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**NORTHWEST TERRITORIES**

SESSIONAL PAPER NO. 16  
(Second Session 1966)

EDUCATIONAL PROBLEMS OF ONE-ROOM  
SCHOOLS IN THE NORTHWEST TERRITORIES

DISPOSITION

Tabled	To Committee	Accepted as Read	Accepted as Amended	Deferred (to Session)	Rejected	Noted not Considered
31 X 66	15.XI.66	15.XI.66				

## Educational Problems of One-Room Schools in the Northwest Territories

The Northwest Territories Council at its Thirty-second Session held in Ottawa earlier this year passed a motion requesting a paper on the special problems of maintaining high standards of education in schools in small communities and ways in which these problems may be surmounted without regard to cost.

In the following study the investigation has been confined to the problems of one-room schools which, of all small schools, are least well-equipped to maintain high educational standards. Many of the difficulties and inadequacies of the one-room school are common to schools of two rooms and three rooms although some of the problems diminish with increase in size of school.

Part 1 is a general study of the problem of one-room schools. Part 11 provides details of the operation of each one-room school in the Northwest Territories during the period 1960-1965.

### PART 1

#### Background

At present, there are 10 one-room schools in the Mackenzie District. They are located in the following settlements:

Arctic Red River	Nahanni Butte
Discovery	Pelly Bay
Fort Liard	Reindeer Station
Jean Marie River	Snowdrift
Lac la Martre	Wrigley

Of these, Arctic Red River closed this year, 1965-66, because of its low enrolment of six pupils. Wrigley was closed in the years 1962-63, 1963-64, for lack of a teacher and Lac la Martre remains closed this year also for the same reason. During the year 1965-66, only one room of the two-room school at Fort Good Hope was in operation.

There are seven one-room schools in the Eastern Arctic located at Arctic Bay, Belcher Islands, Grise Fiord, Lake Harbour, Padloping, Port Burwell and Resolute Bay. No special difficulty has been experienced in staffing these Eastern Arctic schools.

#### Major Problem Areas

From a study of how these one-room schools have been operating, there appear to be three major factors impeding the progress of educational achievement in small settlements. These are:

1. Low and irregular pupil attendance.
11. Learning and teaching conditions in the classroom.
111. High annual teacher turn-over.

#### 1. Low and Irregular Pupil Attendance

Official attendance returns show that eight one-room schools have a daily attendance consistently less than 90% each year. Some of the schools have rates of 90% to 95% and only two, Discovery and Reindeer Station, are above 95%. Attendance figures of above 90% are considered by teachers to be satisfactory while those under 90% give cause for concern. The attendance returns, however, give only a limited picture of this serious problem. In the past, teachers were in the habit of deleting from the register the names of children who had left school to go hunting and trapping with their parents, thus attendance returns did not show the alarming degree of irregular attendance which in fact existed. Teachers have now been asked to discontinue this practice and future attendance returns should give a more accurate description of attendance patterns. Even when teachers did delete from the register the names of children who had accompanied their parents to the bush, thus maximizing the percentage attendance, the attendance figures were well below an acceptable level.

The principal reasons for low and irregular pupil attendance are:

- a) hunting and trapping excursions, and
- b) low rating of education in the value system of the indigenous peoples.

a) Hunting and Trapping Excursions

The main reason for poor attendance figures in small schools is that many children are absent from school for lengthy periods when they accompany their parents on hunting and trapping excursions. Men in the community have to go into the bush or barren lands for lengthy periods of time to trap and to hunt. If the men go alone to allow the children to attend school, they shorten the time spent hunting and trapping, thus minimizing the economic activity of the community. Conversely if the families accompany the men, schooling is minimized.

One solution to this dilemma would be for parents to leave their children in foster homes in the community during the hunting and trapping season. However, in many communities there is a shortage of good foster homes, especially during the hunting and trapping season when most of the adults leave the communities. In this regard some improvement can be expected in the Eastern Arctic when the Eskimo Housing Program makes more good homes available.

Provision of pupil residences also would help overcome this problem by reducing the required number of foster parents. Provision of such residences, of course, would be very costly as their operation would be seasonal and the number of pupils would be well under capacity for about six months of the year. Without proportional increases throughout the system it would be difficult to justify increased per pupil expenditures in schools of marginal educational efficiency. Pupil residences would allow closer supervision of the children by the school staff while the parents are absent. The trained staff available would help greatly by way of providing the required healthy, physical and mental environment necessary to help compensate the children for separation from their parents.

Today the only one-room school which has a pupil residence is Belcher Island. This pupil residence was built to provide continuity of schooling for relatively nomadic community. The Belcher Island School has one of the best attendance records, with a percentage attendance ranging from 94% to 96% over the last four years. Thus it would appear that the provision of a pupil residence in small communities would greatly ease the problem of school attendance by allowing parents to leave the settlements without having to take their children from school and with the minimum of upset for both parents and children.

In this connection also we need to re-examine the present practice of bringing children from outlying settlements to a large school and pupil residence in a central location. At the time this practice started it was the most effective way of providing adequate schooling for the majority of children in small settlements. In some areas this is still true today. However, it is realized that to provide schooling for young children at the expense of long periods of separation from their parents may not be a permanently acceptable solution. Practicable alternatives are few but we should aim to reduce the length of the periods of family separation while retaining as much as possible the educational and social advantages of schooling in the larger communities. For example, it would be possible to think in terms of having children attend school in one of the larger centres for only part of the six years of elementary schooling - for one or more successive years.

Special summer programs at the larger centers might also be tried out. People in the North have come increasingly to accept the establishment of a large school and pupil residence in a central location and it is believed that the climate of opinion at the present time would favour some experimentation along the lines of sending children to the larger centres at different times during their elementary schooling.

