

native northerner of a transplanted southern Canadian education is not the answer to the problems of transition. In recent years, new curricula have been developed that recognize the way of life, the language, history, heritage and culture of the native people. It is the policy of the territorial government to teach natives in their mother tongues in the primary grades. This program has just begun.

Problems have been encountered in the introduction of Inuit language instruction to northern schools, as there are few teachers with a knowledge of Inuktitut. Special teacher-training courses are provided, but, to bridge the gap in the meantime, the N.W.T. is employing an increasing number of classroom assistants. In 1969-70, there were only 48 in the Territories, compared to 123 in 1974-75. The schools are now using materials drawn from the northern cultures as well as from the South to form an educational program suited to the people and reflecting their values.

Concurrent with the expansion of academic programs, more emphasis has been placed on continuing and special education. Adult-education courses are now offered in more than 25 communities. An outstanding example is the Fort Smith Adult Vocational Training Centre, whose curriculum has developed from a single course in heavy-duty-equipment operation to instruction in more than 12 skills, ranging from nurse's assistant to telecommunications specialist.

A major object of the northern educational program is the production of educational material (film-strips, books, stories, etc.) in the Eskimo language, which requires much time and money.

The average Inuit child is staying longer in school and attaining a level of education far beyond what was possible for his predecessors. A critical problem that has resulted from the very success of the educational program is the fact that children now quickly surpass their parents in the comprehension of modern life. The education of adults, many of whom speak little or no English and have slight understanding of life outside their communities, is a pressing need. While the needs of children will continue to receive the main emphasis in the school-system, more attention will henceforth be given to the educational needs of their elders. The territorial government is promoting a concerted effort to include parents in academic up-grading and, through vocational and adult-education programs, to equip them to meet the situations they must face in the developing society of the North.

As northern settlements grow, education is becoming more and more decentralized. Communities are gradually gaining higher grade-