
skills. The dearth of opportunities in some settlements in contrast to the number of people available for employment means that some Inuit must complete their education in Southern Canada, where counselling units help solve the problems of adapting to the South and to the wage-earning economy, as well as providing vocational guidance.

Education

The aim of the education program is to provide learning opportunities by means of a variety of projects that run the gamut from kindergarten to continuing and special educational courses for adults. Wherever possible, cultural factors are taken into account. More parental involvement is sought in the running of local schools.

A major concern has been the need for classrooms to accommodate the rapidly-increasing Inuit enrolment, which has increased by 38 per cent over the period 1969-1975. In 1974-75, there were 4,689 students registered, not including adult, special and vocational students.

In 1955, the then Department of Northern Affairs and National Resources launched a major program to build schools and pupil residences throughout the Territories to replace church schools and serve all children except those accommodated in the established school districts at Yellowknife and Hay River. Large schools and residences were built in the larger communities and day-schools were provided in most of the smaller places. Public assistance is not confined to elementary and secondary education. Inuit capable of special training may be sent to vocational, technical or other training-schools in the provinces. Further assistance is provided through apprenticeship training and job-placement. The N.W.T. government pays for attendance at recognized universities in Southern Canada.

The development of curricula to meet the special needs of northern pupils has presented a special problem. In the early years, the curricula were closely related to those of the provinces in order to maintain comparable standards, and to provide northern children with the kind and quality of education that would enable them to compete with provincial residents. During the past ten years, however, the emphasis in northern education has changed considerably, particularly since the N.W.T. government assumed full responsibility for education. The most significant changes have resulted from the recognition that the process of assimilation of native youngsters into a southern white Canadian culture, upon which most thinking was based (not only in education but in everything else), simply does not work. It has been realized that mere acquisition by the