Low Rating of Education

Another reason for low and irregular pupil attendance in small communities is the low rating of educations in the value system of of native residents. Mainly because there is a lack of employment opportunities in the small settlements, the people fail to understand the relationship between schooling and employment. Some parents see schooling as an interference with their regular business of hunting and trapping and keeping a home. So far they have seen few if any examples of persons who have succeeded in the world by way of the school system. All that

they understand is that some of the young people leave the settlement to attend school in larger centers. When this happens the young people often become alienated from the home community when they accept employment in other centers. If they return to the home community they have usually neither the skill nor the inclination to engage in traditional pursuits.

In some communities even those children remaining in the settlements will attend school only sporadically often because parents may keep the girls at home to help with the housekeeping or the children may be allowed to decide themselves when to attend and when not to attend school. In both situations the lack of school attendance is directly attributable to parental indifference towards school and education.

Overcoming such indifference and developing an interest in school by the parents takes time and patience. The continuing expansion of vocational opportunities, vocational and occupational training programs, adult education programs, the positive long-term results of northern housing programs, and the continuing school program itself will gradually make the people more aware of the importance of education and the role of the school in the lives of their children. As this process goes, on, increased criticism of local school facilities can be expected and a number of parents may prefer to send their children to school in one of the larger centers.

#### 11. Learning and Teaching Conditions in the Classroom

From the point of view of effective teaching and effective learning the one-room school in the north suffers from a number of disadvantages. The major difficulties faced by both teachers and pupils in one-room schools are as follows:

##### a) Irregular Attendance

The adverse effect of a pupil's irregular attendance is obvious. The gravity of this problem in one-room schools has already been discussed in the previous section.

##### b) Wide Range of Ages and Ability

Teachers of a one-room school have to work with a class whose ages may range from six years to 16 years. Age range plus a wide range of ability among the pupils severely restrict economies on instruction time by way of homogeneous grouping. Such limitations on groupings within the multi-level class also mean that in one-room schools a teacher's lesson preparation time and teaching time per pupil must be much shorter than is the case in larger schools.

The appointment of a second teacher to one-room schools is one idea which has been proposed to deal with multi-level teaching. It would be possible to work out a number of different schedules for two teachers in a one-room school without having to increase the number of classrooms. (Extra living accommodation, of course, would have to be provided for the second teacher.) The two teachers might work as a team with one teacher doing group instruction while the second supervised seatwork and gave assistance to individuals. Another arrangement might be for one teacher to work full-time in the school while the other works in school only part of the time but is also responsible for administrative and clerical duties and out-of-school programs in the community.

The employment of two teachers in a one-room school would benefit the instructional program by reducing the age and attainment ranges within a class and by increasing the time the teachers can devote to the school program. At the same time two teachers would be able to help one another with the problems of acculturation and other professional matters which may arise.

Teacher teams for such situations would have to be carefully chosen for compatibility or the advantages of such a scheme could be offset by conflict developing between teachers. The selection process would severely limit the available numbers, although husband and wife teacher teams should fit into a one-room school arrangement very well. Also, whether this type of teaching situation would attract teachers other than husband and wife teams could only be ascertained by experience.

c) Age-Grade Retardation

The situation is made more difficult by the serious age-grade retardation problem of isolated schools. Age-grade retardation is one result of irregular attendance and can be reduced by taking steps to ensure greater continuity of schooling as discussed in the previous section. Educationally retarded children require a greater amount of individual attention than other children but in a one-room school, as explained, they can receive only a fraction of the attention they require. It is virtually impossible for a teacher to possess the professional competence, technical ability and energy needed to provide an adequate educational program for such a wide range of pupil demands even if time could be found.

d) Language Teaching

The major educational problem in northern schools initially is that of learning the English language. The present low standards of accomplishment in this area over-shadow the activities and efforts of all northern educators. The problem of language instruction compounds the age-grade retardation problem and for this reason the pupils of one-room schools have the least chance of making progress in the English language. In a recent series of tests given to the pupils in the Northwest Territories the average score in word knowledge of Grade 1X pupils in one-room schools was 36.5%; the same figure for pupils in two-room schools was 42.5%. The average score for the same pupils in reading was 41.2% in one-room schools and 45.8% in two-room schools. All calculations have not been completed at this time but a brief study of the figures indicates that the overall average, which includes the larger schools for the Territories, is significantly higher than either of these figures.

The major difficulty in language teaching facing teachers in small settlements is that they have to improve a very low standard of English among pupils who have already learned the language, and at the same time teach basic English to children learning the language for the first time. Also, because of the restricted schooling and social life there is little scope for children in one-room schools to practice the English language informally; children who are able to attend pupil residences in larger centres have far greater opportunities for improving their language proficiency.

Measures which might be considered to help both teachers and pupils in one-room schools specifically in the key area of language development are:

i) The establishment of a kindergarten.

By providing an extra year of schooling and allowing for a period of systematic preparation for regular studies, a kindergarten program would do much to help children overcome their language learning problems. Kindergarten classes are beginning at the Sir Martin Frobisher School in September 1966 and kindergarten programs will continue to be developed throughout the Eastern Arctic thereafter. A kindergarten program for the Mackenzie District is scheduled to start there in 1967. However, in the case of the small settlements, on an economic basis alone, it would be impossible to justify kindergartens for the small numbers of pupils concerned.

ii) The provision of a teacher assistant who speaks the native language.

Basic English is taught in all one-room schools in the Arctic District; in the Mackenzie District it poses problems in Pelly Bay, Lac la Martre, Wrigley and to a smaller extent in some of the other schools. It is believed that teachers would be able to handle the basic English lessons much better if they had helpers who could speak the native tongue of the children. The idea of teacher assistants helping teachers with basic English classes is being tried out in some Eastern Arctic communities and is being extended to the Mackenzie District this year. In addition, training programs are being developed to assist the teacher assistants in their work. We believe that the teacher assistant can provide the type of help most needed by a teacher of a one-room school.

iii) The provision of modern instructional aids.

