

cognition that the process of assimilation of native youngsters into southern white Canadian culture, upon which most thinking was based, simply does not work. It has been realized that mere acquisition by the native northerner of a transplanted southern Canadian education is not the answer to the problem 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 language in the primary grades.

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 interim the N.W.T. is employing an increasing number of classroom assistants.

Concurrent with 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 progressed from a single course in heavy-duty-equipment operation to instruction in more than 12 skills, ranging from nurse's assistant to telecommunications specialist.

The average Inuit child is staying longer in school and attaining a level of education far beyond what was possible for his forbears. 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.