel that he is being guided rather than pushed.

4. (a) Many of the native population are caught in a transitional way of life. What learning experiences are required to determine whether he or she should go ahead into the new way of life or move back into the old?

Indian, Metis and Eskimo are certainly in a transition stage and it would seem that generally speaking they must move ahead and cannot move back into the old life. Experience must be provided to include social business, and moral practices in the world of today. These experiences should be provided on both the individual and group basis.

- (b) What are the factors that are important in making this decision?

There is not much freedom of choice in this area. Individuals and groups must move ahead with the times.

- (c) How much individual help is required in making the transition?

Sufficient help to provide meaningful experiences which should include allowances for mistakes, in fact for the same mistake to be repeated two or three times.

5. (a) Will the Indian, Metis, or Eskimo take advantage of vocational training opportunities if all costs are underwritten?

Young northerners must have a desire for vocational training and there is evidence of this desire. The success factor is very important because Indian and Metis frequently have unrealistic expectations of success following vocational training. There are bound to be drop-outs in this work.

- (b) Will he do the same for an academic education?

Generally speaking, yes. Success stories filter back to communities and individuals become convinced that academic education opens doors that otherwise remain closed. An important item here is the elimination of discrimination to such an extent that all young people in training will have no fear of this hazard.

6. (a) What is the Indian, Metis, Eskimo attitude to work?

Indian panel could shed light on this question but it would seem that to the Indian work is only a means to an end. The important thing is life itself and one works only as it is necessary to do so in order to preserve life.

- (b) Can this attitude be improved, by what means, and at what stage in life?

Attitude can be changed but would it be an unqualified improvement? Perhaps the most effective time for changing the attitude toward work would be in the upper grades or in vocational training where some real tangible good should be in sight. Attitude toward work could also effectively be changed at the beginning of married life. It seems reasonable to suppose that a young married couple having reasonable housing and modern services during the first year of married life would never again be satisfied with mere preservation or hand-to-mouth existence.

L.M. Ready, Assistant to the Director
of Curricula, Saskatchewan Department
of Education.

H.R. Thompson

T.H. Waugh

PROVINCE OF SASKATCHEWAN

DEPARTMENT OF EDUCATION

Our 1965 programs for post elementary occupational education for Metis youth are shown on the attached chart. The Department of Education bears the cost and is partially reimbursed in certain areas (upgrading and vocational training) by the federal authority. Treaty Indian youth are welcome in these courses and Indian Affairs reimburses the province on their behalf.

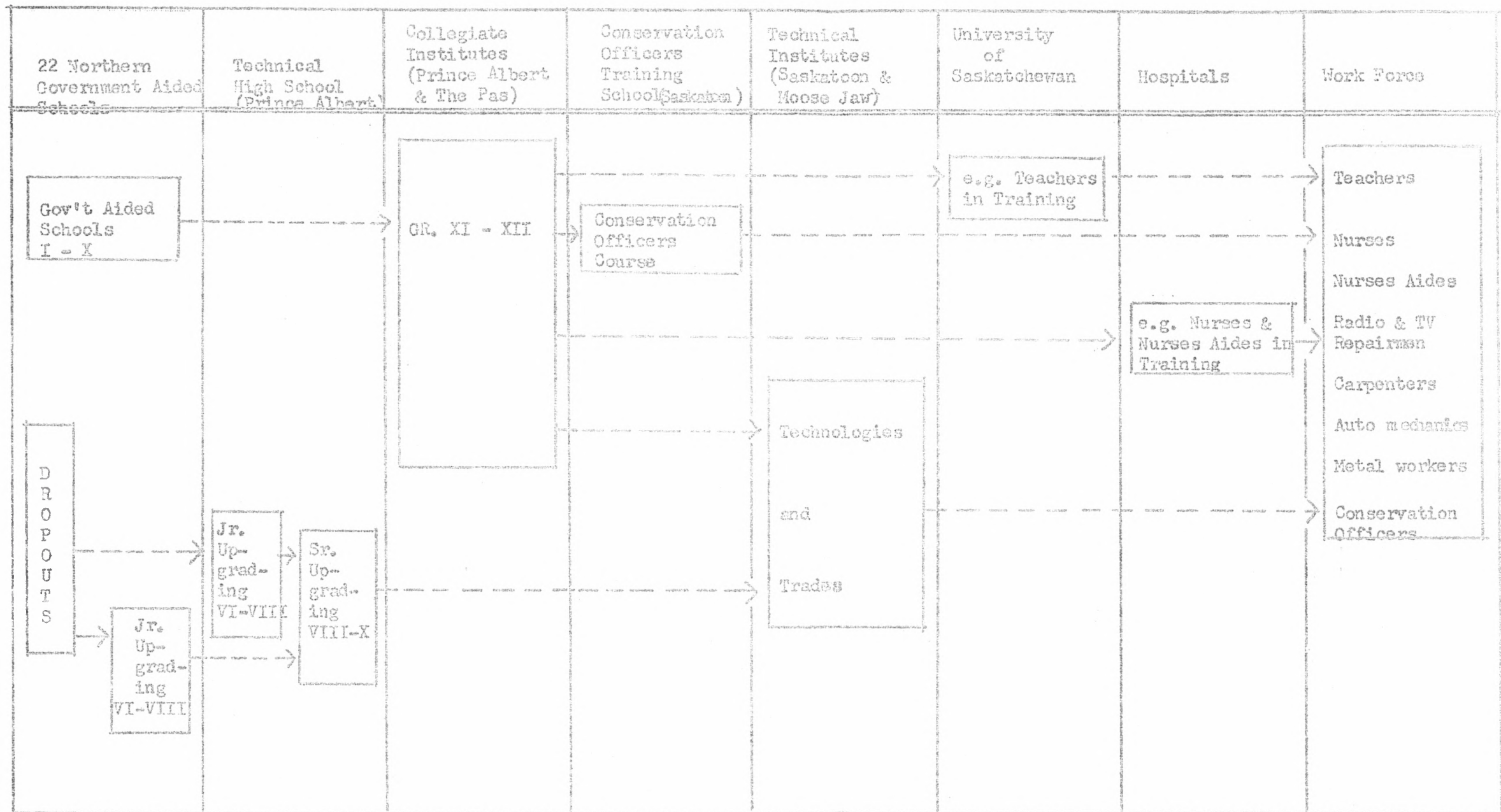
The rectangles in our chart are drawn to illustrate the flow of students and there is no relationship between the size of the rectangles and the number of trainees in the various groups. For example, the enrolment in our government aided schools, Grades I - X, approximates 2,800 and the number of Metis students taking Grades XI and XII in collegiate institutes approximates thirty.

