

by joint agreement between the federal government and the industry at this mine, affords employment and other opportunities to Inuit residents of communities on northern Baffin Island. The use of rotational labour by Panarctic and Gulf Oil in their explorations has also increased the number of Inuit workers.

The principal problem, however, remains the relative lack of education and skills. The dearth of operations 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 a wage-earning economy, as well as providing vocational guidance.

Education

The aim of the Inuit education program is to provide learning opportunities by means of various projects from kindergarden 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 grew by 38 per cent from 1969 to 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 began 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 large communities and day-schools were provided in most smaller places. Assistance is not confined only to elementary and secondary education. Inuit capable of special training may be sent to vocational, technical or other training-schools in the southern provinces and 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 special needs of northern pupils has presented a problem. In the early years, the curricula were closely related to those of the provinces 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. The most significant changes have resulted from the re-