It is also important that one-room schools be equipped with as much modern instructional equipment as the teacher is able to handle. Nowadays, such apparatus as language laboratories, and programmed learning material can be invaluable in assisting with programs of differentiated instruction and individual learning. However, most of what is available requires considerable adaptation for its effective use in northern schools. The schools themselves would require additional space and special modifications to accommodate and store such equipment safely. Also teachers have to be shown the proper use of different apparatus and this would require additional training courses.

e) Difficulty of Curriculum Adaptation

The social and cultural gap between teachers from the south and their northern pupils is at its widest in one-room schools. The more isolated and smaller the community the less chance it has of being exposed to the values and way of life of people from southern Canada. When teaching any group of native children it is difficult for teachers to adapt curricula to a northern setting and to present facts and develop concepts in a way which is meaningful to the pupils. This is more difficult for teachers of one-room schools who are unable to discuss their experiences with colleagues and who have to deal with children of more limited experiences than children of larger communities. Teachers might be helped in this matter to some extent by means of expanded consultative services and in-service training but increased continuous service on the part of the teachers would be the greatest single factor making for improvement in this respect.

f) Insufficient Practical Programs

At present one of the greatest needs of small schools is to have available for use developed courses of studies which are geared to life on the land. A number of individual teachers have developed special programs for their own particular schools but they have not remained in the same community long enough to develop these programs adequately. For such courses it would be necessary to expand the school facilities to include vocational equipment and work periods. At the same time vocational consultants would be required to work closely with teachers in developing appropriate programs and guiding the young people into vocational patterns best fitting their skills and aptitudes. In the one-room school, however, the possibility of developing adequate programs of this type cannot be received with any degree of optimism.

g) Inadequate Facilities for Bright Pupils

Even when appropriate courses are developed for small schools there will always be a number of pupils who by virtue of their aptitude and desire require a broadly gauged educational program which only a large school can provide. These are mainly children with high ability who should be identified early in their school lives and given the opportunity of enrolling in one of the larger schools. Local opposition to this course of action will no doubt be encountered because it does in fact remove the leading pupils from the local school and their home communities.

In summary the factors which are restricting the effectiveness of learning and teaching in one-room schools are:

- 1) irregular attendance;
- 2) wide age range and ability range of pupils;
- 3) age-grade retardation;
- 4) difficulties of teaching the English language;
- 5) lack of kindergarten facilities;
- 6) present shortage of teacher assistants;

- 7) difficulty of curriculum adaptation;
- 8) relative estrangement of the teacher from professional contacts;
- 9) lack of school programs fully geared to the needs and pursuits of northern native people; and
- 10) lack of opportunity for bright students.

111. High Annual Teacher Turnover

The following three tables provide data on the annual turnover of teachers in one-room schools of the Northwest Territories.

TABLE 1

Number of Teachers Appointed to One-room Schools in the Northwest Territories in Period 1960-65

	No. of Teachers	No. of Years School Open	Arctic District	No. of Teachers	No. of Years School Open
Mackenzie District					
Arctic Red River	4	5	Arctic Bay	2	4
Discovery Mine	4	5	Belcher Islands	2	4
Fort Good Hope	6	5	Grise Fiord	3	4
Fort Liard	2	5	Lake Harbour	2	2
Jean Marie River	2	5	Padloping	2	3
Lac la Martre	6	5	Resolute Bay	2	4
Nahanni Butte	3	5	Port Burwell	1	1
Pelly Bay	2	3			
Reindeer Station	3	5			
Snowdrift	4	5			
Wrigley	3	3			
<b>Totals</b>	<b>39</b>		<b>Totals</b>	<b>14</b>	
Average Tenure per teacher	-	1.3 years	Average Tenure per teacher	-	1.7 years

Northwest Territories Totals: 53

Average Tenure per teacher - 1.4 years

TABLE 11

Periods of Tenure of Teachers Appointed to One-room Schools in the Northwest Territories in Period 1960-65

Period of Tenure	Less than		More than		Totals
	1 Year	1 Year	2 Years	2 Years	
Mackenzie District	3	24	10	2	39
Eastern Arctic	1	9	3	1	14
<b>Total</b>	<b>4</b>	<b>33</b>	<b>13</b>	<b>3</b>	<b>53</b>

Table 111 shows length of service in the Northwest Territories of teachers in all schools in the Territories for the year 1965-66. This follows fairly closely previous years' patterns.

TABLE 111

Teachers' Teaching Experience in the Northwest Territories to June 1966

Length of Service	1 Year	2 Years	3 Years	More Than 3 Years
Number of Teachers	115	92	49	88

In general there is difficulty both in recruiting teachers for one-room schools and in retaining their services for a period of time to provide for adequate continuity of instruction. At present most of the teachers who are appointed to one-room schools begin their work full of enthusiasm, but at the end of one year resign or request a



transfer in a state of frustration and disillusionment. What causes this drastic change of attitude and to what degree the situation can be remedied are key questions in any discussions of problems of one-room schools. There is little hope for improvement in the educational attainment of pupils in one-room schools until such time as we can first secure teachers with the special aptitudes needed, and secondly guarantee that they will remain in the posts for a reasonable length of time, to provide the essential continuity of instruction.