A word of explanation might be in order regarding the duration of certain phases of training. Upgrading courses ordinarily last 10 - 16 weeks; trades training at the technical institutes occupies four months for the short courses and eight months for the long courses; conservation officer training usually lasts two years.

We have not tried to indicate financial assistance to students on the attached chart. Briefly, full assistance of about \$100 per month is allowed during upgrading in Prince Albert and during academic XI and XII in Prince Albert and The Pas, Manitoba; allowances are provided under Schedule 5 of the Federal-Provincial Agreement for trades training; scholarships and loans approximating \$1,000 for a year of study are available for students at university.

We have experimented a good deal during the past number of years in this matter of post elementary occupational education and further changes are contemplated. For instance, we may move junior upgrading from the Technical High School, Prince Albert, back to the community for a saving of \$367 per trainee. We also look forward to improving our program by including more occupational training such as forestry, prospecting, etc., probably in the technical institutes.

T. H. Waugh,
Director of Provincial
Educational Services.



Panel Discussion - Ralph H. Sabey

Post Elementary Occupational Education for Indian and Eskimo Children

Description of the Northland School Division Program

After completion of Grade Six, all pupils in the larger schools within the Northland School Division are offered some exploratory experience in the field of Vocational training so that they will be better informed regarding various occupational fields and so that they will be able to ascertain their own interests and aptitudes for various occupations.

Pupils from the smaller schools within the Northland School Division are encouraged to complete Grade VIII at their local schools and to then register in a two year Vocational Grade IX program. In the first year of this program, the students take Mathematics, Science, Guidance and Physical Education along with four exploratory vocational courses. In the second year students take Language, Literature, Social Studies and Physical Education and two vocational courses in which they take advanced training.

A third program provides for graduates of Grade IX. This program provides pupils with exploratory courses in the first year, along with some academic courses. Pupils who enter the Grouard School, over the age of sixteen and are unable to cope with Grade IX academic courses will enrol in a Grade IX upgrading course which will provide an opportunity for these pupils to do remedial study which will lead to the gaining of a background to allow them to be successful in the Grade IX examination. These pupils will also be exposed to various vocational subjects during the year.

As may be seen, most of the Northland Vocational program is offered in conjunction with some academic courses. The reasons for this follow:

1. Entrance to the Northern Alberta Institute of Technology is dependent upon having certain academic prerequisites.
2. It is felt that the offering of specific skills in a specific vocational field will limit the pupils possible employment opportunities.

In light of the Northland program, I will now attempt to deal with some of the problems presented by our panel chairman.

