

In January 1973, 71,319 Indian children were enrolled in pre-school, elementary or secondary school classes in federal or provincial schools. The pre-school program for four- and five-year-olds received special emphasis. There was a 2.1% increase in pre-school enrolment, and a 4% increase in secondary school enrolment. Federal financial assistance for Indian students attending non-federal schools varies from payment of tuition fees and provision of school buses, many of them operated by band councils or Indian contractors, to full maintenance either in boarding homes or student residences, which during the year accommodated 11,000 Indian students unable to attend local schools because of isolation or other reasons.

Federal schools for Indian students are in operation in all provinces except Newfoundland. During 1972-73, 22 major capital projects were under construction or had been completed, providing the federal school system with a total of 112 new classrooms, seven gymnasiums and 42 staff units. The total cost of the federal schools construction program was in excess of \$11 million. A further \$5 million was spent for classroom space in provincial schools attended by Indian students.

Inuit (Eskimos). In 1972-73, 4,600 Inuit pupils were enrolled in school in the Northwest Territories compared with only 451 out of a total of 2,000 pupils in 1955. There are 69 settlements in the Northwest Territories, 32 of which are Inuit settlements; of the 58 schools, 30 are in Inuit settlements. Kindergarten classes are provided in 35 of these schools, 22 of them in Inuit settlements.

Throughout the Northwest Territories education is a responsibility shared by the federal and territorial governments and administered by the Department of Education of the Northwest Territories. In April 1969 the territorial government assumed responsibility for the administration of education in the Mackenzie District, and a year later took over the same responsibility for the eastern Arctic district. The responsibility for education of the Eskimos in Arctic Quebec remains with the Department of Indian Affairs and Northern Development.

In 1973 Eskimo was available for the first time as a language of instruction in a few communities, and was offered as a subject in several others.

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.

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 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.

7.1.5 Financing education

Of the total expenditures on education across Canada amounting to an estimated \$8,784.7 million in 1972, local governments contributed 21.8%, provincial governments 60.3%, the federal government 10.1% and the remaining 7.8% 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 1971 and 1972, total expenditures at this level were \$5,456 million and \$5,834 million, respectively, these amounts representing about 66% of all expenditures for all education in Canada.

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 1972 local governments provided 40% of the cost of operating