The main reasons why one-room schools experience such a high turnover of teaching staff are as follows:

a) Absence of Medical Facilities

Married teachers especially do not wish to take their families to settlements where there are no medical facilities. One way of improving this situation would be to provide a nursing station with a qualified public health nurse in every small settlement. With the present scarcity of nurses, however, it may not be possible to recruit a sufficient number of them for these duties. However, some progress would be achieved even if only a fraction of the settlements had this service. In the case of serious medical emergency, medical assistance can be made readily available for any settlement in the Mackenzie District within a reasonable time. A relocation of regional centers in the Eastern Arctic would help to make medical assistance more readily available to the small settlements in the eastern part of the Territories.

b) Teacher Remuneration

In the past there have been complaints about inadequate allowances for teachers in small settlements in view of the heavy work load in school and community. However, the recent revisions in teachers' salaries and conditions of employment now make generous provisions for teachers in small settlements. Teachers of one-room schools receive an allowance of \$200 in addition to their regular salary; also the teacher or principal residing in the community where there is no area administrator receives a special allowance of \$100 per month to a maximum of \$1,000 per year. How far these measures will reduce the teacher turnover cannot be known for another two or three years at the earliest.

c) Teacher and Community Relations

Conflict between the teacher and the community can come about simply because either the teacher or the people fail to understand or are intolerant of the social and cultural modes of the other. Much of this can be reduced by extending the teacher's orientation training to include more intensive studies in inter-cultural relations and community development. Often, the teacher may be the sole departmental representative, thus assuming complete local responsibility for the administration, health, education and socio-economic development of the community. In addition to teaching, he may also have the following responsibilities: maintenance of vital statistics, investigation of welfare cases, issuance of relief, supervision and maintenance of citizenship benefits, such as pensions and allowances; upkeep of government property and equipment; supervision of unloading of annual supplies, co-ordination and control of wildlife breeding programs, supervision of wildlife conservation practices, formation and maintenance of Eskimo councils, operation of Federal Acts and Territorial Ordinances, transportation of sick persons, supervision of sanitation arrangements, dispensing medicines, and visiting outlying camps. Also as a rule, janitors require close supervision in order to ensure that schools are maintained in a clean and sanitary condition. Thus, because of these additional responsibilities, it is sometimes physically impossible for the

for the teacher to accomplish effectively, the primary task for which he was hired, to teach children.

Of course, not all teachers in small settlements will have all these responsibilities. Nevertheless, every teacher of a one-room school has a sufficient number of extra school administrative duties which interfere with his effectiveness as a teacher. One practical solution would be to assign clerical staff to look after much of the clerical and statistical work of schools in small settlements. Clerks would not need to stay in the small settlements, but regular trips would be made throughout the year from regional centers to keep in close touch with the teacher-administrator who requires a great deal of support in carrying out his many duties.

General administrative work may also prevent or interfere with the necessary rapport between the teacher and the community, which in turn has a direct effect on the classroom relationship. In one settlement it has been reported that the people harrassed the teacher for rations, medicines and other favours. When they were refused their requests they co-operated with the teacher only in a desultory and negative way. Often the community is quite vocal about their expectations of teachers, but unfortunately most of their demands have little to do with the school program. It is felt that much of the tension which arises between teachers and community can be avoided by providing some training in personal relations in community development before the teacher goes into the settlement.

d) Personal Adjustment of Teachers

In their involvement and commitment to the settlement, some teachers can lose their sense of perspective and find it difficult to adjust to the outside world. There is a danger of teachers lowering their personal, social and professional standards because they are not accustomed to disciplining themselves and lack the discipline provided by the larger schools and communities in which they have worked previously. The Teachers' Conferences held in all regions of the Territories during January and February have been a great help in this respect. At present it is often found advisable to arrange periodic transfers to larger settlements so that the teachers may have an opportunity for wider professional and social contacts and also to benefit from the discipline of a larger school. To maintain the good health and the initial enthusiasm of the teacher, however, it is felt that the problem of becoming "bushed" demands closer and more systematic scrutiny.

A few cases of nervous breakdown have occurred as a result of posting to one-room schools. In the past five years, four teachers have been withdrawn from one-room schools before the end of their first year's service on account of nervous breakdowns. In addition, about 10 teachers had to leave one-room schools at the end of their first year, on account of severe nervous strain. It is believed that these numbers could be reduced by means of increasing the number of personal contacts between the teacher and his colleagues from larger settlements.

e) Professional Adjustment of Teachers

Every teacher of a one-room school in the North faces continual problems of adjustment to the land and the people. In addition, it may also be a new teacher's first experience of working alone in a one-room school. As the provinces continue to abandon the small schools in favour of consolidation at an increasing rate, there will remain fewer teachers with single-room, all-grade experience. A minimum of one year's experience in a one-room school is necessary before a teacher is able to organize his work effectively in order to handle the range and calibre of pupils he has to teach. Most teachers realize the limitations of their first year with a class and are happy to have the opportunity of continuing another

year to derive fully the satisfaction of adequate and often rewarding performance. This helps to explain why there is little academic progress when a small school is subjected to a regular annual teacher turnover.

It also highlights another key problem of one-room schools, namely, that one-room schools suffer most from lack of teacher continuity, yet they are the schools having the largest staff turnover. Possibly the greatest need of teachers of one-room schools is to feel that they are not completely isolated, that they have readily available school support, and assistance with problems within school and without. The provision of clerical assistance has already been mentioned. More important from the point of view of improving instruction is the adequacy of the consultative and supervisory services. At present there is one School Superintendent position for each region of the Territories and, for lack of adequate clerical and secretarial assistance, each carries a heavy load of administrative problems. Ideally the staff of each Regional Superintendent in the North should include two vocational training consultants, one for schools, the other for trainees and job placements, one adult education consultant, one consultant for one-room and two-room schools and another consultant for larger schools, plus supporting secretarial staff. Such assistance would give school superintendents adequate time and opportunity to organize in-service courses for teachers, to provide the necessary leadership and program development and visit all settlements more frequently and regularly. The necessary re-organization and staff increases at regional and district level would, of course, be futile without a parallel improvement in transportation facilities particularly in the Eastern Arctic. A relocation of regional headquarters in the Eastern Arctic should help considerably in this regard.

f) Supply Teachers

A situation which occurs from time to time in one-room schools is when the teacher becomes sick and is unable to teach and perhaps has to leave the settlement either temporarily or permanently. Usually there is no suitable teacher residing in the settlement, and a teacher-at-large, if available, has to be sent to take charge. Teacher consultants should not be used for such situations as their valuable services are required by other schools. The situation could best be handled by employing one teacher in each district for that purpose. This teacher could be assigned to the staff of one of the larger schools as a "floating" teacher, to be called out immediately for staff absences in a one-room school.

g) Administrative Frustrations

Finally, teachers of one-room schools suffer the same frustrations and exasperations of other government employees with regard to apparently unnecessary delays and poor communication. However, the isolation of the smaller settlements with its many unique problems magnifies the importance of awkward situations which otherwise may be of only minor significance. An improvement in support services previously emphasized, will do much to counter these routine frustrations.