1. Drop Outs

Potential drop outs are identified in the elementary school. They are often the pupils who begin school at a late age, have a language

problem and who have failed at least one grade in the elementary school. The potential drop out can be encouraged to stay in school through exposure to a variety of vocational subjects. The potential drop out is often seeking to find a field in which he can be successful. Exposure to a number of vocational courses may provide the opportunity. In dealing with a pupil who has dropped out of school, I believe that he should be encouraged to make a second attempt, at a later date, to find an interest in the school's offerings.

2. Training and Job Opportunities

I believe that, since discrimination toward Indians is most prevalent in areas adjacent to Indian reserves and Metis colonies, it is the duty of the educational authorities to educate the children toward future employment in urban and rural areas which are not adjacent to the homes of the pupils. Once the pupils find that they can be as successful as their white brothers and a degree of confidence is assumed, the pupils will be ready to return to their home environment, if they so desire, and will be better equipped to deal with discrimination.

Since very few jobs do exist for lower grade drop outs, I feel that our duty lies in convincing these pupils to remain in school.

3. Guidance of Pupils

Most Indian parents with whom I have been in contact, recognize the necessity for their children to receive an education. Most appear to be willing to see their children gain an education, providing that the opportunity, both scholastic and financial, is made available. It is apparent, however, that many of the parents are not, and do not, feel qualified to guide the destiny of their children in the field of education.

It is the functions of the Guidance Counsellor to administer Aptitude tests, become acquainted with the abilities, needs, interests and aspirations of the pupils within a system. Encouragement from the Counsellor and from teachers does as much to shape the future for the Indian pupils as it does with any other pupils.

4. Education for the Past or the Future?

Pupils must be encouraged to go ahead into a new way of life and to retain some of the culture of their old way of life. The degree to which a pupil wishes to maintain the old culture is a personal problem and is not unique to Indians or to Eskimos. The immigrants from Europe and other parts of the world are faced with a similar problem. As we see in society; most of these immigrants do become

familiar with the Canadian way of life and are successful in following the cultural modes of this life. Some retain their native language and some of their native customs, but most do re-enforce the native language and customs with the Canadian way of life. I believe that the Indian of today faces somewhat similar problems as were faced by immigrant families of the 1920s and 1930s. I also believe that the Indians of today with the help of education will be able to meet their problems and assimilate within our society. I believe that it is important that these people become discontent with their present way of life and that the responsibility of the school is to cultivate the aspirations of the pupils so that along with their discontent, they will be provided with a goal toward which they may work.

5. The Attitude of the Indian, Metis and Eskimo toward Work

As a group which has not, in the past, been encouraged to work, the Indians have become complacent in their attitude toward work. Since they have been treated by Government and other agencies much as children are treated, they respond in a manner similar to children. Indians of my acquaintance who are given responsibility without the paternalistic attitude seem to respond very well. It seems to me that a major function of our schools is to provide the opportunity for our pupils to be given responsibilities and to feel the consequences if they do not accept responsibility.

I realize that a difficult task confronts us and that many discouraging aspects exist but I do believe that the Indians who progress through the Northland School system will be adequately prepared to cope with the problems which they will meet.

Post-elementary Occupational Education for Indians
and Eskimo Children

Panel of Five Indians

Chairman - Mr.W.C.Thomas

Panelists - Miss V. Kirkness
Mr. R. Goodstriker
Mr. G. T. Feathers
Mr. P. Thompson

Miss V. Kirkness

1. How can curriculum development at the elementary and post-elementary level provide better motivation, information and basic skills in relation to formal occupational training and employment in today's world?

In the elementary school years children build a foundation for academic skills and also form a basis for the attitudes that influence their life and learning. Interest, purpose and responsibility are all qualities needed for efficient and satisfactory work and attitudes involving them develop very early in life. To encourage efficient skills and sound attitudes a school program must appeal to the children and be presented in a meaningful way. If a program is interesting and practical, attendance can be good and interest high. Many prescribed texts are not suitable for native children who have seen only their own settlement. It is difficult for teachers and pupils to use the text "Streets and Roads" when there are no streets and roads in the child's community. However, a thinking teacher can use the familiar at first and then progress to the new and unknown. With a realistic program and consistent use of visual aids the elementary grades can be stimulating and satisfying to the native children.

A reading specialist in Winnipeg has prepared a program on basic oral English which is planned for the Indian child, where he learns from things familiar to him. This program has been used very extensively in Manitoba. I have seen it work myself where pupils had no knowledge of English when they came to school, yet by the end of the first year they had learned not only to speak English but to read write and spell many words as well. Along with this course they gained a knowledge of arithmetic, nature and social studies.

It is in the elementary grades too that children should be taught pride in their race and culture. An understanding teacher will give even the young children the historical background of their people with information on tribes, band councils, treaties and other details of the once proud Indian.

