

Every Eskimo child in school represents in some measure an achievement over difficulties of climate, distance and language on the part of those responsible for bringing education to Arctic Canada. Education in this rapidly changing society must provide innovative programs if it is to meet the needs of residents, and it is in this context that the Northwest Territories Department of Education developed curriculum, teaching methods and community involvement during 1971.

In September 1971, the first elementary curriculum designed for northern conditions was distributed in draft form to every school in the North. This curriculum contains materials appropriate to the social and cultural environments, including a special series of readers designed for both Indian and Eskimo children.

The Continuing and Special Education Division of the Department provides for all educational and training activities not contained within the formal elementary and secondary school systems. Adult education programs are designed to help adults in the territories develop their abilities to the fullest extent and to make living more meaningful and comfortable in a rapidly changing technological age.

Vocational education programs, including apprenticeship, are designed to train people for either wage employment or self-employment in specific occupations. Apprenticeship continues to be the most effective program for the development of trades people; manual skills are learned on the job where close watch is kept to assure that the apprentice is receiving work experiences in all available trades practice. In addition, each indentured apprentice receives six to eight weeks of full-time trade theory training in an in-school situation during each year of his apprenticeship.

It will, however, be some time before an extensive university program is offered in the North. The University of Saskatchewan now offers courses in its research centre at Rankin Inlet, and the University of Alberta has expanded its program in the Mackenzie area, offering courses at Fort Smith, Yellowknife and Inuvik. During 1971 the first Eskimo medical doctor graduated from the University of Manitoba and the first Eskimo helicopter pilots completed their training.

7.2.5 Financing education

Of the total expenditures on education across Canada amounting to \$7,409 million in 1970, local governments contributed 24%, provincial governments 57%, the federal government 11% and the remaining 8% originated from fees and other sources.

Local and provincial education. The magnitude of the elementary-secondary sector of education is most clearly evident when expressed in dollars. In 1969 and 1970, total expenditures at this level were \$4,263 million and \$4,805 million, respectively, these amounts representing over 65% of all expenditures for all education in Canada. The 1970 expenditure represented a 72% increase over the \$2,791 million spent in 1966 and more than three and a half times the amount reported ten years earlier.

The actual operation of public elementary and secondary schools is in the hands of the local elected or appointed school boards which determine the budgets and therefore the amount of taxes required for school purposes. In most cases, these taxes are levied and collected for the boards by the municipalities; however, in those areas where there is no municipal organization the school boards have the power to levy and collect taxes for school purposes. In the calendar year 1970 local governments provided 46% of the cost of operating the public schools, provincial governments 52%, and the remainder was obtained from various other sources. Except in Newfoundland, where they represent almost 2% of total revenues, fees represent less than 1%. Four provinces — British Columbia, Alberta, Manitoba and Nova Scotia — pay operating grants on an equalization formula and thus ensure at least a minimum level of education throughout the province. The standard is determined either in terms of so much per pupil, or from an established salary scale for teachers with a prescribed teacher-pupil ratio, or by some combination of these.

In Newfoundland where municipal organization scarcely exists outside certain larger centres, there are three school-tax areas. In Prince Edward Island where there is no municipal organization except in the cities of Charlottetown and Summerside, the school boards levy and collect property and poll taxes but the province provides about two thirds of the operating costs. Ontario and Saskatchewan make use of various equalization and incentive grants. On January 1, 1967, the New Brunswick government introduced a Program of Equal Opportunity