Summary

A summary follows of the problems of one-room schools with a list of possible remedies for each problem without regard to cost.

<u>Problem</u>	<u>Possible Remedies</u>
1. Low and irregular attendance.	a) Local pupil residences or adequate foster homes. b) Children sent to pupil residences in larger centers either for part or for most of their elementary schooling.

2. Low rating of education by parents.
  - a) Adult education programs.
  - b) Community development programs.
  - c) Increased employment opportunities in small settlements.
3. Wide age and ability span.
  - a) Classes restricted to Grades 1-VI.
  - b) Enrolment not to exceed 25 in number.
  - c) Use of two teachers.
4. Age-grade retardation.
  - a) Local pupil residences or adequate foster homes.
  - b) Children sent to pupil residences in larger centers.
  - c) Classes restricted to Grades 1-VI.
  - d) Enrolment not to exceed 25 in number.
  - e) Select teachers with appropriate experience.
  - f) Increased pre-service and in-service training facilities for teachers.
  - g) Provision of instructional equipment and material to assist individual learning, e.g., portable language labs and programmed learning material.
  - h) Increased consultative services.
  - i) Use of two teachers.
  - j) Development of kindergarten programs.
5. Teaching English as a second language to beginners.
  - a) Appointment of native classroom assistants.
  - b) Specialized training for teachers who lack experience in teaching English as a second language.
  - c) Longer orientation courses for teachers.
6. Difficulties in learning English.
  - a) Children sent to pupil residences in larger centers.
  - b) Classes restricted to Grades 1-VI.
  - c) Enrolment not to exceed 25 in number.
  - d) Select teachers with appropriate experience.
  - e) Increased pre-service and in-service training facilities for teachers.
  - f) Development of kindergarten programs.
  - g) Special instructional aids.
7. Bridging social and cultural gap between teacher and pupils.
  - a) Increased consultative services.
  - b) Increased training programs on intercultural education for teachers.
  - c) Eskimo and Indian teacher assistants.
8. Development of suitable curricula.
  - a) A series of workshops to develop curricula to suit special needs of small settlements.
  - b) Provision of vocational training consultative services.
  - c) Provision of adequate workshops

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| 9. Education of bright children.  | a) Send pupils to larger centers.  |
| 10. Difficulty in recruitment of teachers.                              | a) Provision of nursing station and improved medical facilities.                         |
| 11. Lack of continuity of teacher service.                              | a) Training programs on inter-cultural relations and community development for teachers. |
|   | b) Increased clerical assistance.  |
|   | c) Increased supervisory and consultative services.                                      |
| 12. Teacher-community conflict interferes with classroom relationships. | a) Adult education and community development programs.                                   |
|   | b) Increased support services.   |
|   | c) Training programs on inter-cultural relations and community development for teachers. |
| 13. Mental strain on teachers.  | a) Periodic transfer of teachers to larger centers.                                      |
|   | b) Increased consultative services.  |
|   | c) Use of two teachers on a shift basis.   |
| 14. Teachers' lack of previous experience in one-room schools.          | a) Increased consultative services.  |
|   | b) Increased pre-service in-service training.  |
| 15. Inadequate consultative and supervisory services.                   | a) Increased professional staff at regional and district offices.                        |
| 16. No suitable substitute when teacher withdrawn from settlement.      | a) Provision of one "floating" teacher for each district.                                |

Conclusions

At the beginning of the paper, three major problem areas of one-room schools were defined:

1. Low and irregular pupil attendance.
11. Learning and teaching conditions in the classroom.
111. High annual teacher turnover.

On the basis of our examination of each of these factors, the following are conclusions:

1. Low and Irregular Attendance

Short term prospects for the improvement of school attendance in small communities are not good. Provision of pupil residences would help, but it would be difficult to justify the extremely high costs and the regular pattern of under-capacity operation on the basis of improving attendance alone.

Negative parental attitudes towards school are probably the most significant determinant of attendance irregularities. Changes toward a positive acceptance of children's schooling will take time but can be accelerated by appropriate measures in community development and the implementation of various adult and vocational education programs.

11. Learning and Teaching Conditions in the Classroom

The appointment of a teaching assistant who speaks the native language of the particular settlement would be the most direct way of assisting teachers. Time would be required, however, to select and train suitable candidates.

The appointment of a two-teacher teaching team to a one-room school might be tried out on an experimental basis, but this arrangement might have to forego the advantage of having a native speaking teacher assistant.

Assistance by way of either a teaching assistant or the appointment of a second teacher could allow the enrolment of kindergarten children.

Conditions in a one-room school severely restrict program expansion and allow little scope for the degree of differentiated instruction enjoyed by larger schools. No one teacher possesses the professional competence, technical ability and energy required for the wide range of pupil demands.

111. High Annual Teacher Turnover

Measures designed to reduce periods of isolation and to establish a wider and greater number of professional contacts during the school year should improve the teacher turnover rate. The new improved allowances for teachers in small communities should help to improve teacher retention.

In the past few years the Education Division has followed the practice of the provinces and other countries in trying to avoid the construction of one-room schools. Northern children coming from small settlements have made remarkable progress in language and social development by attending pupil residences attached to the larger schools. Over the years an increasing number of parents have supported our policy because they have seen how much their children have benefited from attending school away from the confines of the smaller settlement.