Having completed the basic program our native children need expert guidance in the Junior High School grades. Too often children have chosen a course with no real knowledge of where it led, only to find that it was valueless when they finally decided on a vocation. Students must often "back-track" in order to take qualifying subjects for certain courses. Even at this early stage children should be well informed on job opportunities and the courses that lead to them.

One very important source of motivation for a child is his own parents. I feel that we could do much more to involve the parents in the educational program of the school. There are Home and School groups or different projects in which parents could be involved. It is often said that there are many parents who do not speak English and are, therefore, reluctant to attend functions. If a sense of responsibility for his child's success could be fostered in these people, the language barrier could soon be overcome. How can native parents encourage their children to continue on in school when they themselves have never been invited to visit the classroom and do not really know what goes on there?

Kindergartens should be established on every reserve. During that year a child could learn to speak English and to feel relaxed and interested in a classroom. It would mean that a child could, in his first year of formal education complete the Grade I program. Many children have been taking two or more years to cover that first grade thus putting him out of place in his age-grade level right through school. These early failures account for many of the drop-outs at 15 or 16 years of age.

Teachers going into schools where they will teach native children should take summer school courses along these lines. It is interesting and beneficial to hear the information and suggestions developed by experienced people. It reduces the time lost by trial and error methods.

How can administrators improve the counselling and guidance services they provide for Indian and Eskimo children?

Guidance counsellors are very necessary to our program, but they should have a chance to do more specialized work. At present they are counsellors, but also they are teachers, statisticians, researchers, placement officers and sources of occupational information. They are expected to attend meetings on Indian problems, keep up with curriculum changes and go to summer school for six weeks, while on duty for eleven months of the year.

Before a person acts as a guidance counsellor to the Indian people he should have lived and worked among them. He should understand the Indian people and be understood by them. This prerequisite I would place before a degree. He should when studying take courses directly related to guidance and counselling and when working, have a chance to apply the knowledge gained.

3. How can administrators accelerate the "bridging the gap" between the current academic level of Indian-Eskimo youth and admission standards of public occupational training institutions, upgrading programs, etc.?

Guidance is necessary to show the young people exactly what is available to them before they embark on any specific study program. A close study should be made of the reasons for students leaving school. If a child is incapable of handling further academic work he should be advised to take some other training rather than waste a year or so before receiving further educational help.

Mr. R. Goodstriker

4. How can we reorganize the traditional and modern occupations on a more business-like pattern and provide training accordingly?

On our reservations we have a good program. We have some ranches and are hoping to organize others. Many of the Indian people have not done this work before and it takes a long time to learn the skills and then put them into effect.

I feel that rather than give relief payments to people it would be better for the government to lend the money to help families to get started. This money would be well used and eventually paid back.

Perhaps the teachers do not realize the need to involve the child's home in all his teaching. It is more effort but also more effective to visit a native child's home and discuss problems there rather than just tell him at school what you want him to know.

5. Should small groups of Indians and Eskimos be integrated with groups from the south or should larger groups be trained separately in an institution for this purpose?

In many ways residential schools are not satisfactory. They should be used for children who are not properly cared for or who are undisciplined by their parents. Most native children would benefit more by going to integrated schools. It is not education alone that is important, but the attitudes of these people and how they think of their future. Children who leave the reserve do not often want to return to that life. We must have industry of some kind to keep the people at work.

6. Post Elementary Education and how it relates to my job
as a business man and an artist.

In my early years I went to a residential school on the Blood reserve, but we were not encouraged to go beyond Grade VII. I have always felt that there is no need for schools on the reserves and that Indian children would benefit more from attending integrated schools. I soon realized that I must have an education. I had an interest in art and was most fortunate in becoming acquainted with an artist who helped and encouraged me. I was nine years old at the time and for three summers after that I attended a summer school where I was given free material and tuition. One of my paintings was accepted in the Banff School of Fine Arts and I had a chance to attend the school for three years.

I worked for various firms as a display artist, but I always had in mind that some day I would go home. About six years ago I decided to go back to the reserve and resume painting.

I have opened a garage and a craft shop on the reserve. I operate the garage in the summer and in the winter I continue with my painting.

Mr. G.T.Feather

Mr. P. Thompson

7. What do you feel is the role of the Church in Education today?

This subject is a delicate one, not because of religion itself, but because of the close relationship of the religious groups and education. My feelings are mixed as are those of many Indian people across the country. I went to a residential school which was a religious one and to a college which was a religious one (I do not wish to be critical), I would not have had the education I have today were it not for the religious group that started the schools in this area.

I have worked hard and overcome problems to attain the level of education I have reached. What bothers me is that as I look back at those schools I realize how few people of my age went beyond Grades five or six.