In the final analysis, the one-room school can provide neither a sufficiently broad program of studies, nor the means for social inter-action among numbers of children of similar ages and interests, no matter how much money and teaching staff are provided. As a consequence, it is suspected that for the majority of the pupils, the one-room school can never adequately meet their needs for a satisfactory elementary education for today's world.

PART 11

Description of One-Room Schools in the Northwest Territories in the Period 1960 - 1965

The following information covering the last five years is provided for each one-room school in the Mackenzie District and Eastern Arctic, Northwest Territories.

1. Annual Attendance Records
2. Annual Teacher Turnover Rate
3. School Closures and Interruptions  
During the School Year
4. The Number of Children who have Advanced  
Beyond Grade VI in These Schools
5. Teachers: Qualifications, Accommodation, Morale

MACKENZIE DISTRICT

Arctic Red River Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>
1960-61	16	12.5	89.2
1961-62	19	16.8	91.5
1962-63	10	9.3	93.2
1963-64	10	8.5	84.9
1964-65	6		

2. Teachers

Mr. A.  
 Miss B.  
 Mr. C.  
 Mr. C.  
 Mr. D.

3. Closures

Interrupted program in 1961-62 due to illness of teacher.  
 School closed September 1964 (only six children in attendance).

4. Pupils Advanced Beyond Grade VI

Six children have advanced to Junior High School. Four of these still attending school in Inuvik. A few older children still in attendance.

5. Teachers

Qualifications - All have been experienced and fully qualified.  
 Accommodation - Converted 512 attached to school. Adequate for single personnel or married couple with small child. Small but comfortable.  
 Morale - One teacher completed year, but under severe strain, and resigned in preference to transfer. Another teacher left the Territories because of lack of medical facilities for family.

Lac la Martre Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>
1960-61	16	11.4	50.3
1961-62	17	13.0	81.4
1962-63	27	19.3	70.7
1963-64	22	18.4	77.6
1964-65	27	19.2	71.6

2. Teacher

Mr. A.  
 Mr. B.  
 Mr. C. & D.  
 Mr. E.  
 Mr. F.

3. Closures or Interruptions

September 1962 Mr. C. was brought to Fort Smith, Teacher-at-Large filled in until Mr. D. arrived. School did not re-open September 1965 - remains closed.



4. Pupils Advanced Beyond Grade VI

None

5. Teachers

Qualifications - All teachers fully qualified and experienced.  
 Accommodation - Good - occasional electrical problems necessitating aircraft charters from Yellowknife.  
 Morale - All teachers felt the need of a transfer after one year at Lac la Martre. One was unable to tolerate the isolation and had to be brought away from the settlement before he had been there one month. School closed 1965-66 school year as no teacher could be found for this school.

Fort Good Hope Federal School (only one room of this two-room school was in operation in 1961-62, 1962-63 and 1964-65)

	<u>March</u>	<u>Average</u>	<u>Percentage</u>
1. <u>Attendance</u>	<u>Enrolment</u>	<u>Attendance</u>	<u>Attendance</u>
1960-61	38 - 2 rooms		
1961-62	51	34.3	96.3
1962-63	34	21.7	95.4
1963-64	44 - 2 rooms		
1964-65	19	13.4	79.6

2. Teachers

A. and B.  
 Mr. C.  
 Mr. C.  
 Mr. C. & Miss D.  
 Mr. E.

3. Closure or Interruptions

Frequent, but of short duration - caused by maintenance problems (sewage & water)  
 Extensive plumbing and heating problems necessitating frequent aircraft charters from Inuvik. Water supply a serious problem.

4. Pupils advanced beyond Grade VI

Total of 7 children to Inuvik school.  
 Some children have never attended local school because of trapping activities - registered in Inuvik.

5. Teachers

Qualifications - All qualified; D and E inexperienced in small schools.  
 Accommodation - Very good (excluding frustrations of plumbing problems.)  
 Morale - School buildings isolated from community. Teaching personnel tend to withdraw from participation in community activities. Female teachers feel the effects of this isolation. One teacher requested transfer after less than one week's residence in this community, claiming unsatisfactory living and working conditions. Another teacher left after one year claiming unhappy community relations and educational isolation.

Discovery Mine School

	<u>March</u>	<u>Average</u>	<u>Percentage</u>
1. <u>Attendance</u>	<u>Enrolment</u>	<u>Attendance</u>	<u>Attendance</u>
1960-61		12.4	96.3
1961-62	14	14.0	97.4
1962-63	12	11.0	98.3
1963-64	9	9.1	95.5
1964-65	14	11.9	97.7

2. Teacher Turnover

Miss A.  
Miss B.  
Mr. C.  
Mr. D.  
Mr. D.

3. Closures or Interruptions

None.

4. Pupils advanced beyond Grade VI

1960-61 4 students progressed from Grade VII to IX in this period.  
1961-62 4 students progressed from Grade VII to VIII in this period.  
1962-63 1 student progressed from Grade VIII to IX in this period.  
1963-64 2 students took Grade VII.  
1964-65 1 student took Grade IX.

5. Teachers

Qualifications - experienced and full qualified.  
Accommodation - This is not an isolated school in the true and Morale sense of the word - the teachers enjoy the life at a Company school.

Fort Liard Federal School

	<u>March</u>	<u>Average</u>	<u>Percentage</u>
1. <u>Attendance</u>	<u>Enrolment</u>	<u>Attendance</u>	<u>Attendance</u>
1960-61	19	23.8	96.7
1961-62	14	13.6	96.9
1962-63	21	18.1	98.4
1963-64	17	13.4	97.5
1964-65	11	10.4	88.3

2. Teacher Turnover

Mr. A.  
Mr. A.  
Mr. A.  
Mr. A.  
Mr. B.

3. Closures or Interruptions

Nil

4. Pupils advanced beyond Grade VI

Two native children, plus 2 children of Teacher A.