I feel that religion should be left out of education just as it is left out of politics. I know that the missionaries began education in this country otherwise many more years would have passed before we had schools. However, it is in the saving of souls that their primary interest lies, not in education. Someone once said, "I wonder how long we can fight for the Indians' soul while he is starving". This sounds like heresy, but it does make sense when you think about it. The original purpose was to Christianize the people, but first it was necessary to educate them. In education people must be fitted for living a better life or how can they appreciate the higher ideals as presented to them? Many schools formerly run by religious groups have lowly changed over to government control. This is progress if you agree that education is one thing and religious study another. In many other countries during the early years, education was completely managed by religious groups, but as development progressed the state took over the schools. Often in the spiritual development of the individual the social and practical education is forgotten. It is interesting to look at the Indian people as a whole and see that many who call themselves Christian are so in name only. Somewhere along the way we are forgetting the basic facts of life and we are perhaps putting the wrong emphasis in our teaching. Perhaps the plans for development are not in the right order. Many Indians are educated, but to what extent is it understood or used? Many are confused in trying to find their way of behaviour, or their place in society. Education often does not help them to make a living, teach them how to live or establish for them a feeling of security among people.

In many areas education could not continue if the religious groups were not there. I feel, though, that primarily the religious groups are there to educate the people for living and that they have a secondary role as religious educators and spiritual advisors.

W. C. Thomas

Summary of the Panel

This is a forward looking conference at which we can discuss practical and important topics that involve any young people in the country. Our panelists seem to agree that we must work to become self-reliant, progressive citizens. In order to do this we must grow away from Indian reservations and all that they imply.

It is interesting and stimulating to discuss at a conference not only the problems of the Indians because in that way we will never advance. In the discussion of professional development we are concerned with education regardless of who it is for. We are planning education for people, not just for Indians.

Some day soon the Indians will be able to handle these problems for themselves and there will be no need for an Indian Affairs Branch as such. Then we shall see Indian Affairs handled by capable Indian citizens.

Presentation of group reports with recommendations
based upon the conclusions of the previous panel.

Group A

Traditional training of the Indian people has been for life on the reservations and this is no longer practical. The people must be fitted for life beyond their own little local community - must be trained as Canadians, not as a separate ethnic group. The general opinion was that the native people must be educated according to their own ability and inclination and must have the chance of a good practical education, both academic and vocational.

One point brought up was that there should be more contact and more representation of the Indian and Eskimo people in their own schools. The parents must be involved with the school; they must have a channel to register complaints about the type of education; they must have a channel to the decision making authority.

What do we do with youngsters who can go on to higher education, but do not want to? We must allow more decision on the part of the student and his parents as to what his education should be. We in government have a tendency to say, "This is good for you and you should do it". The group felt the decision making should be given back to the people who are affected by the decision.

Regarding homes for those who go outside for training, it was unanimously agreed a student should be placed in a home environment and become a part of the family.

It was felt that young people should be left in their home environment until at least the end of elementary school. It brings the parents closer to the school and enables them to contribute; it is a two-way street.

What about the problem of students who leave school in the late elementary or early junior high years and do not wish to continue or are unable to do so?

Employment, if possible, if this is not possible give them another opportunity to return to school which offers academic upgrading or vocational courses.

Group B

The main topic discussed in this group was counselling - the training and duties of counsellors and the value of their services.

It was recommended;

1. that a special committee be organized to study the situation with respect to counselling and to make a report at the next conference, the suggested area for study being,
 - (a) the role of the counsellor
 - (b) his selection and training
 - (c) his duties.
2. That the conference go on record as being in favour of the establishment of kindergartens.
3. That the conference endorse the encouragement of more parent participation in education through such activities as parent-teacher interviews, educational displays and home visits other than to report trouble.

Group C

Our panel dealt mainly with the problem of how we as educators can best help the young native Canadian in the sixteen to twenty-one age group. It appeared to us that initially the problem is not entirely a matter of education, but of assimilation into an urban society upon completion of education. It appears apparent that most young native Canadians adapt relatively easily to training and education, but find great difficulty in getting and keeping a job due to the difficulty of adjusting to a changed set of living conditions. We felt that considerable attention should be given to increased socialization, placement and follow-up procedures. These should be carried out on a basis of close supervision and it would appear very important to have available in each large centre older counsellors to whom the young native Canadian could turn for advice, help and general guidance.

For some young people this would mean a complete breakaway from their normal way of life and even from their families, but in time this would rectify itself as more of these young people established homes of their own and became interested in a new way of life.

We also discussed the question of training teachers specially for teaching in northern communities - if possible it would be extremely helpful if prospective teachers could serve a form of internship in a similar community to give them a better appreciation of the difference between this type of community and those to which they were accustomed. It was also felt that it would be very useful if special summer school courses oriented to teaching in the north were made available and possibly even made a condition of employment.