5. Teachers

Qualifications - Both qualified and experienced.  
Accommodation - Adequate for small family.  
Morale - Good

Nahanni Butte Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>
1960-61	14	9.3	89.9
1961-62	15	11.9	95.3
1962-63			
1963-64	17	17.3	97.4
1964-65	21	21.0	100.0

2. Teacher Turnover

- Mr. A.
- Mr. A.
- Miss B. & Mr. C.
- Mr. C.
- Mr. D.

3. Closures or Interruptions

School closed from January to June, 1963.

4. Pupils advanced beyond Grade VI

None  
1965-66 - There is one girl taking Grade VII this current year in Nahanni.

5. Teachers

- Qualifications - All teachers qualified and experienced.
- Accommodation - Occasional plumbing problems.
- Morale - One teacher was asked to resign, another found it necessary to leave because of an unfortunate shooting incident. Most serious factor here is the religious controversy among the people living in Nahanni Butte.

Norman Wells Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>
1960-61	22	14.6	83.4
1961-62	22	19.4	90.6
1962-63	29	27.2	95.2
1963-64	28)		
1964-65	24) 2 rooms		

2. Teachers Turnover

- Miss A.
- Mr. B.
- Mr. B.

3. Closures or Interruptions

None.

4. Pupils advanced beyond Grade VI

- 1. Student took Grades VII and VIII in this period.
- 6 Students took Grade VII.
- 3 Students took Grade VIII.
- 1 girl took Grade IX and passed, in Inuvik, then left.

5. Teachers

- Qualifications - Qualified and experienced.
- Accommodation - Good
- Morale - Good

Pelly Bay Federal School - opened September, 1962

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>	2. <u>Teachers Turnover</u>
1962-63	17	13.5	86.7	Mr. A.
1963-64	13	9.8	81.3	Mr. A.
1964-65	18	10.6	69.2	Miss B.
3. <u>Closures</u>	None.			
4. <u>Pupils advanced beyond Grade VI</u>	None.			
5. <u>Teachers</u>	Qualifications - Both qualified and experienced teachers. Accommodation - Good. This a new school situation. No major problems have arisen. Morale - One teacher was requested for medical reasons, to transfer; report from doctor indicated transfer to a less isolated community.			

Reindeer Station Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>	2. <u>Teacher Turnover</u>
1960-61	21	16.1	97.5	Miss A.
1961-62	21	19.4	95.7	Miss A.
1962-63	14	15.6	98.6	B.
1963-64	12	11.7	98.6	B.
1964-65	16	15.3	96.7	Mr. C.
3. <u>Closures or Interruptions</u>	None.			
4. <u>Pupils advanced beyond Grade VI</u>	A - 1 year in Grade VII - left. B - 2 years in Grade VII, is in Grade VIII at present. C - 1 year in Grade VII, out one year, is in Grade VII at present. D - is in Grade VII at present. E - is in Grade VII at present. F - is in Grade VII at present.			
5. <u>Teachers</u>	Qualifications - All experienced and fully qualified. Accommodation - Marginal. Morale - No problems. One teacher transferred to a less isolated community.			

Snowdrift Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>	2. <u>Teacher Turnover</u>
1960-61	28	23.6	76.2	Miss A.
1961-62	27	21.8	83.6	Mr. B.
1962-63	32	24.1	81.2	B.
1963-64	26	22.3	92.3	Miss C.
1964-65	33	24.8	85.7	Mr. D. followed by Mr. E.

3. Closures or Interruptions

September 1964, Teacher C. became ill, and Mr. E. replaced her after closing Arctic Red River school; Mr. D. substituting to keep continuity.

4. Pupils advanced beyond Grade VI

Previous to 1962, 5 students reached Grade VIII.  
 2 students reached Grade VII.  
 4 students left after 1 year Voc. training  
 2 dropped out at Grade VIII.  
 2 still in attendance.

5. Teachers

Qualifications - All teachers fully qualified. Miss C. inexperienced.  
 Accommodation - Quite adequate.  
 Morale - Two teachers transferred, for health reasons.

Wrigley Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>	2. <u>Teacher Turnover</u>
1960-61	14	21.9	93.3	Mr. A.
1961-62	10	9.9	79.1	Mr. B.
1962-63				
1963-64				
1964-65	20	19.1	86.8	Mr. C.

3. Closures and Interruptions

School was closed for the years 1963, 1964.

4. Pupils advanced beyond Grade VI.

1965-66 - 1 girl at present taking Grade VII in Fort Simpson.

5. Teachers

Qualifications - qualified and experienced.  
 Accommodation - inadequate.  
 Morale - One teacher found isolation at Wrigley intolerable. School closed 1962-63 and 1963-65 school years as no teacher could be found to teach his school.

Jean Marie River Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>	2. <u>Teacher Turnover</u>
1960-61	15	14.8	86.5	Mr. A.
1961-62	14	12.6	87.0	A.
1962-63	15	12.4	84.8	A.
1963-64	16	12.7	85.5	A.
1964-65	16	13.0	90.1	Mr. B.

3. Closures or Interruptions

None.

4. Pupils advancing beyond Grade VI

- A - 2 years in Grade VII, Ft. Simpson, 1 yr. Voc. Training - left.
- B - 4 years in Grade VI, is in Grade VII at present in Ft. Simpson.
- C - 1 year in Grade VII, is in 2nd year Voc. Training - Yellowknife.
- D - is in Grade IX in Fort Simpson.
- E - 4 years in Grade VI, is in 1st year Voc. Training - Yellowknife.
- F - 2 years in Grade VI, is in Grade VII at present, Fort Simpson.
- G - 2 years in Grade VI, is in Grade VII at present, Fort Simpson.

5. Teachers

- Qualifications - Teachers fully qualified and experienced.
- Accommodation - Teacherage - comfortable and well furnished - attached to school.
- Morale - One teacher requested transfer because of isolation. Another requested a transfer to a location where there was a doctor, because of wife's health.