Group D

It was agreed that white people have caused undue discriminatory influences between white and Indian people. Some felt that welfare took away initiative and that the majority of Indian people do want to work. Statistics show a record of short term employment. Apparent unwillingness can be for different reasons. The type of work, availability of jobs and a feeling of competence can influence the willingness to work. It was felt, too, that as Indian people had no part in planning their education it is difficult to convince them of its worth.

There is a period of psychological stress when any group moves from one culture to another. The transition is difficult with its accompanying insecurities and doubts.

One of the greatest faults of northern education appears to be the failure to involve the native parents in plans and discussions.

Discrimination will continue until all people have similar socio-economic levels. It may take a few generations to achieve it, but with each group of parents who understand and co-operate, the goal is a little nearer.

Mr. B.C. Gillie, District Superintendent of Schools,
Mackenzie District, N.W.T.

Trends Influencing Education in the Mackenzie District

Four trends are discernible in the northern educational system. Each will exert an important influence during the next ten to twenty years.

1. One that overshadows all others is the rapid growth of the school population. Approximately 4,600 pupils are now attending school and the school population is increasing at the rate of seven and a half per cent per year. In order to keep up with this rapid growth we will require fifteen to twenty new classrooms each year, indeed a herculean task when you consider that it takes two years to build additional facilities in the north after the initial planning has been completed and government approval granted.
2. Another important trend is the change in attitude of the native people toward education. They are disappointed and disillusioned when they find that schooling does not prove to be the solution to all problems and that many things accompanying education are undesirable. They would like to be consulted regarding plans affecting the native people and sometimes try to insist that the southern way of life be made available to them. The native people have come to the realization too that as Canadians they will be looked after one way or another, whatever they do. All of these factors influence the thinking of the people and cause a significant change in their attitudes.
3. The coming of families from the provinces of Canada has hastened the development of a large school population with southern attitudes, aspirations and standards. This constitutes a very influential trend in northern education and makes some reorganization necessary in order to do justice to all.
4. A final important fact is that, as industrial development in the north has been much slower than at first anticipated, it may be years before the country can depend upon a wage-based economy. This and the realization that the future population cannot live "off the land", makes far-sighted vision and wise planning imperative.

. . .

Many changes and new developments will be needed to meet the trends influencing education in the north. The following are some which are most apparent.

1. The building program must be accelerated.
2. The hostel policy should be changed.
3. There must be a realistic vocational education program which will prove that training does lead to a better job.
4. A worthy adult education program must be developed.
5. A student guidance and counselling program is needed at all levels.
6. A district-wide testing program must be developed in order to make possible some realistic comparison of achievement standards.
7. Some procedure must be evolved to encourage local participation in educational planning.
8. There should be specialized training for teachers in northern schools with appropriate recognition in terms of certification and salary.
9. Canada's "frost curtain", the 60th parallel, must be known for what it really is - an imaginary line.

Role of Teacher Federations in Post Elementary
Occupational Education

Panelists Dr.S.C.T.Clarke
 Mr. A.G.McBeath
 Mr.R.L.Shields

Dr. S.C.T.Clarke

Teachers' organizations can assist in the occupational life of the youngsters in the schools by publicizing teaching as a career. It is a worthy duty for each professional group to accept this responsibility and most teachers organizations in Canada are pleased to do so. Many ways present themselves for giving information on the subject. In Alberta career pamphlets are produced and made available to the schools through the principals. Teachers in Alberta felt that they could do something about recruitment for the profession and so a poster was designed and paid for by the Faculty of Education and the Trustees and sent out to various schools.

At this conference I have heard discussions about preparing teachers for the job. Seldom am I at an educational conference where this subject is not mentioned. In the Alberta Teachers' Association it is felt that the preparation of a teacher is a process. It goes on not only in the University, but through seven distinct steps incorporating each part of the training program. The first step is recruitment; the second is admission to the program at Senior Matriculation level and including vocational teachers. The third step is selection; the fourth, institutional preparation; the fifth certification; the sixth internship; and the seventh placement in the job. In these seven steps we pin our faith on internship to bridge the gap between the theoretical teaching of the training college and the practical work of actual teaching. I would suggest that teachers coming north to teach should be brought in two weeks before school opening - on salary. Still better would be if possible, an internship during May or June.

The Canadian Teachers' Federation has a program of preparation for teachers and for guidance counsellors. The University of Alberta has a one hundred thousand dollar grant for five years for the preparation of twenty guidance counsellors for vocational schools. It is recommended that guidance counsellors now employed should be given time off to enrich and modernize their training. They should either take a course to help their work or visit some industry to keep them up to date, or they might benefit by visiting some of the native people and getting ideas from them.

The National Advisory Council is interested in a survey of the vocational aspirations of Canadian youth. They hope to have the opinions of some Grade XI and XII students from each of the provinces. The Department of Education in Alberta is doing such a survey in Alberta and hopes to complete it by June, 1965.

Mr. A. G. McBeath

Teachers organizations have a very important function in education. They reflect the considered opinion of a group of people actively engaged in and truly concerned with education. The organizations provide practical functions.

1. They seek the welfare of teachers on the whole - in pension plans, scholarships, bursaries or salary negotiations.
2. They encourage professional development, by promoting in-service training, or sometimes by grants and loans for study.

Teachers are spending out of their own pockets individually or through their organizations about five million dollars a year on correspondence, summer school or university courses to improve themselves and the services they give.

3. They have concern for the individual teacher - protection for the individual from injustice - concern for the code of ethics.

It is to the advantage of education generally that the professional organization be strong and independent.

4. They accept certain responsibility for educational services provided. In the Northwest Territories, the teachers' association should be responsible for services to Indians or anyone else. No other professional organization would say that just because you are giving service to Indians, you don't have to be members of that association. Compulsory membership is necessary. The code of ethics must apply to all practitioners. Teachers organizations are involved in the implementation of certain principles that give the practical programs value and significance.

Teachers' organizations must impress upon people making decisions that the person who puts the decision into practice should also share in the decision making. I detect a similarity between the feelings of the Indian panel and those of a panel of teachers - both feel that they are being managed. Just as a teacher must learn that a fundamental point in teaching is the development of a child's self-concept, so the administration

4. cont'd

must learn that it is equally important to develop the self-concept of the teacher. The emphasis must be on the teacher as an individual and thence to the student as an individual.

In two studies it was found that a fair number of young people and their families successfully surmount difficulties. What accounted for their success? "Comparing these children with ones who did get into trouble, the major difference was found to reside in their self concepts; the successful ones saw themselves as capable of being effective students - - we can say that if given a strong, positive self-concept, many a youth would be able to make constructive use of school opportunities". (1)

And in an article by Haberman, "After studying the possible reasons for the success of selected schools serving the disadvantaged, it became clear that the curriculum, the available facilities and materials, the presence of student teachers, the presence of special professional personnel, and the attitude of non-professional staffs all seem to make an important contribution to the success of the school. The most important factors, however, are the nature of leaderships and the quality of teaching. Individuals serving in these "successful" schools demonstrate a commitment to what they are doing and are deeply involved in their work. They have particular kinds of self-perceptions which enable them to gain satisfaction in a situation where others find frustration". (2)

The teacher must be responsible for the decision making at the instructional or classroom level, jointly at the institutional level and as any other member of society at the social level. The teachers must be encouraged to make an imaginative investigation of the choices and crisis which may confront him. Children perceive differently, so the teacher should be encouraged to have a repertoire of teaching styles in which the same material might be taught in different ways..

1. Nattenburg, W.W. "Education for the Culturally Deprived",
The National Elementary Principal, Nov. 1964, P.18.
2. Haberman, M. "Leadership in Schools Serving the Educationally Disadvantaged", The National Elementary Principal, Nov. 1964, pp. 20 and 21.

Mr. R. L. Shields

The role of the N.W.T.T.A. can best be assessed as one that determines the needs of education, interprets basic objectives and suggests a guiding philosophy for program planning.

It is necessary in any educational program to first develop a coherent philosophy which will result in the co-ordinated development of a school program.

An engineer who designs a machine commences with clear specifications of its intended function. First he must know the purpose for which the machine is to be used then the articulation of the component parts becomes automatic. Nothing is "tacked on" after the whole is complete.

The functional educational machine is a system of purposefully integrated components. It results from the application of a design intended to serve pre-determined objectives. The perception of relationships requires first an overall perspective. Knowledge of detail is of little value unless we can first perceive the vistas ahead.

Our philosophy must give guidance to the educative process in the north. There are two broad outcomes desirable in this learning process; (1) that people have an understanding of the total environment, including the awareness of possible change and; (2) that people develop skills of all kinds essential for working in that environment.

What knowledge of environment does the individual need?

Skills are important, but unacceptable attitudes and habits can render the skills useless.

Objectives arising from our Philosophy

1. Our vocational education must be inter-related to all other aspects of education.
2. Vocational education is not the catch basin for low achievers.
3. We must tie general education and vocational education together.
4. Vocational education must be broad, not just one specific occupation.
5. We must train students for new innovations in industry.
6. Students need a wide understanding of technologies, so that industry can depend upon it.