EASTERN ARCTIC

Lake Harbour Federal School

1. Attendance	March Enrolment	Average Attendance	Percentage Attendance	2. Teacher
1960	Not operating - Summer school only			
1960-61	" "	" "	" "	
1961-62	" "	" "	" "	
1962-63	" "	" "	" "	
1963-64				Miss A.
1964-65	11	10.19	92.67	Miss B.

3. Closures or Interruptions

School closed November 1963 because of teacher's health.

4. Pupils advancing beyond Grade VI

Nil.

5. Teachers

- Qualifications - All teachers were fully qualified and experienced.
- Accommodation - Unsatisfactory. The residence was built in 1930 or 1931, and is poorly situated. Should be replaced.
- Morale - One teacher taken out for health reasons. The other teacher, has stated: "Lake Harbour is an ideal spot. Terrific people, interesting settlement, lots of settlement visitors, average of one plane every three or four weeks."

Arctic Bay Federal School

1. Attendance	March Enrolment	Average Attendance	Percentage Attendance	2. Teacher
1960-				
1960-61	30	10.08	91.72	Mr. A.
1961-62	13	10.59	81.46	Mr. B.
1962-63	13	10.63	96.88	Mr. C.
1963-64	16	10.07	71.92	Mr. C.
1964-65	24	18.94	79.19	Mr. C.

3. Closures or Interruptions

No major closures or interruptions.

4. Pupils advancing beyond Grade VI

Nil

5. Teachers

- Qualifications - All teachers were fully qualified and experienced.  
 Accommodation - Satisfactory. A 2-bedroom residence was erected in 1963.  
 Morale - Satisfactory. No significant problems have been encountered in this respect. Minor frustrations include the slow delivery of mail. Deliveries are sometimes as much as five months apart.

Belcher Islands Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>	2. <u>Teacher</u>
1960-61				
1961-62		13.45	96.04	Mr. A.
1962-63	18	16.87	93.71	Mr. B.
1963-64	14	13.47	96.21	Mr. B.
1964-65	15	14.24	94.97	Mr. C.

3. Closures or Interruptions

No major closures or interruptions.

4. Pupils advancing beyond Grade VI

Nil

5. Teachers

- Qualifications - All teachers were fully qualified and experienced.  
 Accommodation - Satisfactory. The two-bedroom residence is well-equipped and comfortable.  
 Morale - Satisfactory. The teacher is well accepted and highly respected. Although Belcher Islands is truly isolated, it is within one-half hour's flying time of Great Whale River, and daily contact is maintained by radio.

Grise Fiord Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>	2. <u>Teacher</u>
1960-61	School not in operation.			
1961-62	"	"	"	"
1962-63	25	23.03	92.1	Mr. A.
1963-64	30	27.22	97.22	Mr. A.
1964-65	30	26.32	87.74	Mr. B.

3. Closures or interruptions

No major closures or interruptions occurred.

4. Pupils advancing beyond Grade VI

Nil

5. Teachers

Qualifications - All teachers were fully qualified and experienced.

Accommodation - Adequate. The teacher's quarters are attached to the school, however, and since the school is also a community hall and church, the sounds of people coming and going and the extra-curricular activities are readily transmitted throughout the teacher's quarters. On these occasions the noise is some times sufficient to preclude any thoughts of sleep or privacy.

Port Burwell Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>	2. <u>Teacher</u>
1960-61	School not in operation			
1961-62	"	"	"	
1962-63	Summer school			
1963-64				
1964-65	21	16.53	78.73	Miss A.

3. Closures or Interruptions

It was necessary to close the school for approximately six weeks during the 1965-66 school year so that the teacher could receive outside treatment for an injured knee.

4. Pupils advancing beyond Grade VI

Nil

5. Teachers

Qualifications - All teachers were fully qualified and experienced.

Accommodation - A 3-bedroom residence has been completed recently. Previously, the teacher lived in temporary accommodation.

Morale - The school has not been operating long enough to make an accurate assessment. However, to date no serious problems in this respect have been encountered.

Padloping Island Federal School

1. <u>Attendance</u>	<u>March Enrolment</u>	<u>Average Attendance</u>	<u>Percentage Attendance</u>	2. <u>Teacher</u>
1960-61	School not in operation			
1961-62	"	"	"	
1962-63	16	14.98	93.65	Mr. A.
1963-64	20	17.14	85.69	Miss B.
1964-65	20	19.75	94.07	Miss B.

3. Closures or Interruptions

No major closures or interruptions.

4. Pupils advancing beyond Grade VI

Nil



5. Teachers

- Qualifications - All teachers were fully qualified and experienced.
- Accommodation - Satisfactory. A 2-bedroom apartment with kitchen, bathroom, dining area and living.
- Morale - Satisfactory. No problems have been encountered in this respect, although the community is completely isolated for 3 or 4 weeks during freeze up and again during break up.

Resolute Bay Federal School

1. <u>Attendance</u>	<u>March</u> <u>Enrolment</u>	<u>Average</u> <u>Attendance</u>	<u>Percentage</u> <u>Attendance</u>	2. <u>Teacher</u>
1960		22.88	88.04	
1960-61	25	21.07	95.76	Mr. A.
1961-62	21	20.24	91.99	Mr. A.
1962-63	25	23.7	91.17	Mr. B.
1963-64	32	30.44	95.12	Mr. C.
1964-65	30	29.62	98.74	Mr. C.

3. Closures or Interruptions

No major closures or interruptions.

4. Pupils advancing beyond Grade VI

Nil

5. Teachers

- Qualifications - All teachers were fully qualified and experienced.
- Accommodation - Satisfactory
- Morale - Satisfactory. Nordair has a weekly scheduled flight from Montreal, making this one of out less-isolated schools. A second teacher was placed there in December 1965.