Education for individuals must be functional but also adjustable. Neither is effective without the other. Every aspect of education must be inter-related. It must start as an efficient general training which can be used in different ways. Specific occupational training would then follow and it would be continued through the working life in order to maintain competence.

What is the design of a system which is inter-related with the rest of education and industry?

We must go to industry and find the requirements of each. An industrial arts or vocational program, therefore, must be industry centred, it can no longer be craft centred if it is to serve realistically in education.

The vocational program is two fold -

1. to serve as part of the guidance program by familiarizing students with the world of work,
2. To serve as a medium for articulating academic learning.

Summary, which should give direction to our philosophy

If a vocational program is to serve its purpose it must become a medium for true and accurate interpreting of modern industry in the age of mass production, of automation and advancing technology. It must afford students a clear understanding of their relationship to industry, both now and in the future. There should be a major modification - the replacement of craft oriented unit shop courses by basic training in certain industries.

In the past technical, vocational and composite schools have been concentrating upon a few specific occupations, carpentry, auto mechanics, welding, or machines. As a result young people entering the labour market are without the necessary background of adaptability.

THIRD CONFERENCE ON SCHOOLS IN THE FOREST
Yellowknife, N. W. T., May 4-7, 1965

EVALUATION

(Prof. Andre Renaud, O.M.I.)

An evaluator's role is not always an easy one. Sometimes, I wonder why I am being asked to fill this role. You will allow me to follow our conference chairman's exhortation of being informal and to speak from the floor rather than on the platform. This I wish to do purposely, as a matter of principle as well as a symbolic gesture. You realize indeed that thirty-three speakers have appeared on this platform to address us. My speaking informally and from the floor is one way of expressing my comment concerning the Third Conference on Schools in the Forest.

The physical arrangements were definitely first class. I think I am speaking on behalf of everyone in thanking the organizers for the various arrangements and facilities. Of course, some of the plans went awry, particularly concerning transportation arrangements. One social function was cancelled. Most of us were unable to go to bed at a reasonable hour the first evening and our whole time table was thus set out of step from the very beginning, forcing us to adjust. But THIS IS THE NORTH! The delays, cancellations and postponements are part of life up in this part of the world, whether you are a senior government official or a caretaker. One has to become philosophical about it otherwise one just does not survive!

For those of us who have attended the first two conferences, the present one has been to a certain extent a return to the format of the first. If we look back over the program as it was planned and as it eventually developed, we see a sequence of speakers, each one doing his best to enlighten us about the marvels of his own thinking or of his own department or agency. Most of them spoke reasonably on the theme of our conference. The most significant contributions, from my humble point of view, were not made by professional administrators of schools in the forest but by our visitors and guests. His Worship Mayor Parker, for instance, said but a few words, yet, they were full of most pertinent advice. They went unnoticed. His idea that industry and business should participate in the planning of vocational education is recognized at the national level. Little is done however at the provincial and local level, except, as he said, on a sporadic scale. Miss Kirkness, Rufus Goodstriker, Phil Thompson and George Tail-Feather left us so much food for thought that I heard many suggest that we cancel the rest of the official agenda and get busy discussing the Indian's observations.

Business Meeting - May 7, 1965

At the close of the conference a business meeting was held for the purpose of electing a new executive and proffering suggestions to guide their plans.

The following slate of officers was accepted:

<u>President</u>	Mr. K. Jasper, Department of Education, Manitoba.
<u>Vice President</u>	Mr. H. R. Thompson, Superintendent of Schools for Northern Saskatchewan, Northern Areas Branch, Department of Education, Prince Albert, Saskatchewan.
<u>Secretary-Treasurer</u>	Mr. J. Ferguson, Supervisor of Special Programs, Vocational Branch, Department of Education, Manitoba.
<u>Directors:</u>	Mr. J. L. Jampolsky Head, Vocational Training and Special Services Division, Indian Affairs Branch, Ottawa, Ontario. Mr. W.G.Booth, Regional Superintendent of Schools, Arctic District, Department of Northern Affairs and National Resources, Ottawa, Ontario. Mr. E.W.J.Church, Assistant Director of Curriculum, Department of Education, Edmonton, Alberta.

It was moved that an invitation from the Manitoba Department of Education be accepted and that the 1966 Conference be held at a place and time to be decided upon later.

Following are some of the suggestions made to the new executive:

1. There should be further discussion at the next conference in regard to specific training for teachers in Indian schools.
2. More opportunity should be given to Indian and Eskimo people to participate in panel discussions.
3. Invitations should be given to Indian and Eskimo people to attend the conference meetings.
4. Some members of the executive should hold office for more than one year in order to give continuity to the proceedings.
5. The delegates to the conference should come mainly from the four western provinces.
6. A registration fee should be levied at each conference.